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 # S299A160080

Gramts.gov Tracking#: GRANT12175705

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

Closing Date: May 31, 2016

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
5. Grants.gov Lobbying Form	e10
6. ED Abstract Narrative Form	e11
Attachment - 1 (1235-Foundations Abstract)	e12
7. Project Narrative Form	e13
Attachment - 1 (1237-Foundations Narrative - FINAL)	e14
8. Other Narrative Form	e50
Attachment - 1 (1236-Other Attachments)	e51
9. Budget Narrative Form	e99
Attachment - 1 (1234-Foundations - Budget Narrative)	e100
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e122
11. Form ED_524_Budget_1_3-V1.3.pdf	e123

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

Application for Federal Assistance SF-424

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

* 3. Date Received:	4. Applicant Identifier:
05/31/2016	

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Cook Inlet Tribal Council, Inc.

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
92-0094184	8269032210000

d. Address:

* Street1:	3600 San Jeronimo Drive
Street2:	
* City:	Anchorage
County/Parish:	
* State:	AK: Alaska
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	99508-2869

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:		* First Name:	David
Middle Name:			
* Last Name:	Crowson		
Suffix:			

Title: Senior Director of Planning

Organizational Affiliation:
Cook Inlet Tribal Council, Inc.

* Telephone Number:	907-793-3101	Fax Number:	907-793-3422

* Email: dcrowson@citci.org

Application for Federal Assistance SF-424

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

K: Indian/Native American Tribally Designated Organization

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:**

Foundations

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT12175705 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 01:42:56 PM EDT

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant 01 * b. Program/Project 01

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 09/30/2016 * b. End Date: 09/29/2020

18. Estimated Funding ($):

* a. Federal	1,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	1,000,000.00

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

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

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

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

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

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: * First Name: Gloria

Middle Name:

* Last Name: O'Neill

Suffix:

* Title: President/CEO

* Telephone Number: 907-793-3401 Fax Number: 907-793-3422

* Email: goneill@citci.org

* Signature of Authorized Representative: Gloria O'Neill * Date Signed: 05/31/2016

Tracking Number:GRANT12175705 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 01:42:56 PM EDT

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Gloria O'Neill	President/CEO
APPLICANT ORGANIZATION	DATE SUBMITTED
Cook Inlet Tribal Council, Inc.	05/31/2016

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

Tracking Number:GRANT12175705 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 01:42:56 PM EDT

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

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

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

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Cook Inlet Tribal Council, Inc.

** Street 1* 3600 San Jeronimo Drive *Street 2*

** City* Anchorage *State* AK: Alaska *Zip* 99508

Congressional District, if known:

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

6. * Federal Department/Agency:

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* *Middle Name*

** Last Name* *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

Prefix ** First Name* *Middle Name*

** Last Name* *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:** Gloria O'Neill

***Name:** *Prefix* ** First Name* Gloria *Middle Name*

** Last Name* O'Neill *Suffix*

Title: President/CEO **Telephone No.:** 907-793-3401 **Date:** 05/31/2016

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT12175705 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 01:42:56 PM EDT

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Add Attachment | Delete Attachment | View Attachment

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Cook Inlet Tribal Council, Inc.

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: Gloria | Middle Name:

* Last Name: O'Neill | Suffix:

* Title: President/CEO

* SIGNATURE: Gloria O'Neill | * DATE: 05/31/2016

Tracking Number:GRANT12175705 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 01:42:56 PM EDT

Abstract

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

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

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

You may now Close the Form

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

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

Abstract

Cook Inlet Tribal Council, Inc. (CITC), in partnership with the Anchorage School District (ASD), proposes *Foundations - Parent Partnerships for Student Success*, a comprehensive, community-driven program implementing multiple strategies to improve the college and career readiness of Alaska Native and American Indian students in Anchorage, AK. Foundations will address persistent roots of Anchorage's academic achievement and outcomes gap through (a) direct STEM, literacy, and SEL education and skill-building interventions in ASD 3rd-5th grade classrooms, (b) improving school climates and infusing Alaska Native cultural knowledge into ASD elementary schools, (c) shifting the relationship between Alaska Native students' families and their schools to one of informed advocacy, and (d) provide student and family advocacy services and referrals for supportive services. Through these means, Foundations will enable a sea change in Native students' sense of belonging, attendance levels and academic performance, and thus their graduation rates and college and career preparedness

Students & Parents Impacted by *Foundations*					
	Outreach to Community Parents	**Community Engagement Meetings**	**Schools Served**	**Parent Educators Trained**	**Total Students**
Year 1	100	12	2	6	162
Year 2	100	12	2	8	216
Year 3	100	12	3	12	324
Year 4	100	12	3	12	324
Total	400	48	3	38	**1,026**

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** Foundations Narrative - FINAL.pdf

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

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

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

Table Of Contents

Table of Contents ……. 1

Competitive Preference Priorities …… 1

Project Narrative (35 pages)

Need for Project …….. 2

Quality of the Project Design …….. 7

Quality of Project Personnel …….…….. 18

Adequacy of Resources …….……. 24

Quality of Management Plan …….. 27

Quality of Project Evaluation ……..…….. 33

Competitive Preference Priorities

Foundations meets the requirements of the notice's Absolute Priority and two of three Competitive Priorities and, as such, is **eligible for 8 competitive preference priority points**.

a) **Competitive Preference Priority 2: 4 points**

b) **Competitive Preference Priority 3: 4 points**

NOTE: Cook Inlet Tribal Council is a current Alaska Native Education Program grantee

Section A: Need for Project

1. Needs Assessment & Current Barriers

Alaska Native and American Indian students possess the potential to learn, succeed, and exceed expectations – potential that is currently and historically underserved by Anchorage's educational system. More than any other racial/ethnic population group in the Anchorage School District (ASD), a disproportionately high number of Alaska Native students communicate a costly struggle with academic benchmarks through their scores on statewide assessments.

In 2012, Cook Inlet Tribal Council convened a prominent group of Alaska Native and non-Native leaders and agencies as partners in a collective impact model of collaboration to address the issue of Alaska Native and American Indian student success. The resulting collaboration, Anchorage Realizing Indigenous Student Excellence (ARISE), identified Community-Level Outcomes to jointly pursue and released its first Community Report Card[1] in January 2015, and its second in January 2016.[2] The following data, which corresponds to ARISE Outcomes, is drawn from these documents and is the most current and authoritative assessment of Native student needs in Anchorage.

This data convincingly demonstrates that our youth's academic performance reveals a disparity with peer achievement in all core subject areas, such that only 58.5% ultimately succeed in obtaining their high school diploma on time.

Four-Year Graduation Rate

	2013	2014	2015
Alaska Native	*61.2%*	*57.5%*	*58.5%*
All Others	78.6%	76.4%	83.9%

[1] ARISE 2014 Baseline Report. (January 2015). http://arisepartnership.org/data/baseline-report/

[2] ARISE 2015 Report to Our Community: Partnership and Progress (January 2016) http://arisepartnership.org/data/2015-arise-report/

This particular statistic, so critical in timely and successful access to college and career goals, represents the culmination of a trend already visible with our students' first steps through their kindergarten classroom doors and subsequently evident in 3rd grade reading, middle school math, and school attendance data.

Alaska Measures of Academic Progress & Success: 2013-2015[3]

	2013/2014		2014/2015	
	All Students	AN Students	All Students	AN Students
***Kindergarten Prep.**	14.1%	**11.5%**	43.6%	**34.9%**
***3rd Grade Reading**[4]	88.2%	**79.2%**	42.2%	**31.4%**
Middle School Algebra[5]	19.1%	**8.9%**	18.8%	**9.2%**
90% Attendance[6]	84%	**74.5%**	82.2%	**72.4%**
On Time Graduation[7]	76.4%	**57.5%**	83.9%	**58.5%**

**Denotes data differential related to transitions in assessment tools or benchmarks. Please note that while the total numbers are not statistically comparable, the gap remains consistent.*

High School Graduation: Accomplishing on-time high school graduation generates lifelong academic and social benefits. There exists a well-documented relationship between high

[3] ARISE 2015 and 2016 Community Report Cards, http://www.arisepartnership.org

[4] Due to what will be at least three years of problematic data due to transitions in statewide assessment tools, proficiency numbers vary widely over recent years, and are not statistically comparable. The achievement gap, however, remains starkly consistent regardless of the tool.

[5] Tracks whether students complete Algebra I with a grade of B or better by the end of 8th grade.

[6] Reflects whether ASD students attended at least 90% of school days while enrolled.

[7] This measure, limited to the Anchorage School District, reflects HS graduation after 4 years.

school graduation and a broad array of social indicators – lifetime earnings, unemployment, poverty, health, incarceration, and more. Our Alaska Native and American Indian students are behind Anchorage's student population as a whole by 25% in four-year graduation.

College Enrollment: Following this pattern of educational outcomes, it is reasonable that a lower percentage of Anchorage's Native graduates successfully enroll in college than their non-Native peers.

Graduates Enrolling in University of Alaska

	2011	2012	2013
AN/AI	*40.5%*	*27.5%*	*24.8%*
All Others	48.4%	36.9%	29.0%

By the time they are seeking entrance to higher education or career training, Alaska Native and American Indian youth have already demonstrated to us numerous times through assessment that they are struggling; that the Anchorage educational system is failing to meet their needs.

This incongruence in the successful development of Alaska Native students' potential compared to the development of their peers' has life-long ramifications. This is not the future we wish for our children. Cook Inlet Tribal Council and our community partners – including most importantly the parents, families, and students themselves – are working to build a world where every Alaska Native student has the skills and support needed to achieve their goals.

Anchorage Socioeconomic Demographics[8]

	All Anchorage	Alaska Native
Population	301,010	24,382
Per Capita Income	$35,769	$24,534
Income Below Poverty	7.6%	15.7%
Unemployment Rate	6.9%	18.7%

The issues underlying Native students' academic achievement disparity are complex,

8 American Community Survey, 2011-2013.

involving broad social factors – including disproportionately high rates of overall poverty, unemployment, lack of child care, food insecurity, housing instability, etc. – as well as issues unique to the Alaskan context, such as extremely high rates of family mobility between urban Anchorage and Alaska's remote and culturally distinct rural villages, and the many stresses of cultures in transition between a subsistence lifestyle and a cash economy.

Based on the data presented by ARISE's 2015 and 2016 reports on the state of educational opportunity for our youth, and on the priorities set by community partners and families through ARISE to address and shift those outcome disparities, CITC has identified the need for a comprehensive community strategy to improve Alaska Native students' college and career outcomes. On this foundation of data and observation, CITC proposes Foundations – Parent Partnerships for Student Success, a community-led intervention employing multiple strategies to provide (1) academic, cultural, and social-emotional skill-building services to Anchorage School District elementary students, and (2) school culture-shifting advocacy, educational training, and leadership opportunities to their parents.

2. Local Community Opportunities

While Alaska Native and American Indian youth face disproportionate barriers to their academic and career success, they remain resilient and positive about their place in the community. Their families, Tribal leaders and providers, and many community partners and policymakers are similarly positive about our youth, and work to provide high quality, culturally-informed opportunities to support their unlimited potential. Some of these opportunities include–

Anchorage Community Opportunities for Native Youth

	Youth Opportunity	*Timeframe*
Cook Inlet Tribal Council	• Schoolyard tutoring/STEM program	• School year

	• P^2C^2 Early Literacy Interventions	• Full year
	• Fab Lab STEM skills & game design	• School year
	• Summer & school break culture camps	• Full year
	• AYS/RYS job & life skills trainings	• Full year
	• Statewide Native Youth Olympics	• Dec-April
	• Teachers in ASD school partnerships	• School year
	• Counselor Advocates in ASD schools	• School year
	• Journey Ahead Jr High Transitions	• Full year
	• Supported Work Experience - TANF	• Summer
	• Tribal Early Head Start (Fall 2016)	• Full year
	• ARISE collective impact initiative	• Full year
Anchorage School District	• Title VII Indian Education – afterschool activities, tutoring, summer enrichment	• Full year
	• AK Native Cultural Charter School	• School year
University of AK Anchorage	• AK Native Science & Engineering Program, middle school through high school	• Full year
AK Native System of Care	• Cook Inlet Native Head Start	• School year
	• Southcentral Foundation RAISE program	• Full year
	• First Alaskans Institute Elders & Youth Cf.	• October
Community Partners	• United Way 90% by 2020	• Full year
	• Best Beginnings Imagination Library	• Full year

3. Existing Local Providers & Funding Sources

ARISE Leadership Circle Partner Agencies
Cook Inlet Tribal Council, Inc.
Anchorage School District
United Way of Anchorage
Alaska Native Heritage Center
CIRI Foundation
University of Alaska Anchorage
Best Beginnings
First Alaskans Institute
Cook Inlet Native Head Start
Johnson O'Malley Parent Committee

Through our partnership with ARISE, CITC leverages a collective impact approach in identifying both successful local policies, programs, and practices (while engaging in data sharing to explore and replicate their work), as well as those that should be reconsidered as we address the need for systems change. Funding for this collective impact endeavor in support of stronger academic, community, and career outcomes for Alaska Native and American Indian youth has been supported locally by individual donors, corporate partners – such as CITC's Education Innovation Fund investors, ConocoPhillips Alaska, Shell Alaska, ExxonMobil Corporation, and First National Bank Alaska – and local or statewide youth-focused philanthropy, such as the CIRI Foundation, the Alaska Children's Trust, the Rasmuson Foundation, and others. These opportunities represent only a sampling of the ways our community celebrates and supports Alaska Native youth, yet are also representative both of the wealth of resources Anchorage can draw on in this proposed project, and of the existing connections CITC has nurtured in order to better serve our youth.

Section B: Quality of Project Design

1. Local Geographic Area

Foundations will provide services in Anchorage, Alaska. Located between the Cook Inlet on Alaska's southcentral coast and the nearby Chugach mountain range, Anchorage has a year-

round open water harbor, is home to one end of the Alaska Railroad, and is an air transportation hub for hundreds of smaller communities disconnected from the road system.

With an estimated 301,010 residents, the US Census Bureau estimates 8.1% (24,382 people) are "American Indian and Alaska Native alone" – a category which excludes many Alaska Native-identifying people. Yet even this restrictive definition means Anchorage has the greatest proportion of Native residents among all the nation's cities, and the fifth largest total number of Alaska Native and American Indian residents of any US city (behind only Oklahoma City, Phoenix, Los Angeles, and New York – cities with three to 28 times Anchorage's population). Following an established pattern of in-migration from rural Alaskan villages, this population is projected to continue growing over time.[9] Anchorage is home to 40% of Alaska's total population and is more than nine times larger than the next-largest Alaskan city, making it the economic, medical, judicial, transportation, and social service hub of the entire state; the natural place to turn when rural residents need help.

Alaska is homeland to 229 federally recognized tribes that can be broadly grouped into 11 cultural groups.[10] As the state's only urban center, Anchorage draws residents from all rural regions – Anchorage's Alaska Native population includes people from each of these cultural groups, as well as American Indian tribal members originally from the "Lower 48" states. A full count of Anchorage School District students – meaning *all* students who identify as Alaska

---

[9] Alaska Department of Labor & Workforce Development. (February, 2010). *Anchorage Migration: The movement between Alaska's major Native areas and Anchorage*. Alaska Economic Trends, Vol 30, Number 2.

[10] See ARISE partner AK Native Heritage Center for a general introduction to Alaska's Native cultures: http://www.alaskanative.net/en/main-nav/education-and-programs/cultures-of-alaska/

Native or American Indian alone *and* in combination with any other race – comprises 17.8%, or 8,538, of Anchorage's students. Educational change implemented in Anchorage will impact more Alaska Native youth than those in any other place on earth.

2. A Culturally Appropriate Response

Foundations is based on three existing culturally informed programs and involves interventions whose effectiveness have been scientifically demonstrated. Culturally appropriate programs informing Foundations include:

a) Roaring Fork School District's successful migrant education project, funded by the Manaus Fund in Colorado. That project, Valley Settlement, similarly trained parents and provided a stipend to participate as classroom supports, thereby increasing the engagement within schools of parents and families who previously felt disenfranchised and disconnected.[11]

b) Since 2002, CITC has operated a culturally appropriate "school within a school" program inside Anchorage School District elementary, middle, and high schools. This series of culturally-informed classroom-based interventions has consistently demonstrated improved Alaska Native and American Indian student outcomes over Native students district-wide who have not participated in our programs. Foundations extends this historically effective collaboration with the Anchorage School District to make meaningful cultural interventions within District classrooms.

c) In 2012 CITC convened Anchorage Realizing Indigenous Student Excellence (ARISE), a collective impact initiative comprised of Anchorage's key education-related and

[11] http://www.valleysettlementproject.org/wp-content/uploads/2015/03/2014-Annual-Report-FINAL-reduced.pdf

Alaska Native-serving agencies. Originally organized using the StriveTogether[12] model of collective impact, which has been used to successfully align dozens of communities to remove educational barriers and enhance student outcomes, in ARISE's first four years of operation it has already modified its methods to be more culturally appropriate for Our People by emphasizing Alaska Native parent and family engagement (an activity Foundations will support). ARISE has identified, among other priorities, Third Grade Reading Proficiency, Eighth Grade Math Proficiency, 90% School Attendance, School Climates, and On-Time High School Graduation as critical entry points in the effort to bridge the academic achievement gulf for Native students – all of which are addressed through Foundations.

Additionally, the direct services unique to Foundations reflect CITC's commitment to scientifically-supported interventions, including a) Science, Technology, Engineering, and Mathematics (STEM) enrichment, b) Social-Emotional Learning (SEL) methods, c) trauma-informed service provision focused on whole-person and whole-family needs, and d) services drawn from Alaska Native cultural values and practices.[13]

3. Goals and Objectives

Goal: Alaska Native and American Indian youth in Anchorage are college- and career-ready.

GPRA Indicator 1. The percentage of the annual measurable objectives, as described in the applications that are met by grantees.

Performance Indicator: To be measured by the number and percentage of annual measureable objectives carried out by the program each year.

---

[12] http://www.strivetogether.org/strivetogether-approach/strivetogether-framework

[13] See for instance Bazron, Osher, & Fleischman. *Creating Culturally Responsive Schools. Educational Leadership.* 83-84. 2005.

GPRA Indicator 2. The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Alaska Native and Native American youth.

Performance Indicator: To be measured by the community collaborative efforts which lead to increased numbers and percentages of students on target for enrollment in academically challenging and rigorous high school coursework by the end of Year Four.

Program Objective 1: Provide Parent as Educator training for parents of Alaska Native and Native American children.

Outcome 1.1: Over four years' time, provide training for 38 Parent Educators in Social Emotional Learning (SEL) and culturally relevant education methodology and subject matter. *Performance Indicator: CITC Program Director reporting.*

Outcome 1.2: Over four years' time, provide training for 38 Parent Educators in the FabLab for employability, and to integrate cultural project-based learning methodology for students within Anchorage School District classes. *Performance Indicator: CITC Program Director reporting.*

Outcome 1.3: Over four years' time, provide training for 38 Parent Educators in principles of advocacy. *Performance Indicator: CITC Program Director reporting.*

Program Objective 2: Provide culturally relevant STEM-supporting supplemental in-class education to 3rd-5th grade students.

Outcome 2.1: Provide services in 2 elementary schools in Years 1 & 2, and 3 elementary schools in Years 3 and 4. *Performance Indicator: CITC Program Director reporting.*

Outcome 2.2: Provide 6 in-school Parent Educators in Year 1, 8 Parent Educators in Year 2, and 12 Parent Educators in Years 3 and 4. *Performance Indicator: CITC Program Director reporting.*

Outcome 2.3: Provide one culturally infused classroom exercise per classroom per month. *Performance Indicator: CITC Program Director reporting.*

Outcome 2.4: Over four years' time, provide supplemental STEM-supporting education to 1,026 students. *Performance Indicator: Enrollment, attendance, and participation records.*

Program Objective 3: Engage parents of Alaska Native and Native American children in the community to support comprehensive projects that help Alaska Native and Native American children become college and career ready.

Outcome 3.1: Provide direct one-to-one outreach meetings with 100 parents of Alaska Native and Native American children annually. *Performance Indicator: CITC Program Director reporting.*

Outcome 3.2: Hold 12 community engagement meetings targeting parents of Alaska Native and Native American children annually. *Performance Indicator: CITC Program Director reporting.*

Program Objective 4: Provide advocacy services to Alaska Native and Native American students enrolled in a 3rd-5th grade classroom and their families.

Outcome 4.1: 100% of Alaska Native and Native American students will be assessed for advocacy services and receive referrals and case management as appropriate to the assessment. *Performance Indicator: CITC Program Director and Youth Advocate reporting.*

Program Objective 5: Improve Alaska Native and Native American students' educational achievement.

Outcome 5.1: Increase Alaska Native and Native American student high school math competency to prepare students for college and career readiness, by impacting 3rd-5th grade students with project-based STEM education to take and pass Algebra 1 by the end of 8th grade and meet the math standards for 8th grade on the State of Alaska criterion-referenced Math test. *Performance Indicator: Student transcript analysis; State criterion-referenced test scores.*

Outcome 5.2: Increase Alaska Native and Native American students' high school student graduation in 4 years' time to prepare students for college and career readiness by impacting 3rd-5th grade students with project-based STEM education, Parents Educator mentoring, and Social Emotional Learning. *Performance Indicator: Anchorage School District graduation rate data.*

	Direct Outreach to Community Parents	**Community Engagement Meetings**	**Schools Served**	**Parent Educators**	**Culturally Infused Exercise[14]**	**Total Student[15]**
Year 1	100	12	2	6	24	162
Year 2	100	12	2	8	64	216
Year 3	100	12	3	12	96	324

[14] 6 classes x 4 mo. during start-up Y1, 8 classes x 8 mo. in Y2, 12 classes x 8 mo. in Y3-4

[15] Calculated at an average of 27 children in Anchorage School District 3rd-5th grade classrooms

Year 4	100	12	3	12	96	324
Total	400	48	3	38	280	1,026

4. Project is Appropriate to Population Needs

As previously described, the ARISE collective impact initiative – comprising the parents and grandparents of Alaska Native children and youth and community partners aligned with their vision – has produced history's most authoritative and authentically grounded assessment of Anchorage's Alaska Native children's needs for academic success. ARISE has gone further, however, identifying 12 specific priorities to address these needs. ARISE's goal is that all Alaska Native children are empowered and nurtured to (1) Make successful academic transitions, (2) Achieve emotional, social, and physical well-being, and (3) Know who they are, their heritage and culture, and their role in the community. ARISE has identified six academic and three social-emotional benchmarks to prioritize for aligned community interventions, and is in the process of developing three culture-related benchmarks. These include –

ARISE Priority Alaska Native Student Benchmarks

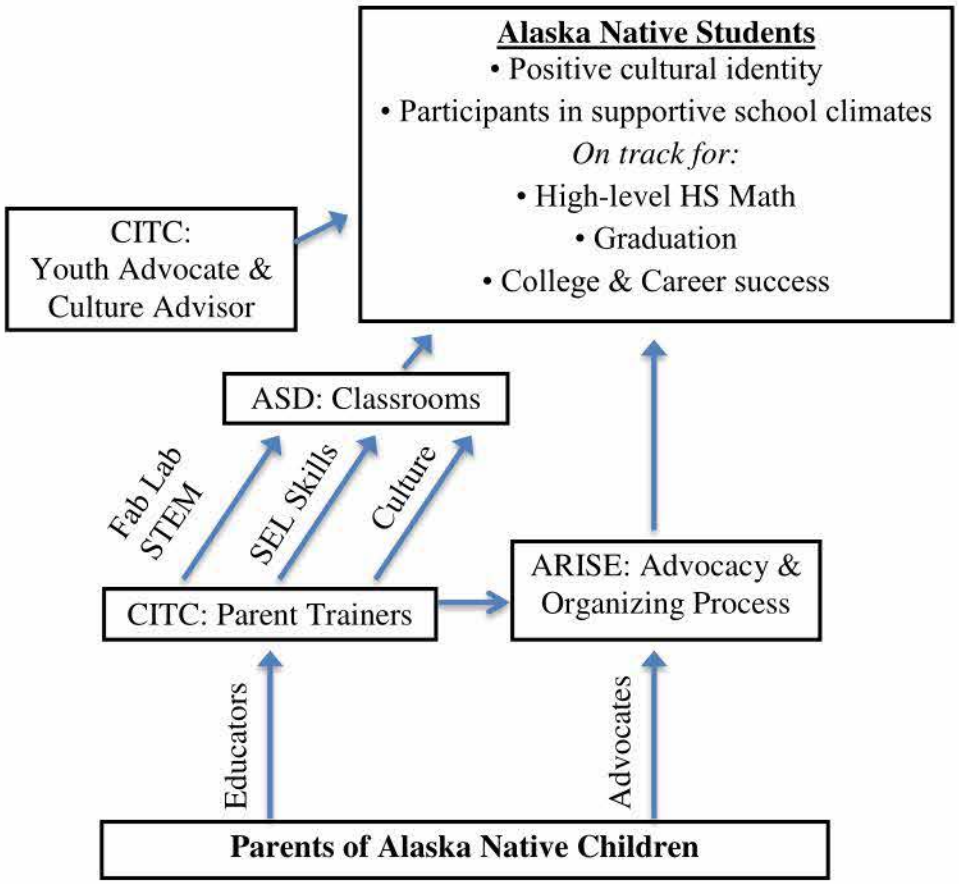
Academic	Social-Emotional
1. Alaska Native students are prepared for Kindergarten. 2. Alaska Native students meet reading standards by the end of third grade. 3. Alaska Native students leave middle school prepared for high school and post-secondary math success. 4. Alaska Native students graduate from high school 5. Alaska Native students attend school. 6. Alaska Native students enroll in some form of post-	7. School climates support the success of Alaska Native students. 8. Alaska Native students demonstrate social and emotional learning skills. 9. Families and communities support Alaska Native

secondary training or education.	student success.

Foundations is a comprehensive project implementing multiple strategies drawn from this community-led identification of needs and priorities. As outlined in the Goals & Objectives above, Foundations will address the college and career readiness and successful graduation rates of Alaska Native and American Indian students in Anchorage by engaging parents of Alaska Native children as educators and advocates for Alaska Native students.

Parent Educators:

CITC will recruit parents of Alaska Native students as Parent Educators (6 in Year 1, 8 in Year 2, and 12 per year in Years 3-4), then supervise them in 3rd-5th grade Anchorage School District classroom roles for 8 hours of subsidized support time per week.



Teaching: Parent Educators will deliver in-class supplemental instruction focused on building overall STEM skills, math preparedness, literacy, and culturally-infused projects.

Training: Parent Educators will receive 2 hours of training each week in social-emotional skills, culturally-infused project-based learning, the use of CITC's Fabrication Laboratory (Fab Lab) in developing culturally infused STEM-supporting projects which they will present in class, and principles of advocacy.

Support: Parent Educators will be supported by 1) a Youth Advocate, who will provide broad and holistic social services screenings and related referrals as needed to the families of Alaska Native students, and 2) a Cultural Advisor, who will provide school- and community-based culturally-infused activities and learning opportunities, including one classroom activity per Parent Educator classroom per month.

Community-Based Advocacy: Foundations will support an ARISE Family and Community Coordinator who will engage parents and families of Alaska Native students in community organizing and advocacy efforts to design and support further comprehensive efforts to improve students' college and career readiness. Following the established model of ARISE parent engagement, the Coordinator will engage with at least 100 parents annually in one-to-one encounters while conducting 12 community engagement meetings annually.

Foundations' in-school and community-based activities will directly address eight out of nine ARISE academic and social-emotional benchmarks. ARISE benchmarks correspond with project outcomes as such –

Alignment of Foundations Outcomes with Identified Community Needs

Outcome 1.1 – Benchmarks 7, 8, 9	**Outcome 2.1** – Benchmarks 7 & 9	**Outcome 1.3** – Benchmark 9	**Outcome 2.1 & 2.2** – Benchmarks 2, 7, 9
Outcome 2.3 – Benchmarks 7 & 9	**Outcome 2.4** – Benchmarks 3 & 9	**Outcome 3.1 & 3.2** – Benchmark 9	**Outcome 4.1** – Benchmark 7

Outcome 5.1 – Benchmarks 3 & 6	**Outcome 5.2** – Benchmarks 3 thru 9	➢ *Please note GPRA Indicators further reflect the overall values & structure of ARISE*

5) Project Services Involve Appropriate Partners

Foundations will require a strong partnership between Anchorage's tribal education and social services providers, Alaska Native parents and families, and the Anchorage School District if it is to succeed. By design, each of these partners is an integral participant in Foundations:

ARISE Leadership Circle Partner Agencies
Cook Inlet Tribal Council, Inc.
Anchorage School District
United Way of Anchorage
Alaska Native Heritage Center
CIRI Foundation
University of Alaska Anchorage
Best Beginnings
First Alaskans Institute
Cook Inlet Native Head Start
Johnson O'Malley Parent Committee

- Cook Inlet Tribal Council is Anchorage's provider of a comprehensive array of tribal education and social services
- ARISE is simultaneously a) a coalition of partner agencies most involved and committed to achieving Alaska Native student success in Anchorage and b) Anchorage's most authentic and engaged Alaska Native parent advocacy endeavor
- The Anchorage School District is a committed partner in the effort to improve Alaska Native student outcomes, having collaborated with CITC on in- and out-of-school education programing since 2002 and having joined CITC as a founding member of the ARISE partnership. Please find a Memorandum of Agreement with the Anchorage School District describing the agreed-upon scope of work, attached.

Section C: Quality of Project Personnel

1. Qualifications, Training & Experience of the Project Director

Renee Fredericks, Director of Youth Education and Employment Services, will serve as project director for Foundations. Ms. Fredericks has overseen Cook Inlet Tribal Council (CITC)'s youth education services for the past 3 ½ years, having previously served as an independent education consultant, and having served in executive capacities with Suulutaaq, Inc., an Alaska Native Corporation-owned construction and services company specializing in heavy civil construction and restoration services. Ms. Fredericks, a tribal member of the federally recognized Native Village of Georgetown, which is located on Alaska's Kuskokwim River, oversees a diverse array of programs providing direct educational services to students. These include afterschool programs, programs operating inside Anchorage School District (ASD) elementary, middle, and high schools, and seasonal student camps operated during public school system service breaks (summer, winter, and spring break). She also serves on the CITC Leadership Council, which ensures operational alignment with CITC's strategic direction, and has been a principal architect of our recently-developed 5-, 10-, and 25-year Education Vision. Ms. Fredericks is CITC's principal contact with the Anchorage School District and other service providers involved in Alaska Native students' academic success. Please find her resume appended to this proposal.

2. Qualifications, Training & Experience of Key Project Personnel

Foundations personnel will be highly qualified for their positions. Jennifer Litera, Project Manager, has extensive experience providing and administering educational programming for Alaska Native students. Ms. Litera, a Tribal member of the Nome Eskimo Community, has a Masters of Education (emphasis in Educational Leadership), Type A Teaching and Type B

Administrative Certificates, and a Type A Teaching Endorsement in Special Education. Her 13 years of classroom experience, including supervising university students completing their credential, was followed by seven years as Assistant Principal and Principal of Ipalook Elementary School in Barrow, Alaska. She further served as President of the North Slope Education Administrators Association for four years and as an at-large board member for the Alaska Association of Elementary School Principals. Ms. Litera has managed CITC programs providing services inside ASD classrooms for the past two years.

The Anchorage Realizing Indigenous Student Excellence (ARISE) coalition described previously is led by Lisa Moreno, Project Director. With degrees in social work and foreign service, and 25 years' experience in a broad range of policy-making and campaign endeavors, Ms. Moreno became ARISE's first Project Director in September 2013 and has guided the refinement of outcomes and identification of measures, managed the 18-organization partnership, and implemented the ARISE empowerment-based grassroots effort to increase parent and family engagement in Alaska Native children's education issues since.

In addition to his role as ARISE Family & Community Coordinator, Jonathan Larson serves on CITC's Johnson-O'Malley, Native Education Committee (2010 to present), and previously served on the ASD Multicultural Education Concerns Advisory Committee (2008-2011). He is enrolled in the Curyung Tribe, has served two terms as a director for Choggiung Limited, is a shareholder of Bristol Bay Native Corporation and Cook Inlet Region, Inc., and holds a bachelor's degree from Alaska Pacific University in Business Administration.

In addition to being a parent, foster parent, and grandparent to Alaska Native children, Cultural Advisor Ann Lawrence has over 20 years of experience in education and public service within Alaska Native communities, including as a Parent Representative for Anchorage's

Migrant Education Program, a Mountain Village City Council member, K-12 teacher assistant, and parenting skills educator.

Parent Trainer/Teachers and Youth Advocate/Counselors to be hired will have obtained appropriate degrees in Education and/or Counseling, and will demonstrate professional expertise, knowledge of or lived experience in the target population, and exceptional interpersonal skills.

CITC will contract with Dr. Clara Martinez as an independent, external program evaluator. Dr. Martinez has a deep and comprehensive familiarity with indigenous education earned in the classroom (she has held teaching licenses in five states), through her academic training (PhD in Education with a Minor in American Indian Studies), through consulting and evaluation work with an array of tribal and urban populations, and through her own experience as a Native American affiliated with the Yaqui in Sonora, Mexico. Dr. Martinez has provided program evaluation services for CITC's education programs for the past five years.

All positions seek and prefer candidates with prior working experience with Alaska Native people and familiarity with Alaska Native cultures. Furthermore, preference for employment is given to eligible and qualified Alaska Native and American Indian applicants pursuant to P.L. 93-638 Indian Self Determination Act.

Staff	FTE	Role	Qualifications
Renee Fredericks, Youth Education & Employment Services (YEES) Director	Y1: 0.2 Y2-4: 0.15	Supervision of YEES programs/budget/objectives; stakeholder coordination	M.S.; 3.5 years as YEES Director; 6 years executive experience
Jennifer Litera, Project Manager	0.3	Supervises project staff, reporting, coordinate school staff / program evaluator	M.Ed; Type A Teaching & Type B Admin Cert.; 7 yrs principal; 13 yrs teacher

Lisa Moreno, ARISE Director	Y1: 0.2 Y2-4: 0.15	Management of ARISE; convene partnership meetings; coordinate with community stakeholders; build relationships	MSW; 3 years government relations experience at CITC; 25 years in federal legislative and public policy arena
Jonathan Larson, ARISE Family & Community Coordinator	1.0	Primary contact w families involved in ARISE; Conduct one-on-ones, facilitate meetings	BA; Community organizing experience and existing relationships with ARISE families
Ann Lawrence, Cultural Advisor	1.0	Cultural activities & classroom content for students, parent trainings, and community outreach	25 years education & public service experience; existing Alaska Native community relationships
Fab Lab Instructor	0.33 x3	STEM project instruction & material preparation	HS Diploma; 2 years design experience
Administrative Assistant	0.25	Maintain records/files, travel/meeting coordination	HS Diploma; 2 years admin experience
– to be hired – Teacher / Parent Trainer	2.0	Recruitment, training, and support of parents, both in and out of ASD classrooms	B.A. in Education or core academic discipline; 3+ years working w. students
– to be hired – Youth Advocate / Counselor	1.0	Provide social services advocacy, referrals, support, academic counseling	BA in Education or Counseling; AN/AI work experience

Clara Martinez, External Evaluator	Contract	Provides process evaluation, data analysis of GPRA or other assessment measures.	PhD; 20 years' evaluation experience; American Evaluation Association Member; AN/AI (Yaqui)

3. CITC's Capacity to Improve Outcomes

Cook Inlet Tribal Council, Inc. (CITC) has been actively engaged in addressing the educational outcome disparities experienced by our Alaska Native and American Indian children since 1983, and currently operates several educational programs – in-school and afterschool academic programming, school break camps, Native Youth Olympics and Junior NYO, community-based early childhood literacy supports, and youth social services access and workforce development, among others. There is no single or simple answer to the entrenched disproportionality our youth experience when trying to identify and pursue their academic and career goals – which is why this disparity persists – but several avenues have demonstrated positive outcomes. At the time of this writing, CITC's Youth Education Services (YES) Department operates, among other programs:

a) Partners for Success, a 14-year collaboration with the Anchorage School District (ASD) providing in-school instruction and support for Alaska Native youth;

c) Fab Lab, a STEM-skill enhancing learning laboratory developed in partnership with MIT's Center for Bits and Atoms available for field trip, afterschool, and camp use;

d) Native Youth Olympics (NYO), a statewide program inspiring youth to improve academic performance, strengthen overall health and wellbeing, and embrace values including leadership and self-respect through the practice of traditional Native games;

e) and The Schoolyard, an ANA-SEDS funded afterschool program supporting increased academic success and improved high school graduation rates through interventions ranging from tutoring to digital game creation and Fab Lab project-based learning.

Foundations will build directly on our experience improving student outcomes through CITC's In-School Programs and CITC's Fab Lab. Following the publication of the seminal Alaska Native Education Study[16], and employing its recommendations, CITC began providing services inside ASD classrooms in 2002. This partnership with ASD, which involves CITC teachers providing instruction in ASD classrooms using culturally relevant curricula in a "school-within-a-school" model, has occurred in elementary, middle, and high classrooms and demonstrated that we can make a difference. For instance, Alaska Native students completing six or more semesters of CITC classes at Bartlett or West high school experienced significantly higher graduation rates in 2014: *98%* of CITC-enrolled students graduated, compared to only 42% of Alaska Native students at Bartlett and West who did not participate in CITC's classes.

Fifteen years of on-going program evaluation has documented that Alaska Native students enrolling in CITC's educational programming experience better educational outcomes than those who do not. Finally, this success extends beyond high school graduation – in 2013, 80% of CITC-enrolled high school graduates applied for college admission in Fall 2013, significantly exceeding the national Alaska Native and American Indian average of 52%.[17]

---

[16] McDowell Group. (2001). *Alaska Native education study: A statewide study of Alaska Native values and opinions regarding education in Alaska*. Anchorage, AK: First Alaskans Foundation.

[17] Data From *The Education Trust: The State of Education for Native Students*, 2013. www.edtrust.org

CITC provided these – and other – programs through funding provided by a variety of agencies including the Department of Education, the Administration for Native Americans, the Substance Abuse and Mental Health Services Administration (which funds an ongoing CITC/ASD social emotional learning project), as well as corporate, foundation, and private funding supporting the Native Youth Olympics and CITC's new Education Innovation Fund.

Section D: Adequacy of Resources

1. Relevance and Commitment of Partners

Foundations provides services within a context of significant partner resources from Cook Inlet Tribal Council, Inc. (CITC), Anchorage Realizing Indigenous Student Excellence (ARISE), and the Anchorage School District (ASD).

CITC is a well-established Alaska Native community service provider in Anchorage providing a wide array of existing social and family support services, including through our Youth Education and Employment Services Department. Additionally, CITC brings a wealth of resources specifically suited to the infrastructure needs and cultural context of this project: existing culturally informed mathematics, science, and personal genealogy curricula, an established, operational student Fab Lab facility, a transportation fleet available for field trips and other needs, an existing Management Information System, a strong relationship with an External Program Evaluator experienced in assessing Alaska Native-specific programming, a long-established mutual relationship with the ASD, 16 years' experience (and accordingly policies and procedures) operating in-school programs, and the fiscal and administrative capacity to implement large-scale community programs of this scale.

CITC has provided classroom instruction within ASD schools at the elementary, middle, and high school level for nearly 16 years, making CITC and ASD practiced collaborators.

Foundations is a reflection of our ongoing collaboration with ASD to achieve higher educational outcomes for Anchorage's Alaska Native students. In addition to the services provided directly through Indian Education Demonstration Grants funding, existing youth programs include –

c) The CITC-operated Junior and Senior Native Youth Olympics programs, building statewide youth leadership and wellbeing through a culturally-based athletic program,
d) Parent Partners and Children in Community, a community-based early childhood literacy program, and
e) The Schoolyard, an afterschool high school program leveraging academic supports, Fab Lab project-based learning, and digital game design and music production opportunities to enhance academic outcomes and increase attendance and graduation rates.

Additional CITC-operated wraparound services available to Alaska Native students and families include behavioral health programs, parenting and family-strengthening programs, employment and training programs, adult education, and financial assistance.

The Anchorage School District's commitment to Foundations, as outlined in the attached Memorandum of Agreement, includes providing opportunities for CITC Parent Educators to present activities in in-school classes, providing school- and district-specific training for Parent Educators, supporting staff school-wide through training in historical trauma, coordinating with science curriculum staff, and timely access to ASD enrolled student data.

In 2012, CITC convened Anchorage Realizing Indigenous Student Excellence (ARISE), a partnership of people and organizations in Anchorage dedicated to ensuring that "*From cradle to community, every Alaska Native child leads a healthy and empowered life with access to unlimited opportunities*." ARISE is itself the embodiment of community commitment to collectively pursue a common agenda, committed to aligning data collection, resources, and

programs across agencies so our activities target the same goals. Foundations is a purposeful expression of these commonly defined goals. At the time of this writing, 18 Anchorage agencies representing direct service, research, cultural, policy, and community engagement expertise comprise the ARISE partnership. Foundations exists within this context of intentional, aligned partner commitment.

2. Costs are Reasonable in Relation to Persons Served and Anticipated Results and Benefits

Foundations is predicated on the belief that engaged parents are their children's most essential – and effective – cornerstone for building success. Through training, supporting, and supervising parent educators in a new and groundbreaking role in our schools, Foundations will directly serve no fewer than 1,426 discrete students and parents, making the per-person cost no more than $2,805.

	Direct Outreach to Community Parents	**Total Students**
Year 1	100	162
Year 2	100	216
Year 3	100	324
Year 4	100	324
Total	400	1,026

Yet beyond the circle of impact achieved through the District schools where these parents will teach and be role models and advocates for all enrolled Native students and their families, Foundations employs an ecological model of change. This series of nested interventions at the classroom, school, and community level will contribute to a sea change in our students' sense of belonging, attendance levels, and academic performance, and thus their graduation rates and college and career preparedness. While this long-term impact is beyond the measurement scope of the project, the project is holistically designed to effect changes that feed into its success.

Section E: Quality of Management Plan

1. Timeline: Key Activities, Milestones, and Responsible Staff

Year 1

Key Activities	Milestones	Responsible Staff	Timeframe
Recruit & Hire Key Staff	Program is fully staffed	YES Dept. Director, Program Manager	Within 60 days of award
Develop Policies & Protocols	Documentation of new and adapted policies	YES Dept. Director, Program Manager	Within 60 days of award
Implement ARISE Community Engagement	Begin providing one-on-one and community meetings with parents	Program Manager, ARISE Director, ARISE Coordinator	Within 60 days of award & ongoing
Implement Cultural Project Instruction	Provide culturally-infused project-based instruction in schools	Program Manager, Cultural Advisor	Within 90 days of award & ongoing
Implement Service Screenings for Youth	Provide in-school needs screenings and follow-up family referrals	Program Manager, Youth Advocate/Counselor	Within 90 days of award
Implement Parent Outreach Activities	Recruit, identify and hire 6 parent volunteers	Program Manager, Parent Trainers	Within 90 days of award
Implement Parent Training Activities	Conduct STEM, SEL, and instruction training	Program Manager, Parent Trainers, Fab Lab Instructors	Within 90 days of award & ongoing
Key staff attend	Completion of 3 day	YES Director,	Within 90 days of

meetings in Washington, DC	training event	Program Manager, 2 additional key staff	award
Implement Parent Service Delivery	Begin providing parent classroom support	Program Manager, Parent Trainers	Within 120 days of award
In-School Service Delivery	Provide STEM, SEL, culturally-infused project based learning, literacy, and other classroom interventions	Parent Educators, Parent Trainers, Cultural Advisor	Within 120 days of award
Evaluate program goals & objectives; complete reporting requirements	Completion of annual and final reports	YES Dept. Director, ARISE Director, Program Manager; Evaluator	End of Year, & Annually
Align with CITC Sustainability Plan	Identify ongoing funding in alignment with CITC Sustainability Plan	YES Dept. Director, ARISE Director, Program Manager; Sr. Dir. of Planning	End of Year, & Annually

Years 2-4

Key Activities	Milestones	Responsible Staff	Timeframe
Continue ARISE Community Engagement	Continue providing advocacy training, one-on-one & community meetings with parents	Program Manager, ARISE Director, ARISE Coordinator	Ongoing

Continue Cultural Project Instruction	Continue culturally-infused project-based instruction in schools	Program Manager, Cultural Advisor	Ongoing
Continue Service Screenings for Youth	Continue in-school needs screenings and family referrals	Program Manager, Youth Advocate/ Counselor	Ongoing
Continue Parent Outreach Activities	Recruit, identify and hire 6-12 parent volunteers per year	Program Manager, Parent Trainers, Parent Educators	Annually; ongoing
Continue Parent Training Activities	Conduct weekly and yearly STEM, SEL, and instruction training	Program Manager, Parent Trainers, Parent Educators	Annually; ongoing
Continue Parent Service Delivery	Parent classroom support in 2-3 schools	Program Manager, Parent Trainers	Ongoing throughout school year(s)
Continued In-School Service Delivery	Continue providing STEM, SEL, culturally-infused project based learning, literacy, etc.	Parent Volunteers, Parent Trainers, Cultural Advisor	Ongoing throughout school year(s)
Evaluate program goals & objectives; complete reports	Completion of annual and final reports	YES Dept. Director, Program Manager; Evaluator	Annually
Align with CITC Sustainability Plan	Identify ongoing funding in alignment	YES Dept. Director, ARISE Director,	Annually & at Program Close-Out

with CITC	Program Manager;
Sustainability Plan	Sr. Dir. of Planning

2. Methods of Evaluation Provide Performance Feedback and Assessment of Progress

CITC's Director of Youth Education and Employment Services (YEES), Renee Fredericks, will ensure feedback and continuous improvement in the operation of the proposed program through regular communication with program personnel and the External Evaluator, Dr. Clara Martinez, who will make quarterly site visits. These regularly scheduled meetings will include discussion/analysis of student progress, programmatic issues, trouble-shooting of difficulties, and acknowledgement of success, and will promote effective communication among staff. Program data collection and analysis methods are integral to evaluating the effectiveness of program strategies, and inform modification and improvement in program implementation on a quarterly and yearly basis. Please see Quality of Evaluation section, below, for more detail.

In-school staff will be dually supervised by CITC's YEES Director, Renee Fredericks, who oversees all CITC education program operations, and their on-site elementary school Teacher. CITC has used this dual supervisory model successfully for over 10 years. Program staff will participate in ASD professional development opportunities as well as Foundations in-services. Ms. Fredericks will conduct on-site visits that include meeting with school principals at least once per month, and the Program Manager, Ms. Litera, will meet with staff weekly.

3. Alaska Native Families' Involvement

Alaska Native families and the parents of Alaska Native children have been *the* critical guiding voice in identifying, prioritizing, and developing the direction of the proposed Foundations program, through their involvement with the community-wide Anchorage Realizing Indigenous Student Excellence (ARISE) collective impact initiative. ARISE has engaged Alaska

Native elders, parents, grandparents, and caregivers over the past four years in an ongoing empowerment-based community organizing model designed to support Our People in *being the leaders their children need*. Alaska Native families have driven ARISE's agenda since inception in 2012 through participation in committees, work groups, and in particular the Strategic Action Teams and parent engagement groups which have met monthly or more often at the direction of these parents for the past year.

ARISE belongs to the families. ARISE staff and volunteers have conducted 231 one-on-one meetings with the parents and grandparents of Alaska Native youth in our community, as well as 26 community research, planning, and action meetings in the 12 months prior to this writing – a process which will be continued unbroken through this funding opportunity, ensuring continuous and increasing engagement of Alaska Native families. Parents and other family members formed the ARISE Kindergarten Preparedness Strategic Action Team in Fall 2015, and are currently finalizing a Strategic Action Plan to make progress on their own identified goals.

ARISE is groundbreaking. The Superintendent of the Anchorage School District is among the many community leaders and service providers who have responded to invitations from the ARISE parents to meet with them, on their terms, and respond to questions they have collaboratively developed to elicit new understandings of the challenges their children face. Through the ARISE community organizing experience, the families of Alaska Native students identify *their own power* to hold the system accountable to their children's needs and potential. ARISE is one of the most authentic and direct collective voices of Alaska Native families available to us, and this proposal has been developed as an expression of their priorities.

The implementation of Foundations relies on and empowers Alaska Native families and the parents of Alaska Native children as advocates, teachers, and changemakers. Implementation

will involve parents of Alaska Native children at every point, as the program itself has been developed around the principle that *they are the cornerstone of change* for their children. Parents will participate in Foundations through: (a) training and support to be effective frontline service providers of STEM, SEL, and culturally-infused projects in ASD classrooms, (b) advocacy trainings and one-on-one and community engagement meetings with ARISE, and (c) participation in reflection-based assessment and feedback throughout the four years of project implementation to continually improve the quality and efficacy of the Foundations program.

4. Capacity & Results Extend Beyond Funding Period

The capacity built and outcomes achieved through Foundations will be measurable, solid, and produce benefits that extend beyond the length and scope of the Federal funding period. What this project aims to do is shift the climates of the schools our Alaska Native children attend and of their individual classrooms, as well as the relationship between their families and schools to one of informed advocacy. *Yes,* Foundations will directly serve the 1,026 students in contact with its Parent Educators and other program staff, but the body of knowledge these parents build and share with other parents in the community through ARISE community engagement and advocacy training will additionally transform the school experiences of countless students outside the scope of the Foundations timeframe. This capacity, these outcomes will live on, and seed change in our District. ARISE itself represents a long-term commitment by CITC and other partner agencies that will provide the community assessment of downstream impacts, in addition to providing parents, families, and students a community resource and advocacy portal that stand independent of this, or any other, Federal funding periods.

CITC's Vision 2034: A Plan for Sustainability[18] articulates CITC's Vision, Core Principles, Strategies, and Goals for the next 20 years and includes an explicit commitment to nurturing and developing Our Youth's potential: "*We envision a future in which all Our People – especially Our Youth, the stewards of our future – have access to vast opportunities, and have the ability, confidence, and courage to advance and achieve their goals, infused with an unshakeable belief in Our endless potential.*" Since articulating this vision, CITC has obtained funding to establish an Early Head Start program, implemented The Schoolyard after-school program, developed the ARISE Partnership, created the STEM-skills based Fab Lab, and engaged in an array of community-based programs designed to create the future we envision. CITC's commitment to creating and sustaining meaningful change to achieve this vision for Our Youth is sincere and enduring.

Section F: Quality of Project Evaluation

Evaluation, which is co-constructed with cultural, contextual, and scientific validity and rigor, will be an integral part of the management and operation of Foundations. Clara Martinez, Ph.D., a Stanford graduate and a Native American (Yaqui) has been identified to serve as the Evaluator of the program. She will conduct a responsive evaluation, which includes mentoring and a Tribal community-based and participatory framework focused on Tribal Self-Determination and youth empowerment. The methods of evaluation will be process-based, goal-based, and outcome-based and include mixed methods of quantitative and qualitative data collection and analysis. Data will be collected weekly, monthly, and quarterly with performance reports prepared yearly.

18 CITC. (2009). Vision 2034: A Plan for Sustainability. Cook Inlet Tribal Council, Inc.; Anchorage.

The Evaluator and key program personnel will develop the instruments and protocols for collecting data. Reports will be available quarterly and compiled for the yearly performance report. The information collected through the evaluation will be used to monitor program progress, ensure feedback and continuous data driven improvement in the operation of the proposed program, and provide accountability information both about success at the initial sites and effective strategies for replication in other settings.

The Evaluator will work closely with the CITC MIS and ASD Information and Technology departments to run data queries for the performance measures and supply student transcript and enrollment data. The Evaluator and Program Director will collaborate with key personnel to create the data queries and evaluation protocols. Baselines for all measures will be established during the first program year.

EVALUATION AS GUIDANCE FOR REPLICATION AND TESTING

The program model, implementation, and adjustments made for improvement will be carefully studied and articulated in quarterly and yearly performance reports over the four years of the grant. The final report will be a complete document, describing in detail a replicable demonstration of the grant program components and effective strategies suitable for replication or testing in other settings. Evaluation instruments and methods, described below, were selected to facilitate replication in other settings. The methods to be employed in the Foundations evaluation model will yield sufficient quantitative and qualitative data to evaluate the effectiveness of the program implementation strategies.

The table below identifies evaluation instruments to be utilized, instrumentation to be created for the program, and the timeline in which they will be used for monitoring progress:

Evaluation Instrument/Methodology	Quarter			
	1	2	3	4
Student enrollment and participation records	X	X	X	X
State of Alaska criterion referenced test scores				X
ASD class enrollment, attendance, and student transcript data	X	X	X	X
Anchorage School District Climate and Connectedness Survey data				X
Student, family, and teacher anecdotal (qualitative) data	X	X	X	X
CITC Program Director and Youth Advocate reporting	X	X	X	X
Partnership Collaboration Data	X	X	X	X
Quarterly Site Visits by Evaluator	X	X	X	X
Comprehensive Review of Program	X	X	X	X

The methods employed in the evaluation model will yield sufficient quantitative and qualitative data to evaluate the effectiveness of program implementation strategies, as follows:

1. Student enrollment and participation records will measure the number of students enrolled and who participate in programming.

2. The Alaska criterion referenced achievement test will measure student preparedness for enrollment in academically challenging and rigorous high school coursework as measured by improvements in proficiency in Math.

3. ASD Climate and Connectedness Survey data will measure CITC-enrolled students reporting, regarding an improvement yearly, in their perception of caring adults, high expectations, and a respectful school climate within their classroom and/or school.

4. Student, family, and teacher anecdotal qualitative data will measure CITC-enrolled students reporting regarding an improvement yearly, in their perception of caring adults, high

expectations, and a respectful school climate within their classroom and/or school, and will add to the quantitative data collection for a robust understanding of the workings of the program.

5. Project Director anecdotal and qualitative reporting will add to the quantitative data collection for a robust understanding of the workings of the program.

6. CITC Program Director and Youth Advocate reporting will measure number and percentage of enrolled students assessed for advocacy services and number and percentage who receive referrals and case management as appropriate to the assessments.

7. Partnership Collaboration Data will measure the amount and types of collaborations carried out for the program implementation and community collaborative efforts that promote college and career readiness of Alaska Native and Native American children.

8. The Evaluator will make quarterly site visits to work with the principle program personnel to monitor, encourage, and help trouble-shoot programmatic issues, which arise as the program is instituted and implemented. The program data will be collected and made accessible via internal agency quarterly Grant Performance reports.

9. The Evaluator will organize the cumulative quarterly data into the OIE format to be submitted for yearly review.

10. The yearly Comprehensive Review of the Program will entail the documentation of all quantitative and qualitative measures of program workings and the improvements made for increase in effectiveness of the program implementation in other settings.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** Other Attachments.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

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

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment

Tracking Number:GRANT12175705 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 01:42:56 PM EDT

CITC Foundations: Attachments

1. Scope of Work MOA – Anchorage School District
2. Cook Inlet Region, Inc. Resolution
3. Federal Indirect Rate Agreement
4. Resumes
    a. Gloria O'Neill, CEO/President
    b. Renee Fredericks, Director of Youth Education Services
    c. Lisa Moreno, Director of Anchorage Realizing Indigenous Student Excellence
    d. Jennifer Litera, Youth Services Program Manager
    e. Ann Lawrence, Cultural Advisor
    f. Jonathan Larson, ARISE Family & Community Outreach Coordinator
    g. Clara Martinez, Contract Evaluator
5. Job Descriptions
    a. Director of Youth Education Services
    b. Director of ARISE
    c. Youth Services Program Manager
    d. Cultural Advisor
    e. ARISE Family & Community Outreach Coordinator
    f. Administrative Assistant
    g. Youth Advocate/Counselor TBH
    h. Fab Lab Instructor TBH
    i. Parent Trainer / Teacher TBH

SCOPE OF WORK

for

OIE Demonstration Grant [2016-2020]

This Scope of Work establishes and describes collaboration between the Anchorage School District (ASD) and Cook Inlet Tribal Council (CITC), pursuant to the Memorandum of Agreement signed by the parties on December 23, 2015. The purpose is an interagency agreement to work to overcome the barriers that Alaska Native and American Indian parents and children experience in relationship to historical trauma centered on the education system of Alaska. The OIE Demonstration Grant will provide parents the opportunity to volunteer in select elementary schools in the Anchorage School District to work with for Alaska Native and American Indian (AN/AI) students in grades 3-5 who may be struggling in the core academic areas. Effective dates of this memorandum of agreement are October 1, 2016 to September 30, 2020.

CITC is a regional Alaska Native non-profit organization established under Alaska Statutes and associated with the tribal authority of Cook Inlet Region, Inc. CITC provides education, training, vocational rehabilitation, child welfare, employment, and related services to the AN/AI community in Anchorage and the greater Cook Inlet Region.

ASD is a local educational agency and the largest school district in the state of Alaska, serving the highest number of Alaska Native students of any school district in the state.

Anchorage School District will provide:

1. Space in the classrooms for Parent Volunteers to be in the classrooms during the regular school day.

2. Data on student progress to CITC for grant reporting purposes within the timeframes required for Federal reporting.

3. School-specific and district-required training for Parent Volunteers including but not limited to SEL, volunteer skills, emergency situations and daily activities trainings.

4. Access to science curriculum and staff to assist in implementing Fab Lab kits into school day.

5. Selected school staff training on historical trauma prior to Parent Volunteer program implementation. Training to be provided by ASD Title VII.

Cook Inlet Tribal Council will provide:

1. Overall project implementation, management, and fiscal accountability; coordinate and implement project activities and recruiting; and comply with grant reporting requirements.

2. Parent Volunteers that will bring Fab Lab activities and cultural projects into the classroom. These activities will focus on projects that will integrate cultural values and fab lab skills for ASD staff and students to address the academic, social and cultural needs of Alaska Native/American Indian students in the Anchorage School District. The Parent Volunteers will be available for small group instructions appropriate to their training level.

3. Transportation for Fab Lab activities based at CITC.

4. On-going training to Parent Volunteers including but not limited to Fab Lab training, SEL training, student interaction and learning styles.

5. Parent Volunteer applications and background checks per CITC policy.

This Scope of Work will be in effect from October 1, 2016 to September 30, 2020.

ANCHORAGE SCHOOL DISTRICT

By: (b)(6) [redacted] 5-26-16

Printed Name: Michael T. Graham Date

Its: Chief Academic Officer - ASD

COOK INLET TRIBAL COUNCIL, INC.

By: (b)(6) [redacted] 5/31/16

Gloria O'Neill Date

Its: President/CEO

COOK INLET REGION INC
Resolution 15-17

Limited Continuing Delegation of Tribal Contract and Grant Authority
to Cook Inlet Tribal Council, Inc.
for Socio-Economic, Health, Education, and Cultural Programs

WHEREAS, Cook Inlet Region, Inc. (CIRI) was organized pursuant to the Alaska Native Claims Settlement Act of 1971 (43 U.S.C. 1601 et seq.) and is responsible for enhancing the lives of Alaska Native people, both economically and socially; and

WHEREAS, CIRI authorized the creation of Cook Inlet Tribal Council, Inc. (CITC) in 1982 and designated CITC to contract with local, state, and federal agencies to administer programs and activities of the tribal governing body in order to enhance the social-economic well-being, education, health, and cultural heritage of CIRI Native shareholders and other Alaska Native and Native American people living within the Cook Inlet Region; and

WHEREAS, CITC is a nonprofit tribal organization, incorporated under the laws of the State of Alaska, whose mission is to "work in partnership with Our people to develop opportunities to fulfill Our endless potential" and carries out its purpose through the administration and provision of employment, education, health, and cultural heritage programs and services for Alaska Native and American Indian people living within the Anchorage service area; and

WHEREAS, the United States P.L. 93-638 Indian Self-Determination and Education Assistance Act provides for funding to eligible Alaska Native and American Indian tribes to improve the well-being of the Alaska Native and American Indian people; and

WHEREAS, CIRI is defined in the Indian Self-Determination and Education Assistance Act, section 4(b) of P.L. 93-638, as a tribe for the purposes of receiving benefits under the Self-Determination Act for employment, education, health, and other social and cultural heritage programs, and is eligible to contract with the federal government as a recognized tribal service provider for the Anchorage service area; and

WHEREAS, the Indian Employment, Training and Related Services Demonstration Act of 1992, United States P.L. 102-477, enables the tribes to consolidate funding received for employment, training, education, and related programs in order to provide tribes with greater flexibility for the development, operation, and coordination of such programs to reduce joblessness in Indian communities, and serve tribally-determined goals consistent with the policy of self-determination.

NOW, THEREFORE BE IT RESOLVED, that Cook Inlet Region, Inc. reaffirms and authorizes Cook Inlet Tribal Council, Inc. to apply for, negotiate, contract, and administer programs and funding made available through

1. P.L. 93-638 contract for Bureau of Indian Affairs Juneau Area Office Tribal Shares, Anchorage Agency Tribal Shares, Social Services, and Aid to Tribal Government and any amendments thereto; and
2. the Indian Employment, Training and Related Services Demonstration Act of 1992 (P.L. 102-477) through the U.S. Department of Interior, Office of Indian Energy and Development and any amendments thereto; and
3. the Omnibus Reconciliation Act of 1981 (P.L. 97-35, amended by P.L. 105-285, Coates Human Services Reauthorization Act of 1998) which provides grants to states and federal and state-recognized Indian tribes and tribal organizations through the U.S. Department of Health and Human Services (DHHS) Community Service Block Grant Program and any subsequent amendments; and
4. the American Indian Vocational Rehabilitation Services Program, Section 121 of the Rehabilitation Act of 1973 (as amended), which provides grants for tribal vocational rehabilitation through the U.S. Department of Education; and
5. any other legislation that may authorize benefits for employment, education, health, and other social and cultural heritage programs to improve the lives of CIRI shareholders and other Alaska Native and American Indian people within the Anchorage service area; and

FURTHER RESOLVED, that upon request, CITC will provide a copy of its contract application to CIRI, allowing adequate time to review the application prior to the opening of negotiation with the grant agency; and

FURTHER RESOLVED, that CITC is authorized to appeal declination and other decisions by the funding agency when applicable; and

FURTHER RESOLVED, that all contract documents and correspondence from the funding agency that pertain to the funding for which CITC may be the contractor as applicable to this Resolution should be addressed to the CITC President/CEO; and

FURTHER RESOLVED, that the authority contained in this Resolution shall commence immediately and remain in effect for a five-year period until September 30, 2020 or until the CIRI Board of Directors acts to rescind this Resolution, or adopt an extension of this Resolution, or adopt a new resolution; and

FURTHER RESOLVED, that this Resolution supersedes all previous CIRI resolutions affirming authorization for CITC to contract for socio-economic, health, education, and cultural heritage programs resolutions; and

FURTHER RESOLVED, that the effective date of this Resolution is August 6, 2015.

(b)(6)

Thomas Huhndorf, Chairperson

Jeffrey Gonnason, Secretary

The forgoing resolution was adopted at a duly convened meeting of the Board of Directors of Cook Inlet Region, Inc. a quorum being present this 6th day of August, 2015.

Nonprofit Organization
Indirect Cost Negotiation Agreement

EIN: 92-0094184

Organization:

Cook Inlet Tribal Council, Inc.
3600 San Jeronimo Drive
Anchorage, AK 99508

Date: November 13, 2015

Report No(s).: 16-A-0147(16C)

Filing Ref.:
Last Negotiation Agreement
dated September 19, 2014

The indirect cost rates contained herein are for use on grants, contracts, and other agreements with the Federal Government to which 2 CFR Part 200 apply for fiscal years beginning on or after December 26, 2014 subject to the limitations contained in Section II.A. of this agreement. Applicable OMB Circulars and the regulations at 2 CFR 230 will continue to apply to federal funds awarded prior to December 26, 2014. The rates were negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in applicable regulations.

Section I: Rates

Type	Effective Period From	Effective Period To	Rate	Locations	Applicable To
Fixed Carryforward	10/01/15	09/30/16	7.81%*	All	Passthrough
Fixed Carryforward	10/01/15	09/30/16	53.08%**	All	ISDA (638)[1/]
Fixed Carryforward	10/01/15	09/30/16	29.65%**	All	All Others

[1/] ISDA (638): Indian Self Determination Act P.L. 93-638 programs

***Base:** Passthrough funds only.

****Base:** Total direct costs less capital expenditures, passthrough funds, and excluded costs.

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

Treatment of paid absences: The cost of vacation and sick leave pay are included in the organization's fringe benefit rate and are not included in the direct cost of salaries and wages. Claims for direct salaries and wages must exclude those amounts paid or accrued to employees for periods when they are on vacation and sick leave.

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

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

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

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

D. **Rate Type:**

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

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

3. Predetermined Rate: A predetermined rate is an indirect cost rate applicable to a specified current or future period, usually the organization's fiscal year. The rate is based on an estimate of the costs to be incurred during the period. A predetermined rate is not subject to adjustment. (Because of legal constraints, predetermined rates are not permitted for Federal contracts; they may, however, be used for grants or cooperative agreements.)

4. Rate Extension: Only final and predetermined rates may be eligible for consideration of rate extensions. Requests for rate extensions of a current rate will be reviewed on a case-by-case basis. If an extension is granted, the non-Federal entity may not request a rate review until the extension period ends. In the last year of a rate extension period, the non-Federal entity must submit a new rate proposal for the next fiscal period.

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

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

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

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

I. **Other:**

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

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

3. This Negotiation Agreement is entered into under the terms of an Interagency Agreement between the U.S. Department of the Interior and the cognizant agency. No presumption of federal cognizance over audits or indirect cost negotiations arises as a result of this Agreement.

4. Organizations that have previously established indirect cost rates—exclusive of the 10% *de minimis* rate—must submit a new indirect cost proposal to the cognizant agency for indirect costs within six (6) months after the close of each fiscal year.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Nonprofit Organization:

Cook Inlet Tribal Council, Inc.
Grantee/Contractor

(b)(6)

Signature

Gloria O'Neill
Name (Type or Print)

President/CEO
Title

11/10/2015
Date

By the Cognizant Federal Government Agency:

U.S. Department of the Interior
Cognizant Agency

/s/

Signature (b)(6)

Deborah A. Moberly
Name

Office Chief
Office of Indirect Cost Services
Title

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

NOV 13 2015
Date

Negotiated by Jacqueline B. Ross
Telephone (916) 566-7003

GLORIA O'NEILL

(b)(6)

SUMMARY OF PROFESSIONAL ACCOMPLISHMENTS

Serving as President and CEO of Cook Inlet Tribal Council (CITC) since 1998, Gloria O'Neill has led the organization's growth in becoming one of the major social service providers in Alaska, currently offering more than 50 essential programs that serve more than 14,000 Alaska Native and American Indian people each year. Through rigorous attention to community-based results, Ms. O'Neill has established CITC's national reputation as a leading innovator of effective and replicable approaches to overcoming disparities in education, employment, family preservation, and substance dependency. She oversaw the development and implementation of *Vision 2034,* a strategic framework model for optimizing long-term program effectiveness and sustainability; it is a plan that establishes CITC as an organization of side-by-side leaders, operating as teams to solve problems, improve performance, and measure progress toward a common vision.

Selected program accomplishments:

- During the past five years, CITC has helped **5,905** low-income job seekers obtain unsubsidized employment; in 2010, the average wage of a job seeker coming into CITC for services was $9.95 per hour—upon leaving CITC their average wage increased to **$17.23 per hour**
- CITC operates the largest continuum of alcohol and drug treatment care in Alaska, with an outpatient completion rate of 53 percent, **11 percent** higher than the national average
- In 2011–'12, high school seniors involved in CITC's in-school academic classes and programs graduated at a rate **22 percent higher** than the overall rate for Alaska Native/American Indian students in the Anchorage School District, **11 percent higher** than the overall ASD student population, and **30 percent higher** than the national average for Alaska Native/American Indian students
- During the last three years, CITC has worked with 1,084 families and 1,629 children to improve child safety and family well-being; **90 percent** of the families involved with intensive family preservation services were successful in keeping their children in their care
- Since 2007, through the innovative *Chanlyut* program—which provides a re-entry/incarceration alternative for adult male offenders— taxpayers have saved more than $2,000,000 in comparable prison costs

Throughout her tenure, Ms. O'Neill has led the successful integration of for-profit business practices into the non-profit setting, and expanded public-private partnerships involving businesses, government agencies, and other non-profits. Her emphasis on rigorous financial management has resulted in a consistent record of unqualified audits.

Selected fiscal accomplishments, 1998 – present:

- Increased staff from fewer than 70 employees to nearly 200; raised more than **$361 million** for operations, including **$175 million** in state and federal grants, **$169 million** in government contracts, and **$11 million** in private sector donations and grants; increased fixed assets by nearly **$30 million,** and net assets from approximately $150,000 to approximately **$24 million**; expanded annual budget from $8 million to **$42 million**, through increased competitive grants, private sector fundraising, social enterprise income, and innovative collaborations; spearheaded major capital assets growth by **$28 million**, including construction of a non-profit services center, housing CITC and three other regional non-profits
- Instituted a shared services model for community non-profits, providing IT and accounting resources to more than 40 local organizations, with a portfolio of up to **$87 million** in managed assets
- Inaugurated a social enterprise division, with a total current income of more than **$6.5 million** annually, and an initial fund of **$2.2 million** for new social enterprise investments
- From 1998 to 2012, CITC has distributed nearly **$41 million** in grants and contracts to more than 150 tribal and social service affiliates throughout the Cook Inlet region and statewide
- Oversaw operational efficiencies in CITC-administered TANF program, which resulted in a 5-year savings of **$8.4 million** that were re-invested in supportive services and programs

Ms. O'Neill has offered regular testimony before the Alaska State Legislature and the U.S. Congress, where she has been a persuasive advocate for policy reform at both state and national levels.

EMPLOYMENT

Cook Inlet Tribal Council, 3600 San Jeronimo Dr., Anchorage, AK 99508

1998 – *present*	President and CEO
1992 – 1998	Various positions

Ms. O'Neill joined CITC in 1992 as a program case worker, and over the ensuing six years, was promoted to positions of increasing responsibility, culminating in oversight of major programmatic divisions of the organization. During this time, she developed a set of skills and experience that included: negotiating and implementing federal funding to expand key service areas; budget oversight of multi-million dollar projects and programs; expanding staff development to promote upward mobility and competencies; coordination of service delivery among Cook Inlet regional agencies; strengthening relationships with key state and community leaders to promote collaboration and expand resources.

EDUCATION

2000	Master of Business Administration, *Alaska Pacific University*
1996	Bachelor of Arts in Sociology; minor in Business Administration, *University of Alaska Anchorage*

CURRENT BOARDS AND COMMITTEES

2013 – *present*	University of Alaska Board of Regents
2013 – *present*	Alaska Federation of Natives Board of Directors (*first term: 1998–2012*)
2012 – *present*	E-Line Ventures, LLC Board of Directors (Executive Chair 2013)
2010 – *present*	CITC Enterprises, Inc. (CEI)/President & CEO and Board member
2011 – *present*	Secretary's Tribal Advisory Committee (*appointed by U.S. Secretary of Health and Human Services*)
2005 – *present*	Alaskan Command Civilian Advisory Board

Past board service includes: National Court Appointed Special Advocates Association (CASA) Board; U.S. Census Bureau Advisory Committee on Race and Ethnicity; Governor Sean Parnell's Educational Transition Team; Bureau of Indian Affairs Tribal Interior Budget Council; Anchorage Museum Board (*Board Chair, 2010–'12*); University of Alaska Anchorage Advisory Board; Anchorage Community Land Trust Board; Cook Inlet Housing Authority Commissioner; ENSTAR Community Advisory Board; Mayor's Business Development Council; BP Exploration Inc. Community Advisory Board; The CIRI Foundation; Alaska Workers' Compensation Board; The Ronald McDonald House Charities of Western Washington; Alaska Native Concerns Municipal Committee

AWARDS AND RECOGNITION

2014	*Shirley Demientieff Award*, Governor of Alaska (presented at AFN October Convention)
2011	*Children and Family Fellowship*, Annie E. Casey Foundation
2010	*Humanitarian Award*, University of Alaska Anchorage Alumni Association
2010	*Keynote Speaker*, Alaska Federation of Natives Convention, Fairbanks
2008	*Sabbatical Award*, Rasmuson Foundation (climbed Mt. Kilimanjaro in January, 2009)
2004	*Woman of Achievement Award*, British Petroleum and YWCA of Anchorage
2003	*Light of Hope Award*, Court Appointed Special Advocate Association (CASA)
2001	*Athena Society*, Anchorage Chamber of Commerce
2000	*President's Environmental Award*, U.S. Environmental Protection Agency
1998	*Top Forty Under 40 Award, Alaska Journal of Commerce*
1998	*Leadership Anchorage Fellowship*

Member of Alpha Kappa Delta International Sociology Honor Society (1993); Golden Key National Honor Society Award (1993); National Dean's List (1993-1995)

Renee Fredericks

(b)(6)

Summary

I was born in Anchorage and raised in Alaska and South Dakota. I returned to Alaska in 2006 to work as the Environmental Coordinator for my Tribe, Georgetown Tribal Council, where I successfully co-wrote an ANA grant for Youth Leadership and administered EPA grants. I then joined my village corporation, The Kuskokwim Corporation, where I held management positions before moving to the subsidiary 8(a) construction company, Suulutaaq, Inc. At Suulutaaq, I held the position of Vice President and subsequently President. Most recently, I have utilized my experiences and writing skills consulting for Alaska Native Corporations. I utilized my knowledge of Alaska Native culture and passion for education to create a geneology workbook for Alaska Native youth and continue to work with CITC on Curriculum projects.

I graduated in 2006 from Nebraska Wesleyan University in Lincoln, Nebraska with a Masters in Forensic Science with an emphasis in Biology and Chemistry. I received my B.S. in Biology in 2002 from Northern State University, graduating with honors (Magna cum Laude).

I have 20 years of experience in training and employee/project management with a passion for solving problems through leadership, resourcefulness and perseverance.

Experience

Cook Inlet Tribal Council - Anchorage, AK 2013

Curriculum Writer/Education Coordinator

Responsible for coordinating, writing, and formatting curriculum for multi-grade elementary and middle school Alaska Native students for a "School within a School" program in Anchorage School District.

JOT Consulting - Anchorage, Ak 2012-2013

Owner

Produced miscellaneous technical documents for Anchorage companies both in team and individual project settings.

Achievements:

- Created a Local Content Plan for a Gas & Oil Company proposal.
- Created a Geneology workbook for Alaska Native youth utilizing InDesign formatting.

Suulutaaq, Inc. - Anchorage, AK 2009-2011

President (2010-2011) and Vice President (2009-2010)

Implemented Board of Director's vision and mission through a robust business development plan and in-depth financial analyses and course corrections while managing the day-to-day

Contact Information

(b)(6)

Education

Masters in Forensic Science, concentration in Biology and Chemistry
Nebraska Wesleyan University

Bachelor of Science in Biology
Northern State University

operations of an 8(a) construction company.

Achievements:

- Created annual operating budget and developed individual project budgets.
- Cut overhead costs by 7%.
- Acquired extensive knowledge in contract administration.
- Provided mentorship in customs and culture of Alaska Natives.

The Kuskokwim Corporation - Anchorage, AK 2007-2009

Project/Property Manager

Analyzed real estate investments and developed cost/benefit ratios to inform and guide investment opportunities by TKC.

Achievements:

- Managed due diligence initiatives.
- Developed employee training programs.
- Developed project schedules and documentation systems.
- Prepared reports for use by Board of Directors and authored newsletter and website information.

Georgetown Tribal Council - Anchorage, AK 2006-2007

Environmental Coordinator

Developed water quality testing consistent with EPA guidelines and GIS tracking processes for villages on the Kuskokwim River; developed and compiled Federal grant applications; and maintained extensive communications with the Tribal Members.

Achievements:

- Thorough understanding of remote logistics while planning/facilitating Annual and Quarerly Board meetings held in the villages.
- Successful grant applications for the Youth Leadership Camp and Kuskokwim River Watershed event in Aniak.

United States Navy - Honerable Discharge 1992 - 1996

Damage Controlman 2nd Class

Maintained firefighting, flooding, chemical and biological warfare equipment and trained new crewmembers as well as prepared ship-wide training exercises.

Achievements:

- Navy Achievement Medal (preparation of USS Rainier for inspection in relation to maintaining a training database for the crew of 600+).
- Good Conduct Medal and various ribbons.

REFERENCES

Larry Cash
CEO/President
RIM Architects
907.258.7777

Mel Roller
Owner
C2North
907.351.7019

Former Mayor Rick Mystrom
Owner
American Multiplex
907.440.7425

Race McCleery
CFO
Tumeq/Suulutaaq
517.216.3849

Maver Carey
CEO
The Kuskokwim Corporation
907.243.2944

Lisa M. Moreno

(b)(6)

KEY SKILLS

- More than two decades of policy and advocacy experience on a broad range of issues impacting families, economic stability, and social justice
- Proven experience with coalition building; ballot intiative, issue and candidate campaigns, and community outreach
- Seasoned policy and legislative strategist
- Experienced spokesperson with media, public and stakeholders
- Comfortable in complex cultural contexts and proficient in Spanish

POLICY EXPERIENCE

Project Director, ARISE *Cook Inlet Tribal Council, Anchorage, AK*
September 2013-present

Lead for Anchorage Realizing Indigenous Student Excellence (ARISE), a multi-stakeholder, data-driven community partnership working toward systems change and educational equity for Alaska Native children in Anchorage, AK where they represent 18% of the student body, and have the lowest academic achievement. Guided the refinement of 12 key outcomes and identification of appropriate measures. Developed and implemented strategic plans, managed multiple consultants and volunteers, met timelines and achieved plans on budget, including website, and the publication of a baseline report presenting a strengths-based narrative of Alaska Native students. Implemented a volunteer-driven and empowerment-based grassroots effort to increase parent and family engagement in children's education with a particular focus on kindergarten readiness.

Strategic Research and Policy Analyst *Cook Inlet Tribal Council*
January 2011-September 2013

Provided policy expertise to Cook Inlet Tribal Council (CITC), an Alaska Native Regional nonprofit organization that provides education, employment and training, workforce development, and social services to over 12,000 Alaska Native people and American Indians in Anchorage annually. Developed legislative strategy, tracked and drafted legislation, wrote background memos and congressional and agency correspondence related to tribal programs including Temporary Assistance for Needy Families (TANF), 477, Alaska Native Education and Equity Act, Elementary and Secondary Education Act, Workforce Investment Act, and Child Care and Development Block Grant. Supported new program development with research, needs assessments, and grant writing in the areas of child welfare, education and human trafficking. Facilitated multi-stakeholder group that developed state plan to address and prevent sex trafficking, which resulted in national recognition from the Federal Bureau of Investigations.

Consultant *Revolutionary Strategies, Boulder CO and Anchorage, AK*
November 2003 –December 2010

Sole proprietor of consulting business focused on government relations, new business development, strategic planning and grant writing. Clients included conservation, foster care, and international development nonprofits and for-profit businesses in the outdoor, organic food, and laser technology industries. Assessed the potential market for a new rappel device designed for military battlefield applications for Great Trango Holdings, Inc. Managed state government outreach for Ceres Organic Harvest, an effort that resulted in the company successfully securing the rights from the University of North Dakota to distribute a new oat variety in the U.S.

Senior Legislative Policy Analyst *Population Action International, Washington, DC*
November 1999 – November 2003

Developed legislative strategy, analyzed and drafted legislation, and developed educational materials for congressional and public communication for an international advocacy organization focused on reproductive health. Planned and led international fact-finding trips to educate congressional staff on reproductive health issues, and designed and facilitated advocacy training for international partners. Provided technical assistance and support to congressional staff oversee-

ing annual appropriations, and led successful efforts to create a new stream of funding for international development programs that combined population, reproductive health and environmental conservation.

Washington Representative *The Family Violence Prevention Fund, Washington, DC*
November 1997 – November 1999

Served as government relations consultant for California-based domestic violence prevention organization now called Futures Without Violence. Provided timely information to Members of Congress, their staff and government officials. Analyzed and drafted legislation, created educational materials, and worked in coalition with other organizations to prepare for reauthorization of the Violence Against Women Act (VAWA).

Legislative Director *Office of U.S. Representative Walter H. Capps, Washington, DC*
January 1997-August 1997

Conceptualized legislative agenda for first-term Congressman. Supervised legislative staff. Managed all aspects of legislative work related to the Representative's assignment to the House International Relations Committee.

Legislative Assistant *Office of U.S. Representative Pat Schroeder, Washington, DC*
May 1989-October 1995

Planned and executed legislative activities related to social and economic justice in the areas of education, immigration, environment, military, women, and foreign affairs for highly visible Congresswoman. Wrote speeches and articles for publication. Communicated directly with press to frame issues and provide background information. Worked with government agencies and interest groups to develop creative policy solutions, and to provide oversight and resolve casework. Led staff work to pass landmark legislation including the first Violence Against Women Act (1994), and repeal of the prohibition on women in combat positions (1994). Successfully advocated for the inclusion of provisions to protect battered immigrant women in the Violence Against Women Act.

CAMPAIGN & ORGANIZING EXPERIENCE

The Thompson Divide Coalition, *Carbondale, CO, 2010*
Managed all aspects of a community campaign to protect federal lands from oil and gas development, employing a strategy to retire leases and withdraw areas of concern from future leasing.

Wilderness Workshop, *Carbondale, CO, 2008-2010*
Planned strategy, engaged in outreach, and worked in coalition on activities related campaign for new wilderness.

Joan Fitz-Gerald for Congress, *Boulder, CO, 2008*
Coordinated field, events and volunteers for key district county. Efforts resulted in Boulder County endorsement.

Say No to 43, *CO, 2006*
Spokesperson and lead staff for a campaign opposing a ballot initiative amending the state constitution to prohibit same-sex marriage.

Referendum I campaign, CO, 2006
Supported five field offices with strategic planning, human resources, conflict resolution, and capacity building.

Prewitt Organizing Fund, *NC, 2006*
Joined team of bilingual organizers in East Coast-wide investigation of working conditions in hog and poultry processing industries. Canvassed worker neighborhoods in three towns in rural North Carolina.

EDUCATION

Masters of Social Work
University of Alaska Anchorage, Anchorage, AK, 2013

Master of Arts, Coursework Only
Applied Behavioral Sciences, Organization Consulting and Coaching Track. Bastyr University, Kenmore, WA, 1999-2001

Bachelor of Science, Foreign Service
Georgetown University, School of Foreign Service, Washington, DC, 1988

Jennifer Litera (b)(6)

Education

Special Education Endorsement
University of Alaska Southeast: August 2005
Alaska Type A Teaching endorsement in special education: August 2005

Masters of Education – Educational Leadership
University of Alaska Anchorage: Summer 2002
Alaska Type B Administrative Certificate: 2002

Bachelor of Elementary Education
University of Alaska Fairbanks: May 1994
Type A Teaching Certificate: 1994

Experience

Lead Academic Tutor Coordinator

Cook Inlet Tribal Council: October 2014 – present

- Designed and implemented tutoring program for Alaska Native Students
- Recruit and hire 16 academic tutors to work in 12 ASD schools
- Supervise tutors in the schools and collect student enrollment paperwork
- Administer the Student Activities Grant
- Johnson O'Malley Coordinator for parent committee

Principal at Ipalook Elementary School, Barrow Alaska
North Slope Borough School District: January 2009- May 2014

Assistant Principal at Ipalook Elementary School, Barrow Alaska
North Slope Borough School District: August 2007 – December 2008

- Principal for a school with 680 students and 40 certified teachers.
- Maintained a multi-million dollar budget for the school.
- Designed and led teacher training
- Supervised 40 certified teachers and 25 classified staff.
- Supervised all staff members and completed yearly written evaluations.
- Oversaw the maintenance needs of the building.
- Participated in teacher recruitment for the school district.
- Interviewed and hired all teachers and classified staff members.

- Responsible for implementing district approved curriculum materials.
- Implemented a school wide behavior program called Positive Behavior Intervention & Support system (PBIS).
- Responsible for the yearly school improvement plan.

Professional Experience	Ipalook Elementary School, Barrow Alaska North Slope Borough School District: 1994-2007 Experience teaching Kindergarten, 1st and 2nd Grade and pre-k special ed
Teacher & Leadership Highlights	• Coordinator for reading intervention program - 2006 • Summer School Coordinator: Responsible for designing, implementing and supervising the program. 1995-2000 • Summer School Teacher: Taught grades 1-5 during the summer school program. 1995-2000, 2004, 2005, 2006- for a total of 9 years experience. • Ipalook Yearbook Advisor: Responsible for producing a 90 page annual each year. 1994-2006 • Curriculum development: Designed curriculum units for the Inupiat Immersion Program and for summer school. • Mentor Teacher: Provided mentorship to University students seeking education credentials. • Accreditation Committee: Led the school Accreditation team, conducted meetings and compiled the final document. • District Writing Assessment co-coordinator: 2004-2005. • District Writing Assessment coordinator: 2005-2006
Committee Leadership	President of the North Slope Education Administrators Association: August 2010 to May 2014 At-large board member for the Alaska Association of Elementary School Principals: October 2012 – October 2013
References	Available upon request

F. Ann. Lawrence

(b)(6)

Qualifications:

- Experience working with Alaska Native/American Indian people, knowledge of their values and belief systems and ability to provide culturally competent services
- Experience in successfully training diverse audience
- Facilitates training seminars, certification courses
- Stays current with industry and positions "best practices" and developments
- Over 20 years of experience in education and public contact
- Extensive experience assisting individuals with social services
- Knowledge of case management procedures and reporting
- Actively seek and promote families to attend Cook Inlet Tribal Council programs/functions
- Maintain confidentiality with participants
- Familiar with MS Word, Excel, Access, and PowerPoint
- Enjoy helping others, positive attitude, reliable, and team player.

Teaching/Facilitating:

- Perform training needs analysis, align curriculum, and coordinate services
- Relationship builder, collaborator, encourager and coach,
- Participates in cross-training to assure excellent customer service and coverage of the project
- Presented parent workshops on Communication, Employment and Life Skills
- Taught and assisted K-12 students with academic programs
- Spoke at monthly village City Council meetings regarding issues and budgeting
- Supervised teachers, aides, maintenance, and cooks for Rural Cap programs
- Facilitated fundraisers for Head Start programs, local churches, City of Mountain Village,
- and Ignatius Beans School

Administrative:

- Strong Public Relationship with Alaska Native Tribes
- Enrolled and assisted with applications and resource information
- Gathered curriculum, tracked students progress and managed files
- Created material for classes based on individual levels
- Tracked and reported statistical information for federal programs
- Communicated with state agencies for information and referral

Public Relations:

- Parent Representative for Anchorage Migrant Education Program
- City Council member and Personnel Committee for City of Mountain Village
- Communicated with state sites as the National Education Representative
- President of Parent Fundraising Committee and Parent Committee
- Participated in monthly meeting as Parish Council Member

Work History:

10/11- Present **Family & Community Outreach Specialist** CITC (YEES)
09/07-09/11 **Cultural Case Manager**, CITC (TANF)
07/04- 09 **Instructor/Facilitator,** CITC (HTCI)
08/96-05/01 **Teacher Aide,** Lower Yukon School District, Mountain Village, Alaska
08/92-01/96 **Teacher/On Site Coordinator,** Rural Cap, Mountain Village, Alaska
08/91-05/92 **Special Ed. Teacher Aide,** Kashunamiut School District, Chevak, Alaska

Education:

University of Alaska Fairbanks
Alaska Pacific University
Rural Cap Child Development Program

Reference available upon request

Jonathan Ned Larson

(b)(6)

Work Experience: **Community Engagement Manager**
Anchorage Realizing Indigenous Student Excellence (ARISE)
Anchorage, AK *October 2015-Present*

Recruit, convene, connect and coordinate local networks of parents, grandparents, and caregivers of Alaska Native students, and students themselves, to advocate for and strengthen the voice of Alaska Native families working to ensure that Alaska Native children in Anchorage lead healthy and empowered lives with access to unlimited opportunities. Conduct visits with interested families and students, facilitate meetings, foster relationships with other organizations and schools, develop keen understanding of obstacles impacting Alaska Native student success, and communicate issues in a manner that is relevant and useful for parents, grandparents and caregivers of Alaska Native children, and Alaska Native students. Serve as main point of contact for community members. Manage logistics for all ARISE community engagement activities

Community Engagement Coordinator
Anchorage Realizing Indigenous Student Excellence (ARISE)
Anchorage, AK *April 2015-October 2015*

Contributed to the extension of ARISE by coordinating logistics for all ARISE community engagement activities including training for ARISE volunteers, one-to-one visits with community members. Provided administrative support to ARISE Project Director and consultants by tracking and reporting on results from meeting, training and one-to-one visits, volunteer hours, and peer contact. Prepared reports, analyzed and summarized information and contributed to the design of evaluation criteria for community engagement activities. Implemented family engagement and outreach strategies for recruiting volunteers and families to be visited, and performed recruitment activities including presentations, e-mailings, phone calls and attending community events. Developed and maintained effective working relations with CITC employees, ARISE partners, agency and government officials, and Alaska Native parents, families and youth.

Equal Employment Opportunity Specialist
USDOT Federal Aviation Administration
Renton, WA *August 2005-June 2006*

Managed and ensured compliance by airport sponsors with the External Programs including: 49 CFR Parts 23 and 26, Disadvantaged Business Enterprise Program; the Americans with Disabilities, and Title VI of the Civil Rights Acts, as amended. Reviewed and commented on initial airport sponsor DBE Program submissions: including overall goal methodologies to identify any deficiencies. Communicated deficiencies to airport sponsor, and when adequately addressed by airport sponsor, made recommendations for DBE Program approval to the Associate Administrator for the Office of Civil Rights. Provided training on External Program at annual Airport Minority Advisory Council/FAA Conferences, Regional Airports Conferences, and through one-on-one assistance. Compiled data to establish and respond to regional and National reporting requirements, and for special requests. Conducted fact-finding research into alleged ADA and Title VI discrimination complaints, and non-compliance with FAA 14 CFR Part 16 Rules and Administrative Decisions. Conducted onsite desk audits to ensure airport sponsor compliance with DBE Program and ADA, and pre- and post-Airport Improvement Program grant award audits with AIP projects that had Environmental Impact Statement requirements to determine compliance with Title VI. Provided comments, recommended policy and procedure changes to the FAA Associate Administrator for the Office of Civil Rights on draft Notices and Supplemental Notices of Proposed Rulemaking.

Equal Employment Opportunity Specialist
USDOT FAA, Alaskan Region, Office of Civil Rights
Anchorage, AK April 1999-August 2005

Ensured procedures, policies, regulations and guidance of various DOT components for addressing Tribal transportation issues were consistent with law and regulation. Maximized cooperation and coordination with the Office of the Secretary of Transportation, other DOT components, federal agencies, and appropriate public and private organizations on transportation matters affecting Tribes. On detail to FAA Assistant Administrator for Policy, International Affairs, and Environment, Office of Environment and Energy, assisted in the development, drafting, coordination, finalization of order providing guidance and procedures for American Indian and Alaska

Native Tribal consultation. Established regular and meaningful consultation and collaboration with Tribal officials in the development, and strengthening of the Government-to-Government relationship, as the inaugural Regional Tribal Consultation official. Provided effective facilitation and improved communication with Tribes to respond more effectively to their transportation concerns. Adopted a process to recognize Tribal cultures and traditions more effectively by FAA, worked with officials to avoid infringement on Tribal lands, facilitated access to and ceremonial use of sacred sites and ancestral burial grounds of Federal and Tribal lands. Managed and ensured compliance by airport sponsors with the External Programs including: 49 CFR Parts 23 and 26, Disadvantaged Business Enterprise Program; the Americans with Disabilities, and Title VI of the Civil Rights Acts, as amended. Provided compliance training, technical assistance to EEO Counselors, Special Emphasis Program Managers, mediators involved in planning, counseling and legal aspects of EEO, and to employees or applicants who alleged discrimination. Coordinated mediation sessions. Managed the Special Emphasis Program, including the Women's, Hispanic, People With Disabilities, and the Alaska Native Employment Programs, analyzed workforce demographics.

Treasurer & Vice President
Board of Directors, Choggiung Limited
Dillingham, AK February 2000-April 2003

Reviewed existing policies, collaborated with management on the creation of short and long-term strategic planning objectives. Participated in the approval annual budgets to assure adequate financial resources were available to implement strategic objectives, declared dividend distributions, and made a report to the shareholder at annual meetings. Served as Treasurer, 2001-2002, and was responsible for all aspects of Choggiung Limited corporate finances. Served as Vice-President, 2002-2003, led an executive committee charged with selecting a Chief Executive Officer, setting compensation; and conducting an annual performance evaluation.

President
Board of Directors, Nuna Contractors
Dillingham, AK 2001-2003

Nuna Contractors is a wholly-owned subsidiary of Choggiung Limited as President, 2001-2003. Nuna Contractors successfully participated in the Small Business Administration 8(a) Program. Transitioned Nuna Contractors from subcontract to prime-contract performance to bidding on indefinite delivery/indefinite quantity contract on Base Operations Support Services contracts, as well as on multi-year Job Order Contracts as joint venture partners with multi-national corporations.

President
Board of Directors, Choggiung Investment Corporation
Dillingham, AK 2003

Appointed to serve on the BOD of, Choggiung Investment Corporation, and elected President by it BOD in 2003. Choggiung Investment Corporation was involved in a variety of opportunities involving risk-management of venture capital. Oversaw the transition to LLC In order to insulate Choggiung Limited from potential liability.

Education:

Alaska Pacific University Anchorage, AK United States
Bachelor's Degree 05/1998

Major: Business Administration

Charter College Anchorage, AK United States
Certificate 10/1990

Major: Full-charge Computerized Bookkeeping Certificate

Dillingham High School Dillingham, AK United States
05/1988

Affiliations:

Curyung Tribal Council - Federally Recognized Tribe/Member
Cook Inlet Region Incorporated - Shareholder
Bristol Bay Native Corporation - Original Shareholder
Choggiung Limited - Original Shareholder

Clara A. Martinez, Ph.D. **Curriculum Vitae**

(b)(6)

Education

PhD: University of Arizona, College of Education. Department of Language, Reading and Culture. Minor: American Indian Studies.

MA: Stanford University, College of Education. Departments of Curriculum and Teacher Education, and Language, Literacy and Culture.

BA: Sonoma State University, Sonoma County California. College of Humanities. Department of Mexican/American Studies and Liberal Studies.

Areas of Specialty-Fields of Interest

My training and experience in the fields of Education and Anthropology encompass pedagogy, literacy/linguistics, bi-lingual and cross-cultural education, Educational and Social Sciences program and curriculum development and evaluation. My teaching and consulting expertise includes, but is not limited to: internal and external program evaluation—OIE, USDE, SAMSHA, DOL; grant writing and grant evaluation; program and faculty development in Reading, Language Acquisition, Bilingual, ELL and Social Studies programs; OCR and NCLB mitigation and improvement planning; Assisted Performance teaching and accountability methods. I have extensive experience working with and serving on Boards, am bilingual and literate in Spanish, am a member of the American Evaluation Association and have a BIA security clearance to work as a contractor for U.S. Dept. of Education and Office of Indian Education programs.

Professional Experience

2008- To present	School Community Youth Coalition (SCYC), San Juan Basin Technical College 33057 Highway 160 Mancos, CO 81328 970-529-7139 Ms. Missy Miller, Director 970) 560-3277
Position	Evaluation Liaison
Duties	Coordinate and conduct evaluation with statewide institutions, SCYC and the local communities. Utilize Prevention Framework Strategy. Report, Research, Proposal and Grant Writing
2008- To Present	Cook Inlet Tribal Corporation, Anchorage Alaska Elizabeth Imbo, Director of Grants (907) 793-3416
Position	Consultant
Duties	Research, Proposal and Grant Writing
2004- To present	Mancos RE-6 School District, Mancos Colorado 970) 533-7748 Mr. Brian Hanson, Superintendent
Position	Consultant
Duties	External Evaluator of ELL programs. Advise in OCR Agreement-District ELL Language Plan program, and instructional development. Research and Report Writing.

Professional Experience

2000 - To present	San Juan School District, Blanding Utah. Mrs. Lynnette Johnson, Director, Student Services (435) 678-1227
Position	Consultant
Duties	Program Evaluation and Internal Auditing. Federal program performance reporting. Research, Proposal and Grant Writing, Curriculum Development and Staff Development.
2005 To present	Adams State College, Alamosa Colorado Don Woods, Coordinator Graduate Education. 719) 587-7768
Position	Adjunct Professor, Practicum Supervisor for Graduate School of Education
2003-04	Utah State Office of Education, 250 East 500 South, Salt Lake City, Utah Shirlee Silversmith, Director of Indian Education and Curriculum 801) 434-7414
Position	Consultant in Curriculum Development
Duties	Collaborate in development of Scope and Sequence for Utah State Core, American Indian Social Studies Curriculum. Program Evaluation.
2002-03	Bureau of Indian Affairs (BIA) Cottonwood Day School Chinle, AZ Mr. Don Stryker, Directordstrike1@juno.com
Position	Consultant
Duties	Program evaluation and performance reporting. Staff Development in Reading, Language Acquisition, Test-Score Analysis, Instructional Planning and Test Proctoring.
1999-02	Prescott College, 220 Grove Avenue, Prescott Arizona 86301 Vicky Young, Adult Degree Programs. Tucson Center. 2233 E. Speedway, Tucson AZ 85719
1998-99	Mr. Bill Walton, Associate Dean
Position	M A Program Advisor Undergraduate Program Advisor
Duties	Advise closely, and supervise graduate and undergraduate students during their Education course of study, evaluate academic work produced.
1999	Ute Mountain Ute Tribe, Towaoc Colorado. Mr. Wilfred Madrid, Executive Director 970) 565-3751
Position	Director, Youth Opportunity Program. Carry out start up procedure for US Department of Labor Youth Opportunity Grant Program
Duties	Hire/supervise18 staff. Implement program. Prepare performance reports for board of director's, Tribal council and federal grantor.
1997 1998	Northern Arizona University, Flagstaff Arizona. Dr. Lynda Hatch, Chairperson Elementary Education, Center for Excellence in Education
Position	Liaison between main campus and Navajo/Hopi Teacher Training program.
Duties	Resource and support facilitator for instructors and students between six off-campus teacher-training sites, and between all of the sites and main campus.

Supervise Master Teachers' and trouble-shoot for program.

Professional Experience

1996	Bloomfield School District, Bloomfield New Mexico. Donna McCahon, Director of Federal Programs
Position	Consultant
Duties	Program Evaluation. Research and Advise district on strategies for federal and state compliance in OCR mandated bilingual/ Heritage Language program. Prepare compliance plan and performance reports.
School yrs.	Adams State College, Alamosa Colorado. Dr. Elizabeth Galligan, Eastern New Mexico University 505) 562-2391 elizabeth.galligan@enmu.edu
1995-1998	Former Director Bilingual MA Program at Adams State Position: Adjunct Professor Teach Bilingual Education 530 : Theory to Practice, Teach Bilingual Education 512 : Action Research Teach Bilingual Education 520: First and Second Language Acquisition, Teach Education 589: Multicultural Education in Southwest Colorado. Teach Education 521: Educating Diverse Learners
School yrs.	Fort Lewis College, Durango Colorado. Dr. Linda Simmons, Director Bilingual/ESL Teacher Education Program.
1993-96	Professor Emeritus, contact at 970) 533-7647 or mixteca@fone,net Position: Adjunct Professor Teach Education 331: Southwest Minority Child in the Classroom Teach Education 334: English as a Second Language Teach Education 433: Reading for Second Language Learners.
1991-1993	Maternity Leave from Professional Activities
1982-1991	Teaching positions—Elementary and Secondary levels—in the following Districts and Agencies, Specific Details furnished upon request: Portland Public Schools, Portland, Oregon. Migrant Education Region II, Sonoma County California Stanford University, School of Education. Palo Alto, California. Oakland Public Schools, Oakland, California.

Teaching Licensure

Colorado:	Elementary K-8, K-12 Bilingual-expired.
Arizona:	Elementary K-8 Bilingual-expired.
New Mexico:	Elementary K-8, K-12 Bilingual-expired.
California:	Multiple Subject Professional K-12, Bilingual Cross Cultural (Spanish); Reading Specialist, K-12-expired.
Oregon:	Standard Elementary, Pre K - 12; Standard Reading, Pre K -12;

Standard Spanish, 5-12, Standard Social Studies, 5-12-expired.

Professional Presentations

Paper: The Intersection of NCLB Policy Across Culture, Geography, and Reservation Boundaries within the Southwestern United States.
November 2008, American Anthropological Association (AAA), San Francisco, California

Paper: Navajo Language Renaissance: The Teaching of Navajo as a Second Language in a Public School District in Southeastern Utah.
December 2006, National Association of Grant Schools (NAGSA) Las Vegas, Nevada.

Paper: No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) Achievement: A Comparative Study of Schools Serving the Navajo Nation.
March 2005, Report and findings presented at the Window Rock, Arizona NCLB Hearings

Paper: The Teaching of Navajo Language and Culture in SE Utah.
March 2004, National Association of Bilingual Education (NABE), Albuquerque, New Mexico

Paper: You Can Have the Both: The Institutionalized Teaching of Navajo Language and Culture in Southeast Utah.
November 2003, American Anthropological Association (AAA), Chicago, Illinois

Paper: Balanced Literacy Across the Secondary Content Area.
October 2003, College Reading Association (CRA) Corpus Christi, Texas.

Paper: I'm Only 3 Steps Ahead of You: Curriculum Development and the Teaching of the Navajo Language in Southeastern Utah.
March 2003, Society for Applied Anthropology (SfAA), Portland, Oregon.

Paper: Implementing Balanced Literacy in a Multicultural Middle School.
March 2003, Educators of Diversity: Utah State University, College of Education.

Paper: Toxic Literacies and the Lack of Success Manufactured for Native Americans in a Federal Education Program.
April 2002, Western Social Science Association (WSSA), Albuquerque, NM.

Paper: The Capitalist Work Ethic and the Lack of Success Manufactured for Native Americans on a Rural Reservation.
November 2001, American Anthropological Association(AAA), Washington D.C.

Paper: Teaching for Ecological Sustainability: The Non-Neutral Mediating Characteristics of Technology and Computer use in the Classroom.
February 2000, Prescott College Winter Colloquium, Prescott Arizona.

Paper: Teachings of the People: L.S. Vygostky and Organic Rural Symbols in Chicano Rural Culture.
April 1996, Western Social Science Association (WSSA), Reno Nevada.

Professional Presentations

Paper: L.S. Vygotsky, and "The Zone of Proximal Development:" Some Implications Regarding Standardized Testing and the Assessment of Bilinguals.
March 1996, National Association for Chicano and Chicana Scholars (NACC'S), Chicago, Illinois.

Publications

Film Review: E Ola Ka 'Olelo Hawai'i
(The Hawaiian Language Shall Live)
Tribal College: Journal of American Indian Higher Education, 10(3) Spring 2000.

References

Lynnette Johnson, Director of Student Services. San Juan School District, Blanding, Utah (435) 678-1227.

Laura Harper, former Principal Mancos Elementary and Secondary Schools. 970) 799-2369.

Missy Miller, Director School Community Youth Coalition, San Juan Basin Technical College 33057 Highway 160 Mancos, CO 81328 970-529-7139

Liz Imbo, Director of Grants, Cook Inlet Tribal Corporation, Anchorage Alaska 907) 793-3416

Donna Sabis-Burns, Ph.D Office of Indian Education, USDE. (202) 260-1425.

Clayton Long, Director Heritage Language Programs, San Juan School District, Blanding Utah. 435) 678-1251.

Michael Canzona, Assistant Superintendent. Cortez RE-1 School District. (970) 565-7522x144.

Terri McCarty, Ph.D. Professor, College of Education, Arizona State University. Teresa.McCarty@asu.edu 602) 943-2880.

COOK INLET TRIBAL COUNCIL, INC.
JOB DESCRIPTION

Job Title:	Director
Department:	Youth Education and Employment Services (YEES)
Reports To:	Chief Operating Officer
Supervises:	YEES Managers
FLSA Status:	Exempt
Job Type:	Full-Time, Regular

General Functions:
The YEES Director will provide leadership and vision for CITC education, youth services department. Director will supervise staff, manage program budgets, complete grant and program reports, ensure all program services are delivered successfully, and collect data necessary to ensure continuous improvement and rigorous evaluation. The YEES Director will partner with all CITC departments to serve youth and work to systemize services across all CITC programs. The YEES Director is responsible for direct oversight over 15 youth programs and a combined budget of approximately $4 million dollars.

Duties and Responsibilities, including but not limited to:

- Provide guidance, mentoring, and supervision for staff.
- Identify theory base and theory of change for departmental programs.
- Work as part of a cohesive team with other CITC management to assure effective communication and accountability.
- Respectfully coordinates CITC's partnership with the Anchorage School District, remains grounded in CITC's vision and values while working within an external school system.
- Serves as an articulate public spokesperson for CITC programs and as an effective advocate for Alaska Native Education.
- Represent CITC at local, state, and national events.
- Ensure all programs for which position supervises meet state, federal and granting agency goals and objectives.
- Collect quarterly statistics and narratives from programs under supervision, and ensure the necessary procedures are in place to track and collect data to meet organizational needs and grant requirements.
- Ensure all program reports are submitted in a timely manner, and ensure programs are prepared for internal and grant-required audits.
- Track program and department revenues and expenses and manage program budgets.
- Establish and maintain rapport with other internal departments, state, local and national service agencies, state, local and national academic communities, local community employers, and develop partnering opportunities when possible.
- Participate in scheduled CITC meetings, committee meetings, and community meetings as requested.
- Research and track service needs and trends.
- Participate in finding and securing funding opportunities.
- Identify staff training needs and ensure program staff receives training on a regular basis.

- Lead curricula development.
- Works collegially with CITC Leadership Council and the Institutional Advancement team to identify program service gaps and assists in the development of new opportunities.
- Participates as an active member of the CITC Leadership Council.
- Regularly examines current educational research, development and trends to introduce current best knowledge and exemplary practices on an ongoing basis.
- Develop and oversee youth employment programs that provide employment and training opportunities.
- Collaborates with external evaluators of ESS programs to ensure they receive the necessary data and support for their report.
- Other duties as needed and/or assigned.

Job Specifications:

- Excellent verbal communication and technical writing skills.
- Demonstrated ability to coordinate multiple activities and meet deadlines.
- Strong organizational and leadership skills.
- Demonstrated ability to motivate staff.
- Demonstrated ability to work independently with minimal supervision.
- Possess strong problem solving skills.
- Demonstrated ability to work as an active participant in a team environment.
- Demonstrated ability to motivate and energize staff and identify team strengths and skills to enhance team dynamics.
- Satisfactory and strong knowledge of Alaska Native and American Indian culture/and or community resources relevant to education, management or related field.

Qualifications:

- Bachelor's Degree in Education or related field; preferred Master's Degree; PhD or EdD. Year-for-year experience in related field may be substituted for education.
- Minimum five years' experience in budget management.
- Minimum five years' of supervisory and personnel management experience.
- Previous experience in youth development, employment, training, or social service programs and non-profit management preferred.
- Continued employment is contingent upon receipt of a satisfactory state and federal background check.
- Valid Alaska Driver's License and eligible for CITC automotive insurance.

Hiring Preference:

Preference shall be given to eligible and qualified Alaska Native/American Indian applicants pursuant to P.L. 93-638 Indian Self-Determination Act.

(b)(6)

Employee Signature

6-25-15

Date

COOK INLET TRIBAL COUNCIL, INC.
JOB DESCRIPTION

Job Title:	ARISE Project Director
Department:	Administration
Reports To:	President/CEO
Supervises:	N/A
FLSA Status:	Exempt
Job Type:	Full-Time, Regular

General Functions:
The ARISE (Anchorage Realizing Indigenous Student Excellence) Partnership serves as a catalyst for working together, across sectors, and along the educational continuum to drive better results in education, for every child, every step of the way, from cradle to community. The mission of the partnership is "From cradle to community, every Alaska Native child leads a healthy and empowered life with access to unlimited opportunities." The three goals of the Partnership are to ensure All Alaska Native Children are empowered and nurtured to 1) make successful academic transitions, 2) achieve emotional, social and physical well-being, 3) know who they are, their heritage and culture and their role in the community.

To achieve this goal, the Project Director must manage a governance structure that includes key local executives from across sectors, while ensuring action plans are developed and implemented around four core strategies and two supporting strategies that are critical for achieving the goals outlined above. This includes managing a core team of staff and consultants, as well as encouraging practitioners in the field to align their work to the goals of Partnership when there may not a clear self-interest in doing so beyond improving long-term outcomes for children and the community.

The Project Director also leads the implementation of one of the supporting strategies for the partnership: Advocacy, Funding, and Communications Alignment. In this role, the Project Director 1) establishes a policy agenda for the Partnership and works with advocacy leadership and other key partners, including public officials, to implement the plan, 2) works with private funders to align resources behind evidence-based action plans, and 3) ensures the communications of the Partnership's mission, purpose, and strategies are consistent and clear.

Finally, the Director ensures the work of The Partnership is aligned with the interests of KnowledgeWorks as a subsidiary of the organization.

Duties and Responsibilities, including but not limited to:

- Provides leadership and management to ensure that the mission and core values of The Partnership are put into practice. Establishes current and long range goals, objectives, strategies and measures, subject to approval by The Strive Partnership Executive Committee.
- Plans, coordinates, and controls the daily operation of The Partnership by outlining clear work plans with staff and consultants that directly align work to the desired outcome of The Partnership. Must follow-through on a timely basis to ensure there are no mistakes that could damage the credibility of The Partnership.

- Develop and cultivate relationships with community stakeholders, including leaders in education, business, faith, nonprofit, philanthropic, and civic sectors to support the priority actions of the Partnership
- Dispenses advice, guidance, direction, and authorization to carry out major plans, standards and procedures that are consistent with the interests of The Strive Partnership Executive Committee
- Reviews operating results of the division, compares them to established objectives, and takes steps to ensure that appropriate measures are taken to correct unsatisfactory results.
- Develops and implements strategy and action plans related to Advocacy, Funding, and Communications Alignment, ensuring specific performance goals in the area are met according to the direction of The Partnership Executive Committee.
- Represents the ARISE Initiative with major customers, shareholders, the financial community, and the public.
- Ensures the work of The ARISE Partnership aligns with the stated goals of KnowledgeWorks as an operating subsidiary of the organization.
- Oversees the adequacy and soundness of The Partnership's financial structure and ensures adequate resources are in place to effectively achieve stated goals.
- Performs other duties as needed and/or assigned.

Job Specifications:

- Excellent verbal communication and technical writing skills
- Strong presentation skills
- Strong interpersonal skills.
- Strong organizational skills.
- Demonstrated ability to independently make strategic decisions, generate innovative ideas and solutions, and multitask due to a wide variety of tasks and constantly changing activities in the area.
- Demonstrated ability to effectively develop and manage relationships with a diverse array of partners that play different and divergent roles in organizations and the community.

Qualifications:

- Master's in education, public policy, non-profit/governmental management or related field
- Minimum of 7 years' related experience
- Continued employment is contingent upon receipt of a satisfactory report from a state and federal background check.

Hiring Preference:

Preference shall be given to eligible and qualified Alaska Native/American Indian applicants pursuant to P.L. 93-638 Indian Self-Determination Act.

_____ _____

Employee Signature Date

Disclaimer

The information provided in this description has been designed to indicate the general nature and level of work performed by incumbents within this job. It is not designed to be interpreted as a comprehensive inventory of all duties, responsibilities, qualifications and working conditions required of employees assigned to this job. Management has sole discretion to add or modify duties of the job and to designate other functions as essential at any time. This job description is not an employment agreement or contract.

COOK INLET TRIBAL COUNCIL, INC
JOB DESCRIPTION

Job Title:	Program Manager
Department:	Youth Education & Employment Services (YEES)
Reports To:	YEES Director
Supervises:	Academic Tutors, STEM-TC
FLSA Status:	Exempt
Job Type:	Full-Time, Regular

General Functions:
The Program Manager will work with the Academic Tutors in regards to schedules in the schools. The Program Manager will work with Alaska Native/American Indian students in various settings, both in and out of the classroom and provide supervision and scheduling of the Academic Tutors. Program Manager will also provide one-on-one as well as group tutoring and will be expected to participate in special events and extra-curricular activities. This position is also responsible for assisting with instruction, curriculum development, parent involvement programs, building culturally relevant and innovative activities, and collaborating with Anchorage School District (ASD), parents, and CITC education staff. The Program Manager will supervise staff, manage program budgets, collect data, provide grant and program reports and ensure all program services are delivered successfully. The Program Manager is responsible for direct oversight of the STEM-TC grant and other new opportunities that fit with program development and duties.

Duties and responsibilities:
- Recruit, screen train, and supervise Academic Tutors.
- Attend off-site meetings with Tutors, Principals, and Counselors.
- Promote the improvement of the academic achievement levels of Alaska Native/American Indian students through our standards-based, and culturally appropriate educational system.
- Develop positive working relationships with students and families; encourage parents/guardians and families involvement in the educational process of each student.
- Prepare documents for JOM Parent Committee meetings; attend meetings; take minutes for JOM Parent Committee meetings, maintain JOM Parent Committee files,.
- Provide guidance, mentoring, and supervision for staff.
- Work as part of a cohesive team with other YEES and CITC management to assure effective communication and accountability.
- Represent CITC at community events on a local, state, and national level.
- Complete program reports internally and externally as required.
- Collect quarterly statistics and narratives from programs under supervision and ensure tracking procedures correlating to data needs and grant requirements.
- Ensure all program reports internally and externally are submitted in a timely manner and ensure programs are prepared for internal and grant required audits.
- Track program and department revenues and expenses and manage program budgets.
- Address policy issues that arise to the YEES Director.
- Maintain operations by following ASD policies, especially regarding submitting grades, attendance, etc. Work directly with the CITC YEES staff, ASD Alpha Counselors, teachers, administration, Indian Education staff, and Program Directors to ensure effective

communication and success with each student.

- Maintain communication with ASD to monitor status of all school programs.
- Participate in CITC staff development training and attend applicable ASD in-service seminars and workshops.
- Participate in grant program activities as needed/upon request.
- Follow ASD policies; Academic Tutor Coordinators and Academic Tutors are CITC employees as well as guests in the schools and all relationships must be respected.
- Maintain a positive working relationship with all CITC personnel and stakeholders.
- Maintain confidentiality at all times while displaying a professional disposition.
- Communicate with JOM Parent Committee regarding meetings, tracking and abiding the by-laws set forth for meetings and communications.
- Maintain confidentiality according to procedures and regulations.
- Perform all related duties as assigned.

Job Specifications:

- Excellent interpersonal skills combined with the ability to work with diverse groups of people with varying needs.
- Effective verbal and written communication skills to include the following:
    - Ability to write reports, correspondence, newsletters, and other documents.
    - Ability to effectively present information to and respond to questions from administrators, parents, students, and the general public.
    - Ability to read, analyze and interpret texts such as periodicals, professional journals, technical procedures, government regulations, and clearly explain them to others.
- Ability to work both independently and as a contributory team member in a positive, productive manner.
- Strong problem solving skills.
- Ability to coordinate multiple activities and priorities workload.
- Ability to make decisions and exercise good judgment.
- Skill in analyzing and interpreting information.
- Proficient computer skills, including spreadsheet, word processing and publishing programs.
- Possess an open mind to the capabilities of and futures of all students.

Minimum qualifications:

- Bachelor's Degree in Education. Year-for-year experience in related field may be substituted for education.
- Minimum two (2) years of experience in personnel management.
- Minimum two (2) years of experience in budget management.
- At least two (2) years of experience working professionally with families and youth, or equivalent combination of education and life experience.
- Demonstrated knowledge and understanding of the social, educational, training and cultural needs of the Alaska Native/American Indian community.
- Continued employment is contingent upon receipt of satisfactory report from a state and federal background check.
- Valid Alaska driver' license and insurable under CITC's automotive insurance.

Preferred qualifications:

- Bachelor's Degree in adult or vocational education.
- Current Teaching Certificate

Additional information:

Hiring preference shall be given to eligible and qualified Alaska Native/American Indian applicants pursuant to P.L. 93-638 Indian Self-Determination Act.

(b)(6)

Employee Signature

10-6-15

Date

Disclaimer

The information provided in this description has been designed to indicate the general nature and level of work performed by incumbents within this job. It is not designed to be interpreted as a comprehensive inventory of all duties, responsibilities, qualifications and working conditions required of employees assigned to this job. Management has sole discretion to add or modify duties of the job and to designate other functions as essential at any time. This job description is not an employment agreement or contract.

COOK INLET TRIBAL COUNCIL, INC.
JOB DESCRIPTION

Job Title:	Family & Community Outreach Specialist
Department:	Youth Employment and Education Services
Reports To:	Program Manager
Supervises:	None
FLSA Status:	Non-Exempt
Job Type:	Full-Time, Regular

General Functions:
The Family and Community Outreach Specialist will actively seek out parents in the community by visiting the places Alaska Native/American Indian families frequent. These locations include, but are not limited to: The Alaska Native Medical Center (ANMC), bingo halls, churches and church activities, potlucks, and Anchorage School District (ASD) school activities as well as Cook Inlet Tribal Council, Inc. (CITC) planned events. This position will promote parent involvement with students and teachers in schools, after-school CITC special events, and relevant community events. This position will promote a culture of social and community involvement and empowerment for CITC teachers, students, and parents by offering opportunities to engage within the education process.

Duties and Responsibilities, including, but not limited to:
- Engage Alaska Native community in cultural activities that connect to education and educators.
- Organize and implement relevant activities for program youth, parent and families.
- Interact with neighborhoods and community organizations and participates in meetings for the identification and solving of problems and issues.
- Promote CITC and community program(s) within the community.
- Identifies training and development needs that will help parents become better advocates for their children.
- Prepares reports by collecting, analyzing and summarizing information
- Maintains youth confidence and protects operations by maintaining confidentiality.
- Collaborate with the Tribal Temporary Assistance to Needy Families (TANF) program to identify ways to work together on student, parent engagement.
- Coordinate and plan the Tribal TANF cultural events, at minimum, events will be held quarterly.
- Coordinate and oversee the cultural workshops and their contracts for Tribal TANF participants and eligible participants.
- Provide cultural awareness workshops for ETSD staff and participants as needed.
- Other duties as needed and/or assigned

Job Specifications:
- Strong Knowledge of Alaska Native community and cultural; experience working with direct services involving Alaska Native families.
- Excellent verbal, written and interpersonal communication skills.

- Demonstrated ability to motivate others as needed.
- Knowledge of youth services within Anchorage School District.
- Knowledge of general community needs and applicable public resources.
- Ability to do basic publishing: flyers, newsletters etc.
- Strong problem solving skills.
- Ability to organize and administer programs in accordance with established policies and procedures.
- Ability to establish and maintain effective working relationships with employees, youth, parents and families, officials, and the general public.
- Ability to work flexible schedule as needed.
- Demonstrated ability to be self-directed and work independently.
- Strong familiarity with youth and family issues.
- Demonstrated ability to coordinate multiple activities.
- Demonstrated ability to use MS Word, Excel, Power Point, and required data entry.

Qualifications:

- Bachelors Degree in Communications, Public Relations, Social Work or related field. Year for year education and/or experience may be substituted on a year-for-year experience.
- Two years experience in community outreach, public relations, educational programs, or relevant field.
- Continued employment is contingent upon receipt of a satisfactory state and federal background check.
- Valid Alaska Driver's License and be eligible for CITC automotive insurance or willing to drive personal vehicle and be reimbursed for mileage.

Hiring Preference:

Preference shall be given to eligible and qualified Alaska Native/American Indian applications pursuant to P.L. 93-638 Indian Self Determination Act.

(b)(6)

Employee Signature

10/2/15

Date

Suzanne Dent

Supervisor Signature

10/2/15

Date

Disclaimer

The information provided in this description has been designed to indicate the general nature and level of work performed by incumbents within this job. It is not designed to be interpreted as a comprehensive inventory of all duties, responsibilities, qualifications and working conditions

COOK INLET TRIBAL COUNCIL, INC.
JOB DESCRIPTION

Job Title:	ARISE Outreach Coordinator
Department:	YEES
Reports To:	ARISE Project Director
Supervises:	Volunteers, Organizer
FLSA Status:	
Job Type:	Full-Time, Regular

General Functions:
The ARISE Outreach Coordinator position will extend the reach of Anchorage Realizing Indigenous Student Excellence (ARISE) by directly supporting the collaborative work of community teams, Strategic Action Teams (SATs), focused on developing and implementing community action plans to improve specific outcomes for Alaska Native children and youth, and by ensuring effectiveness and continuous improvement of ARISE Community Engagement efforts. This position will work on- and offsite, and will be responsible for the effective and productive functioning of up to three action teams, and for the coordination, documentation, and reporting on ARISE community engagement activities. This position will also contribute to the research and design of evaluation efforts. The person in this position must be able to develop and maintain effective working relationships with CITC employees, ARISE partners, agency and government officials, Alaska Native parents, families and youth, and the general public. This position works under the supervision of the ARISE Project Director.

Duties and Responsibilities, including, but not limited to:

- Responsible for the coordination of planning and logistics for ARISE community engagement activities, Strategic Action Team (SAT) meetings, in coordination with ARISE consultants and partners and key CITC staff, including but not limited to:
    a. Coordination of logistics for SAT meetings
    b. Tracking and reporting on results from meetings
    c. Ensuring appropriate data is collected.
- Responsible for the coordination of ARISE community engagement activities including but not limited to:
    a. trainings for volunteers
    b. 1-to-1 visits and other outreach to community members
- Regularly prepare written reports to Project Director on the results of all Community Engagement activities, and strategic action team meetings by collecting, analyzing and summarizing information.
- Contribute to the research and design evaluation criteria for community engagement activities.
- Ensure the implementation of family engagements outreach strategies by recruiting volunteers and families to be visited.
- Performs recruitment activities via public presentations, email, phone calls and attending and tabling at community events.

- Present to the community on ARISE activities at public events, conferences, and other public opportunities.
- Serve as main point of contact for community members recruited to take part in the ARISE strategic action team (SAT).
- Work with consultants, project director, volunteers and partners in planning, presenting and evaluating sessions.
- Professionally represent CITC and ARISE at all times.
- Turn in time sheets and other required documentation promptly.
- Ability to work on a flexible schedule as needed.
- Performs other duties as needed and/or assigned.

Job Specifications:

- Strong Knowledge of Alaska Native community and cultural backgrounds
- Strong knowledge of the educational issues that impact Alaska Native student success.
- Ability to read, absorb, and research academic literature on early child care and learning, school climates, third grade reading, and empowerment, and to incorporate that knowledge in daily tasks and engagement activities.
- Ability to organize and administer programs in accordance with established organizational policies and procedures.
- Demonstrated ability to coordinate multiple activities
- Demonstrated ability to be self-directed and work independently.
- Ability to keep accurate records of activities.
- Demonstrated ability to use MS Word, Excel, Power Point, and required data entry.
- Demonstrated ability to motivate, inspire and inform others.
- Good leadership skills.
- Ability to make and keep commitments.
- Ability to get along well with others.
- Ability to work independently, responsibly and reliably.
- Strong problem solving skills.
- Ability to think strategically, conceptually, and concretely.
- Ability to speak publicly.
- Communicate complex data and information clearly and simply.
- Possess excellent verbal, written and interpersonal communication skills.

Qualifications:

- Bachelor's Degree with coursework in Communications, Public Relations, Social Work, or related field. Experience may be substituted on a year-for-year basis.
- Two years of experience in community outreach, public relations, public policy, tribal outreach/liaison, educational programs, or relevant field.
- Continued employment is contingent upon receipt of a satisfactory state and federal background check.

- Valid Alaska Driver's License and be willing to drive personal vehicle and be reimbursed for mileage.

Hiring Preference:
Preference shall be given to eligible and qualified Alaska Native/American Indian applications pursuant to P.L. 93-638 Indian Self Determination Act.

_____ _____
Employee Signature Date

Disclaimer
The information provided in this description has been designed to indicate the general nature and level of work performed by incumbents within this job. It is not designed to be interpreted as a comprehensive inventory of all duties, responsibilities, qualifications and working conditions required of employees assigned to this job. Management has sole discretion to add or modify duties of the job and to designate other functions as essential at any time. This job description is not an employment agreement or contract.

Villa, A

COOK INLET TRIBAL COUNCIL, INC.
JOB DESCRIPTION

Job Title:	Administrative Assistant
Department:	Youth Employment &Educational Services System (YEES)
Reports To:	Senior Program Manager
Supervises:	None
FLSA Status:	Non-Exempt
Job Type:	Full-Time, Regular

General Functions:
The Administrative Assistant provides administrative and related support services for the Youth Employment & Educational Services Department. This position is responsible for maintaining records/files, coordinating internal/external meetings and communications (telephonic and electronic), coordinating travel, and providing quality office, Native Youth Olympic (NYO), and Youth Camp support.

Duties and Responsibilities, including but not limited to:
Clerical
- Screens incoming calls, takes messages, refers calls and responds to routine callers.
- Maintains daily calendar and contact directory, and makes/processes travel arrangements for Director and administrative management team.
- Screens mail, routes and/or copies for appropriate management staff.
- Serves as first point of contact for the public, visitors, and business contacts.
- Schedules appointments and staff meetings.
- Initiates calendar coordination for supervisors.
- Types and revises letters, various reports and other materials.
- Responds to routine correspondence.
- Prioritizes information received by mail and telephone.
- Ensures the procurement of supplies and materials.
- Prepares for meetings in coordination with supervisors.
- Transports participants, attends offsite meetings, and runs various errands as directed by supervisor.
- Assists in preparing and tracking budgets.
- Process check and purchase order requests.
- Other duties as needed and/or assigned.

Internal / External Relations
- Participates as an active member of the administrative team.
- Interfaces and coordinates with other administrative support personnel and field staff.
- Maintains a positive working relationship with CITC staff and personnel of other partnering organizations such as the Anchorage School District (ASD).
- Maintains confidentiality at all times while displaying a professional disposition.

Job Specifications:

- Excellent telephone etiquette and professional presence.
- Demonstrated ability to work effectively with Board members, executives, managers, co-workers and external contacts.
- Demonstrated ability to work effectively and efficiently in a multi-task environment.
- Strong organizational and information management skills.
- Demonstrated ability to work independently and with minimal supervision.
- Demonstrated ability to work under pressure and prioritize workload.
- Flexible and understanding of changing priorities.
- Proficient with PCs and standard office equipment.
- Working knowledge of Word, Excel, and other business software.
- Word-process 40+ words-per-minute accurately.
- Demonstrated knowledge of proper grammar, spelling, vocabulary, editing and proofreading.
- Knowledge of business formats and procedures.

Qualifications:

- High school diploma or GED. Associates degree preferred.
- Minimum of two years' experience in an administrative support capacity.
- Knowledge of Alaska Native and American Indian culture and community resources.
- Continued employment is contingent upon receipt of a satisfactory report from a state and federal background check.
- Valid Driver's License and insurable under CITC's automotive insurance.

Hiring preference:

Preference shall be given to eligible and qualified Alaska Native/American Indian applicants pursuant to PL 93-638 Indian Self-Determination Act.

(b)(6)

Employee Signature

1·8·15

Date

Disclaimer

The information provided in this description has been designed to indicate the general nature and level of work performed by incumbents within this job. It is not designed to be interpreted as a comprehensive inventory of all duties, responsibilities, qualifications and working conditions required of employees assigned to this job. Management has sole discretion to add or modify duties of the job and to designate other functions as essential at any time. This job description is not an employment agreement or contract.

Back, Hall

COOK INLET TRIBAL COUNCIL, INC.
JOB DESCRIPTION

Job Title:	Youth Advocate
Department:	Educational Services System
Reports To:	Senior Development Manager
Supervises:	None
FLSA Status:	Exempt
Job Type:	Full-Time, Regular

General Functions:
This position supports the ESS STEM-TC grant goal of assisting youths with academics and socio-emotional transitions from elementary to middle school and middle school to high school, as well as, being a Point-Of-Contact for resources. The Advocate works within a multidisciplinary team to foster a partnership between family and school. The Advocate provides regular contact with the student and their families, educational resources, academic counseling, and resources to students/families for appropriate academic and social services. The Advocate serves as a support system to students in transition from village to urban life and District wide. Working together, the Advocate and CITC staff will provide educational and supportive wrap-around services to students and families.

Duties and Responsibilities, including but not limited to:
- Obtains assistance for students by making referrals to educational resources; arranging for appointments; establishing rapport with in-school staff and other educational agencies.
- Facilitates youth success by monitoring progress of each student's educational support plan, conducting overview of past week's accomplishments/barriers; following up on educational referrals, and advising parents of youth's status.
- Eases transitions from a rural to urban school system and district wide transfers by providing school linkages, advocating on the youth and family's behalf and facilitating opportunities for parental involvement.
- Reinforces 'parents-as-advocates' by respecting parent's values, learning about the family and providing pertinent resources, school information and community updates to keep the families informed.
- Educates students by providing information and resources on areas such as: career and post-secondary planning, setting high standards for academic achievement, home school communication, importance of family involvement in education and other relevant trainings as needed.
- Prepares reports by collecting, analyzing and summarizing data and information.
- Maintain cooperative working relationship and ensure effective and timely written and oral communications with parents, staff and other personnel.
- Maintains operations by following CITC and ASD policies and procedures; participating in quality reviews.
- Contributes to team effort by accomplishing related results as needed.

Job Specifications:

- Demonstrated ability to utilize a variety of communication styles to maintain contact with families/students.
- Demonstrated ability to work effectively in a team environment.
- Demonstrated ability to develop and maintain effective working relationships with families/students and advocate for their needs.
- Excellent oral and written communication skills
- Demonstrated familiarity with educational and social services resources.
- Demonstrated ability to compile and summarize data in spreadsheet, database and word processing formats.
- Knowledge of Alaska Native/American Indian educational issues, and unique and specialized needs.

Qualifications:

- Bachelor's Degree in Counseling, Education, or related field required. Year-for-year equivalent experience working with youth may be substituted.
- Minimum three years' experience working with Alaska Native families, knowledge of their values and belief systems.
- Knowledge of the Anchorage School District policies and practices.
- Continued employment status will be contingent upon receipt of a satisfactory state and federal criminal background check report in compliance with the 1990 Indian Child Protection Act.
- Valid Alaska Driver's License and insurable under CITC's automotive insurance.

Native Preference under P.L. 93-638:

Hiring preference shall be given to eligible and qualified Alaska Native/American Indian applicants pursuant to PL 93-638 Indian Self-Determination Act.

(b)(6)

Employee Signature

10-22-13

Date

Disclaimer

The information provided in this description has been designed to indicate the general nature and level of work performed by incumbents within this job. It is not designed to be interpreted as a comprehensive inventory of all duties, responsibilities, qualifications and working conditions required of employees assigned to this job. Management has sole discretion to add or modify duties of the job and to designate other functions as essential at any time. This job description is not an employment agreement or contract.

COOK INLET TRIBAL COUNCIL, INC
JOB DESCRIPTION

Job Title:	Fab Lab Instructor
Department:	Youth Education & Employment Services (YEES)
Reports To:	Facilities Manager
Supervises:	None
FLSA Status:	Non-Exempt
Job Type:	Full-time, Regular

General Functions
The Fab Lab Instructor will be responsible for the completion of a variety of general and specific duties, to include: learning and teaching CNC software and machines in the Fab Lab, Assisting Day Camp instructors as needed, overall mentoring and monitoring for safety of participants and volunteers.

Duties and Responsibilities, including but not limited to:
- Become familiar with the CITC Fab Lab, safety rules and project plans.
- Learn and teach lab software and equipment.
- Write and adjust safety procedures, lab manuals,
- Create user instructional procedures and other instruction media as needed.
- Participate in training given by equipment manufacturers as needed.
- Implement and maintain volunteer program
- Implement and maintain community involvement piece of Fab Lab growth.
- Assist the Schoolyard staff with supervision of youth during design and creation of Fab Lab projects, during lunch and snack times, and as needed with other activities.
- Assist the CITC Summer Camp staff with safety of participants during camp activities particularly while traveling to activity locations.
- Provide supervision and assistance to camp participants during camp sessions.
- Perform other duties as needed and/or assigned.

Job Specifications:
- Knowledgeable of Fab Lab and CITC personnel policies.
- Ability to work both independently and as a contributory team member in a positive, productive manner.
- Ability to use sound judgment when interacting with staff and participants of various ages and backgrounds in a non-judgmental manner.
- Demonstrated ability to develop and maintain an effective working relationship with supervisors, co-workers, staff, youth participants, parents and general public.
- Demonstrated ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Demonstrated ability to interpret and analyze instructions furnished in written, oral, diagram, or schedule form.
- Perform under pressure with the ability to effectively handle numerous priority events at same time.

- Work effectively with Alaska Native and American Indians, with an understanding of social and cultural needs of the native community.
- Demonstrated understanding of tools and equipment, and tool safety.
- Demonstrated experience with a variety of technology and design software programs.

Qualifications

- High School Diploma or GED
- Minimum 2 years' experience in working with Alaska Native/American Indian youth ages 9-18.
- Minimum 2 years' experience working with a variety of design software preferred.
- Valid Driver's License and insurable under CITC's automotive insurance.
- Current First Aid and CPR preferred.
- Continued employment will be contingent upon receipt of a satisfactory report from a state and federal background check.

Hiring Preference

Preference shall be given to eligible and qualified Alaska Native/American Indian applicants pursuant to Under P.L. 93-638 Indian Self-Determination Act.

_____ _____

Employee Signature Date

Disclaimer

The information provided in this description has been designed to indicate the general nature and level of work performed by incumbents within this job. It is not designed to be interpreted as a comprehensive inventory of all duties, responsibilities, qualifications and working conditions required of employees assigned to this job. Management has sole discretion to add or modify duties of the job and to designate other functions as essential at any time. This job description is not an employment agreement or contract.

COOK INLET TRIBAL COUNCIL, INC.
JOB DESCRIPTION

Job Title:	Teacher/ Parent Trainer
Department	Youth Education and Employment Services (YEES)
Reports To:	Program Manager
Supervises:	Program Participants
FLSA Status:	Exempt
Job Type:	Full-Time

General Functions:
Under the supervision of the Program Manager, the Teacher/ Parent Trainer will work with Alaska Native/American Indian students and parents in various settings, both in and out of the classroom. The position is responsible for assisting with recruitment, supervision, and training parents in the program, be a liaison between the school and CITC, and assist participants as needed. The Teacher/Parent Trainer will coordinate the program at the school level, as well as train parents in instructional strategies, academic intervention techniques, and coordinate training opportunities.

Duties and responsibilities:
- Assist with parent recruitment.
- Supervise parents in the school and assist with ensuring parents are trained in ASD policies and procedures of school expectations, emergency school procedures, and confidentiality of student information.
- Assist and train parents in the utilization the CITC Fab Lab as a part of implementing the Fab Lab kits in schools.
- Use appropriate instructional techniques congruent with Native learning styles.
- Develop positive working relationships with students and families, and encourage family involvement in the educational process of each student.
- Provide individualized and small group instruction to students as needed.
- Become familiar with Anchorage School District (ASD) curricula, and be willing to design alternative, innovative, and culturally responsive teaching methods and materials for parents to use in the classroom setting.
- Assist, plan, and participate in group cultural activities and special events/field trips scheduled throughout the year.
- Collaborate with the CITC Youth Advocate/Counselor to plan and participate in group cultural activities and special events/field trips scheduled throughout the year.
- Participate in CITC staff development training, and attend applicable ASD in-service seminars and workshops.
- Coordinate with CITC team members concerning in-school parent conferences, and conduct parent meetings as deemed necessary.
- Maintain accurate and complete records of the participant's performance, attendance, and other pertinent information.
- Maintain confidentiality according to regulations and procedures.
- Performs all related duties as assigned.

Job Specifications:

- Excellent interpersonal skills combined with the ability to work with diverse groups of people with varying needs.
- Excellent verbal and written communication skills.
- Demonstrated ability to work both independently and as a contributory team member.
- Strong problem solving proficiency.
- Proficient computer skills, including spreadsheet, word processing and publishing programs.
- Experience with innovative and culturally responsive teaching methods.

Minimum qualifications:

- Bachelor's degree in Education or core academic discipline from four-year, accredited college or university.
- Continued employment is contingent upon receipt of a satisfactory report from a state and federal background check, in compliance with the 1990 Indian Child Protection Act.
- Valid Alaska Driver's License and insurable under CITC's automotive insurance, which requires the driver to be at least 21 years of age.

Preferred qualifications:

- At least three (3) years of experience working professionally with students, or equivalent combination of education and experience.
- Current Alaska Teaching Certificate that qualifies for teaching in an Elementary School environment.
- Demonstrated knowledge and understanding of the social, educational, training and cultural needs of the Alaska Native/American Indian community.
- Experience working with Alaska Native people, knowledge of their values and belief systems and ability to provide culturally competent services.

Additional information:

Hiring preference shall be given to eligible and qualified Alaska Native/American Indian applicants pursuant to P.L. 93-638 Indian Self-Determination Act.

_____ _____

Employee Signature Date

Disclaimer

The information provided in this description has been designed to indicate the general nature and level of work performed by incumbents within this job. It is not designed to be interpreted as a comprehensive inventory of all duties, responsibilities, qualifications and working conditions required of employees assigned to this job. Management has sole discretion to add or modify duties of the job and to designate other functions as essential at any time. This job description is not an employment agreement or contract.

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** Foundations - Budget Narrative.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

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

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Foundations Grant Budget 2016

	Yr 1	Yr 2	Yr 3	Yr 4
Personnel				
Teacher/Parent Trainer (2.0 FTE)	110,000.00	114,400.00	118,976.00	123,735.00
Youth Advocate/ Counselor (1.0 FTE)	50,000.00	52,000.00	54,080.00	56,243.00
ARISE Family and Community Coordinator (1.0 FTE)	48,000.00	49,920.00	51,917.00	53,994.00
Program Manager (.30 FTE)	16,500.00	17,160.00	17,846.00	18,560.00
Cultural Advisor (1.0 FTE)	48,000.00	49,920.00	51,917.00	53,994.00
YEES Director (.20 FTE Year 1, .15 FTE Years 2-4)	20,000.00	15,600.00	16,224.00	16,873.00
ARISE Director (.20 FTE Year 1, .15 FTE Years 2-4)	20,000.00	15,600.00	16,224.00	16,873.00
Fab Lab Instructors (.33 FTE x 3)	45,000.00	46,800.00	48,672.00	50,619.00
Admin Assistant (.25FTE)	9,500.00	9,880.00	10,275.00	-
Salaries	367,000.00	371,280.00	386,131.00	390,891.00
Fringe Benefits @38%	139,460.00	141,086.00	146,730.00	148,539.00
TOTAL Personnel	506,460.00	512,366.00	532,861.00	539,430.00
Travel				
Travel (1*1125) + (3*175hotel) + 50 (cab) + (75*4 = 300 per diem/day) for 4 people	8,000.00	8,000.00	8,000.00	8,000.00
Total Travel	8,000.00	8,000.00	8,000.00	8,000.00
EQUIPMENT (over $5,000) – none				
Supplies				
Program Supplies	27,500.00	20,000.00	20,000.00	20,000.00
Community Engagement Meeting Costs	2,832.00	2,832.00	2,832.00	2,832.00
Fab Lab Kits	40,000.00	40,000.00	40,000.00	40,000.00
FabLab Supplies	30,716.00	20,669.00	13,163.00	6,594.00
Total Supplies	101,048.00	83,501.00	75,995.00	69,426.00

Contractual				
EQUIPMENT (over $5,000) – none				
Contractual-evaluation	25,000.00	25,000.00	25,000.00	25,000.00
Parent Stipends	24,000.00	48,000.00	72,000.00	72,000.00
Community Engagement Consultant	30,000.00	30,000.00	-	-
Total Contractual	79,000.00	103,000.00	97,000.00	97,000.00
CONSTRUCTION – none				
Other				
Telephone	200.00	200.00	200.00	200.00
Facilities Allocation	9,552.00	9,552.00	9,552.00	9,552.00
Office space x FTE	8,154.00	8,154.00	8,154.00	8,154.00
Transportation /Vehicle Maintenance	4,600.00	4,600.00	6,600.00	6,600.00
MIS Support @ 211.50/mo/employee	6,599.00	6,599.00	6,599.00	6,599.00
IT Support @ $236/mo/employee	19,371.00	19,371.00	19,371.00	19,371.00
Training costs	25,000.00	25,000.00	15,000.00	15,000.00
Supportive Services	20,000.00	10,000.00	10,000.00	10,000.00
Total Other	93,476.00	83,476.00	75,476.00	75,476.00
DIRECT COSTS	787,984.00	790,343.00	789,332.00	789,332.00
Indirect	204,284.00	200,832.00	202,311.00	202,311.00
Indirect - Pass Through	7,732.00	8,825.00	8,357.00	8,357.00
Total Expenses	**1,000,000.00**	**1,000,000.00**	**1,000,000.00**	**1,000,000.00**

CITC 2016 Native Youth Community Projects Grant

Budget Narrative

Budget Narrative Year 1

1. Personnel - $367,000

Teacher/Parent Trainer - $110,000 (1.0 FTE for 2 positions) is requested for these two positions which will assist with recruitment, supervision and training parents in the program, and be a liaison between the school and CITC. Each Teacher/Parent Trainer will be placed in 1 of 2 elementary schools in the ASD. CITC and ASD will mutually select neighborhood schools to participate in the program. The Teacher/Parent Trainer will coordinate training opportunities in the CITC Fab Lab for parent mentors and assist with the roll out of the classroom Fab Lab kits, and Fab Lab field trips for students.

Youth Advocate/Counselor - $50,000 (1.0 FTE for 1 position) is requested for this position which will coordinate SEL activities with the parents and students at each of the 2 locations. This position will focus on SEL lessons, activities, and cultural integration. This position will also be abler to facilitate implementing wrap around services that CITC programs provide into the schools. This position will reach out to students and families who are in need to assist them in determining the needs and finding solutions.

ARISE Family and Community Coordinator - $48,000 (1.0 FTE for 1 position) is requested for this position which will coordinate community and parent engagement with the school. The Family and Community Coordinator will assist with giving parents and students a voice in building partnerships between home, school, and the community. The coordinator will assist in bringing the community into the school, and brining the school into the community. The coordinator will also assist with providing monthly training to parents who participate in the program and maintaining data and records on community engagement efforts and share that information with the Director and Program Manager.

Program Manager - $16,500 (.30 FTE for 1 position) is requested for this position which will coordinate program staff, project activities, and contractors. This position will oversee daily activities and serve as a liaison between CITC's education and other programs. This position will play a significant role in the integration of the proposed project with the existing CITC/ASD programs and will coordinate data sharing and evaluations between all involved partners as appropriate.

Cultural Advisor - $48,000 (1.0 FTE for 1 position) is requested for this position to work with the curriculum developers, teachers, and parents, to include cultural and cross-cultural components to develop curricular activities and/or special events that will help Alaska Native/ American Indian students to identify and reference their unique culture(s) and world view(s) as they progress through CITC programs.

Director - $20,000 (.20 FTE for 1 position) is requested for this position which will coordinate and supervise program staff, project activities, and contractors; oversee budgets; and work with program staff and organization staff to create and implement strategic planning of grants. This position will oversee daily activities and serve as a liaison between CITC's education and Anchorage School District management.

ARISE Director - $20,000 (.20 FTE for 1 position) is requested for this position which will supervise the ARISE Family and Community Coordinators and assist with building home/school/community connections by conducting monthly parent & community engagement meetings.

Fab Lab Instructor - $45,000 (.33 FTE for 3 positions) is requested for this position to learn and teach Fab Lab software and equipment in CITC's Fab Lab, assisting parents and teachers as needed to prepare and plan for projects, and providing overall mentoring and monitoring for safety of participants and staff.

Administrative Assistant - $9,500 (.25 FTE for 1 position) is requested for this position to prepare invoices, reports, memos, letters, financial statements and other documents. This position will attend meetings to record minutes, perform general office duties, such as ordering supplies, maintaining records, inputting information into the database systems and performing basic bookkeeping as required.

2. Fringe Benefits - $139,460 is requested at 38% of personnel costs. Fringe benefits include social security, Medicare, employment security compensation, worker's compensation, group insurance, retirement plan, employee assistance, and PTO.

3. Travel - $8,000 is requested for the mandated annual grantee technical assistance meeting in Washington DC for (2) program staff plus travel for professional development training for (2) staff per the following: $1,125 per person for airfare of $4,500, hotel ($175 per day for 3 days) for all four (4) staff at a cost of $2,100, per diem ($75 a day for 4 days) for four (4) people at $1,200, and transportation to and from the airport at $50 for four (4) people at $200.

4. Equipment – none (over $5,000)

5. Supplies - $101,048

a) *Program Supplies - $27,500*

Funding requested consists of the following: $2,000 for SEL curriculum, $500 for parent shirts/uniforms, $4,000 for classroom supplies, $4,000 for cultural materials, $1,000 for general supplies, $500 for subscriptions, $7,500 for computers ($1,500 per computer for 5 computers), and $8,000 for technology.

b) *Community Engagement Meetings - $2,832*

Funding is requested for a total of $2,832, consisting of the following monthly costs: childcare for $18 an hour x 2 hours = $36 x 12 months = $432, and security for $200 a day x 12 months = $2,400.

c) *Fab Lab Kits - $40,000*

A total of $40,000 is requested for FabLab kits to be developed and used in the classrooms/schools. The number of kits for year one is 8, with each kit costing $5000 to build. The kits will contain necessary materials and consumables for teachers and parents to implement grade appropriate Fab activities.

d) *Fab Lab Supplies - $30,716*

$30,716 is requested for materials and supplies for program-related operations including sheets of acrylic, wood and plywood, machine wax, casting material, Permacel transfer adhesive, adhesives, copper foil, CEM circuit board stock, masking tape, epoxy film on liner, vinyl rolls, linen fabric, bleeder film, breather fabric, vacuum tape, vacuum film, epoxy resin, epoxy hardener, sand blasting materials, safety equipment, Purex filters, heap filters, clamps, and/or replacement parts. These supplies will be used by both locations.

6. Contractual - $79,000

a) *External Evaluation - $25,000*

Funding is requested for a total of $25,000. Clara Martinez has contracted with CITC on similar projects and will be eligible to bid for the contract as the External Evaluator providing project evaluation. The evaluation will provide performance feedback and periodic assessment of progress toward the program's intended outcomes including the use of objective output measures of the project. The evaluation will include both quantitative and qualitative data and any suggested program changes based on the evaluation findings.

b) *Parent Stipends - $24,000*

Funding is requested for a total of $24,000. The stipends will pay for 4 parents to work 10 hours a week at $15 an hour for 40 weeks ($6,000 per parent x 4 parents).

c) *Community Engagement Consultant - $30,000*

$30,000 is requested for access to expertise and guidance on the topic of community engagement and community organizing. The Community Engagement Consultant will work with program staff step-by-step to develop an effective and efficient organizing process to ensure including of parents, family members, and other caregivers of Alaska Native children in the work of the program. The Community Engagement Consultant will provide staff and volunteer training, assist in strategy development, and support project documentation.

7. Construction – none

8. Other- $93,476

a) *Telephone - $200*

Telephone service funding is requested for a total of $200 for long distance communication for staff and participants at $16.67 a month for twelve (12) months.

b) *Facilities Allocation - $9,552*

Facilities allocation is requested for the Fab Lab. Annual facility cost for the Fab Lab is $57,312 and the Lab will be used 1/6 of the year for a total of $9,552.

c) *Office Space - $8,154*

A total of $8,154 is requested for cubicle and office space of 548.58 total square feet. Space is leased at $1.28-$2.16 per square foot per month for the following positions: Teacher/Parent Trainers (2), Youth Advocate/Counselor, ARISE Family and Community Coordinator, Program Manager, Cultural Advisor, Education Director, and ARISE Director. Total square footage is calculated based on full-time equivalents for each position (e.g. a position with .3 FTE will charge .3 of office space for that position).

d) *Transportation/Vehicle Maintenance - $4,600*

Transportation and vehicle maintenance fees are requested at a total of $4,600. Gas for a van is $200 per month for each school (2) for 10 months of the year that the program is implemented in the schools. Vehicle maintenance fees are requested at a historical value of $600 per year.

d) *MIS Support - $6,599*

MIS support funding is requested for a total of $6,599 to support the program operations, including database user support and associated technical support for project staff. The rate is $211.50 per month for 12 months for 2.6 FTE.

e) *IT Support - $19,371*

IT support funding is requested for a total of $19,371 to provide technical support for 6.85 FTE project computers and the associated network resources, maintenance, and connectivity for (2) Teacher/Parent Trainers and (1) Youth Advocate/Counselor, (1) Cultural Expert, plus portion of the portion of the Director, ARISE Director, Program Manager, Fab Lab Instructors,

Administrative Assistant, Family and Community Coordinators computers. The rate is $236 a month for 12 months.

f) *Training Costs - $25,000*
Training funding is requested for a total of $20,000 to provide SEL, STEM, Program, and Cultural training for staff. These trainings will be a combination of in house, in state, and out of state trainings.

g) *Supportive Services - $20,000*
Supportive Services funding is requested for a total of $20,000 to support low income students and parents to participate in CITC's program and includes $5,000 in bus pass and gas vouchers for students and their parents, and $15,000 in various activity fees for field trips for students, clothing vouchers, and program related purchases that directly assist students and parents.

9. Total Direct Costs - $787,984

10. Indirect - $204,284

11. Pass-Through Indirect - $7,732

12. Total Costs - $1,000,000

Budget Narrative Year 2

1. Personnel - $371,280

Teacher/Parent Trainer - $114,400 (1.0 FTE for 2 positions) is requested for these two positions which will assist with recruitment, supervision and training parents in the program, and be a liaison between the school and CITC. Each Teacher/Parent Trainer will be placed in 1 of 2 elementary schools in the ASD. CITC and ASD will mutually select neighborhood schools to participate in the program. The Teacher/Parent Trainer will coordinate training opportunities in the CITC Fab Lab for parent mentors and assist with the roll out of the classroom Fab Lab kits, and Fab Lab field trips for students.

Youth Advocate/Counselor - $52,000 (1.0 FTE for 1 position) is requested for this position which will coordinate SEL activities with the parents and students at each of the 2 locations. This position will focus on SEL lessons, activities, and cultural integration. This position will also be abler to facilitate implementing wrap around services that CITC programs provide into the schools. This position will reach out to students and families who are in need to assist them in determining the needs and finding solutions.

ARISE Family and Community Coordinator - $49,920 (1.0 FTE for 1 position) is requested for this position which will coordinate community and parent engagement with the school. The Family and Community Coordinator will assist with giving parents and students a voice in building partnerships between home, school, and the community. The coordinator will assist in bringing the community into the school, and brining the school into the community. The coordinator will also assist with providing monthly training to parents who participate in the program and maintaining data and records on community engagement efforts and share that information with the Director and Program Manager.

Program Manager - $17,160 (.30 FTE for 1 position) is requested for this position which will coordinate program staff, project activities, and contractors. This position will oversee daily activities and serve as a liaison between CITC's education and other programs. This position will play a significant role in the integration of the proposed project with the existing CITC/ASD programs and will coordinate data sharing and evaluations between all involved partners as appropriate.

Cultural Advisor - $49,920 (1.0 FTE for 1 position) is requested for this position to work with the curriculum developers, teachers, and parents, to include cultural and cross-cultural components to develop curricular activities and/or special events that will help Alaska Native/ American Indian students to identify and reference their unique culture(s) and world view(s) as they progress through CITC programs.

Director - $15,600 (.15 FTE for 1 position) is requested for this position which will coordinate and supervise program staff, project activities, and contractors; oversee budgets; and work with program staff and organization staff to create and implement strategic planning of grants. This position will oversee daily activities and serve as a liaison between CITC's education and Anchorage School District management.

ARISE Director - $15,600 (.15 FTE for 1 position) is requested for this position which will supervise the ARISE Family and Community Coordinators and assist with building home/school/community connections by conducting monthly parent & community engagement meetings.

Fab Lab Instructor - $46,800 (.33 FTE for 3 positions) is requested for this position to learn and teach Fab Lab software and equipment in CITC's Fab Lab, assisting parents and teachers as needed to prepare and plan for projects, and providing overall mentoring and monitoring for safety of participants and staff.

Administrative Assistant - $9,880 (.25 FTE for 1 position) is requested for this position to prepare invoices, reports, memos, letters, financial statements and other documents. This position will attend meetings to record minutes, perform general office duties, such as ordering supplies, maintaining records, inputting information into the database systems and performing basic bookkeeping as required.

2. Fringe Benefits - $141,086 is requested at 38% of personnel costs. Fringe benefits include social security, Medicare, employment security compensation, worker's compensation, group insurance, retirement plan, employee assistance, and PTO.

3. Travel - $8,000 is requested for the mandated annual grantee technical assistance meeting in Washington DC for (2) program staff plus travel for professional development training for (2) staff per the following: $1,125 per person for airfare of $4,500, hotel ($175 per day for 3 days) for all four (4) staff at a cost of $2,100, per diem ($75 a day for 4 days) for four (4) people at $1,200, and transportation to and from the airport at $50 for four (4) people at $200.

4. Equipment – none (over $5000)

5. Supplies - $83,501

a) *Program Supplies - $20,000*

Funding requested consists of the following: $2,000 for SEL curriculum, $500 for parent shirts/uniforms, $4,000 for classroom supplies, $4,000 for cultural materials, $1,000 for general supplies, $500 for subscriptions, and $8,000 for technology.

b) *Community Engagement Meetings - $2,832*
Funding is requested for a total of $2,832, consisting of the following monthly costs: childcare for $18 an hour x 2 hours = $36 x 12 months = $432, and security for $200 a day x 12 months = $2,400.

c) *Fab Lab Kits - $40,000*
A total of $40,000 is requested for FabLab kits to be developed and used in the classrooms/schools. The number of kits for year one is 8, with each kit costing $5000 to build. The kits will contain necessary materials and consumables for teachers and parents to implement grade appropriate Fab activities.

d) *Fab Lab Supplies - $20,669*
$20,669 is requested for materials and supplies for program-related operations including sheets of acrylic, wood and plywood, machine wax, casting material, Permacel transfer adhesive, adhesives, copper foil, CEM circuit board stock, masking tape, epoxy film on liner, vinyl rolls, linen fabric, bleeder film, breather fabric, vacuum tape, vacuum film, epoxy resin, epoxy hardener, sand blasting materials, safety equipment, Purex filters, heap filters, clamps, and/or replacement parts. These supplies will be used by both locations.

6. Contractual - $103,000
a) *External Evaluation - $25,000*
Funding is requested for a total of $25,000. Clara Martinez has contracted with CITC on similar projects and will be eligible to bid for the contract as the External Evaluator providing project evaluation. The evaluation will provide performance feedback and periodic assessment of progress toward the program's intended outcomes including the use of objective output measures of the project. The evaluation will include both quantitative and qualitative data and any suggested program changes based on the evaluation findings.

b) Parent Stipends - $48,000
Funding is requested for a total of $48,000. The stipends will pay for 8 parents to work 10 hours a week at $15 an hour for 40 weeks ($6,000 per parent x 8 parents).

c) *Community Engagement Consultant - $30,000*
$30,000 is requested for access to expertise and guidance on the topic of community engagement and community organizing. The Community Engagement Consultant will work with program staff step-by-step to develop an effective and efficient organizing process to ensure including of parents, family members, and other caregivers of Alaska Native children in the work of the program. The Community Engagement Consultant will provide staff and volunteer training, assist in strategy development, and support project documentation.

7. Construction – none

8. Other- $83,476

a) *Telephone - $200*

Telephone service funding is requested for a total of $200 for long distance communication for staff and participants at $16.67 a month for twelve (12) months.

b) *Facilities Allocation - $9,552*

Facilities allocation is requested for the Fab Lab. Annual facility cost for the Fab Lab is $57,312 and the Lab will be used 1/6th of the year for a total of $9,552.

c) *Office Space - $8,154*

A total of $8,154 is requested for cubicle and office space of 548.58 total square feet. Space is leased at $1.28-$2.16 per square foot per month for the following positions: Teacher/Parent Trainers (2), Youth Advocate/Counselor, ARISE Family and Community Coordinator, Program Manager, Cultural Advisor, Education Director, and ARISE Director. Total square footage is calculated based on full-time equivalents for each position (e.g. a position with .3 FTE will charge .3 of office space for that position).

d) *Transportation/Vehicle Maintenance - $4,600*

Transportation and vehicle maintenance fees are requested at a total of $4,600. Gas for a van is $200 per month for each school (2) for 10 months of the year that the program is implemented in the schools. Vehicle maintenance fees are requested at a historical value of $600 per year.

e) *MIS Support - $6,599*

MIS support funding is requested for a total of $6,599 to support the program operations, including database user support and associated technical support for project staff. The rate is $211.50 per month for 12 months for 2.6 FTE.

f) *IT Support - $19,371*

IT support funding is requested for a total of $19,371 to provide technical support for 6.85 FTE project computers and the associated network resources, maintenance, and connectivity for (2) Teacher/Parent Trainers and (1) Youth Advocate/Counselor, (1) Cultural Expert, plus portion of the portion of the Director, ARISE Director, Program Manager, Fab Lab Instructors, Administrative Assistant, Family and Community Coordinators computers. The rate is $236 a month for 12 months.

g) *Training Costs - $25,000*

Training funding is requested for a total of $20,000 to provide SEL, STEM, Program, and Cultural training for staff. These trainings will be a combination of in house, in state, and out of state trainings.

h) *Supportive Services - $10,000*
Supportive Services funding is requested for a total of $10,000 to support low income students and parents to participate in CITC's program and includes $5,000 in bus pass and gas vouchers for students and their parents, and $5,000 in various activity fees for field trips for students, clothing vouchers, and program related purchases that directly assist students and parents.

9. Total Direct Costs - $790,343

10. Indirect - $200,832

11. Pass-Through Indirect - $8,825

12. Total Costs - $1,000,000

Budget Narrative Year 3

1. Personnel - $386,131

*Teacher/Parent Trainer - $118,976 (*1.0 FTE for 2 positions) is requested for these two positions which will assist with recruitment, supervision and training parents in the program, and be a liaison between the school and CITC. Teacher/Parent Trainers will be placed in 3 elementary schools in the ASD. CITC and ASD will mutually select neighborhood schools to participate in the program. The Teacher/Parent Trainer will coordinate training opportunities in the CITC Fab Lab for parent mentors and assist with the roll out of the classroom Fab Lab kits, and Fab Lab field trips for students.

Youth Advocate/Counselor - $54,080 (1.0 FTE for 1 position) is requested for this position which will coordinate SEL activities with the parents and students at each of the 2 locations. This position will focus on SEL lessons, activities, and cultural integration. This position will also be abler to facilitate implementing wrap around services that CITC programs provide into the schools. This position will reach out to students and families who are in need to assist them in determining the needs and finding solutions.

ARISE Family and Community Coordinator - $51,917 (1.0 FTE for 1 position) is requested for this position which will coordinate community and parent engagement with the school. The Family and Community Coordinator will assist with giving parents and students a voice in building partnerships between home, school, and the community. The coordinator will assist in bringing the community into the school, and brining the school into the community. The coordinator will also assist with providing monthly training to parents who participate in the program and maintaining data and records on community engagement efforts and share that information with the Director and Program Manager.

Program Manager - $17,846 (.30 FTE for 1 position) is requested for this position which will coordinate program staff, project activities, and contractors. This position will oversee daily activities and serve as a liaison between CITC's education and other programs. This position will play a significant role in the integration of the proposed project with the existing CITC/ASD programs and will coordinate data sharing and evaluations between all involved partners as appropriate.

Cultural Advisor - $51,917 (1.0 FTE for 1 position) is requested for this position to work with the curriculum developers, teachers, and parents, to include cultural and cross-cultural components to develop curricular activities and/or special events that will help Alaska Native/ American Indian students to identify and reference their unique culture(s) and world view(s) as they progress through CITC programs.

Director - $16,224 (.15 FTE for 1 position) is requested for this position which will coordinate and supervise program staff, project activities, and contractors; oversee budgets; and work with program staff and organization staff to create and implement strategic planning of grants. This position will oversee daily activities and serve as a liaison between CITC's education and Anchorage School District management.

ARISE Director - $16,224 (.15 FTE for 1 position) is requested for this position which will supervise the ARISE Family and Community Coordinators and assist with building home/school/community connections by conducting monthly parent & community engagement meetings.

Fab Lab Instructor - $48,672 (.33 FTE for 3 positions) is requested for this position to learn and teach Fab Lab software and equipment in CITC's Fab Lab, assisting parents and teachers as needed to prepare and plan for projects, and providing overall mentoring and monitoring for safety of participants and staff.

Administrative Assistant - $10,275 (.25 FTE for 1 position) is requested for this position to prepare invoices, reports, memos, letters, financial statements and other documents. This position will attend meetings to record minutes, perform general office duties, such as ordering supplies, maintaining records, inputting information into the database systems and performing basic bookkeeping as required.

2. Fringe Benefits - $146,730 is requested at 38% of personnel costs. Fringe benefits include social security, Medicare, employment security compensation, worker's compensation, group insurance, retirement plan, employee assistance, and PTO.

3. Travel - $8,000 is requested for the mandated annual grantee technical assistance meeting in Washington DC for (2) program staff plus travel for professional development training for (2) staff per the following: $1,125 per person for airfare of $4,500, hotel ($175 per day for 3 days) for all four (4) staff at a cost of $2,100, per diem ($75 a day for 4 days) for four (4) people at $1,200, and transportation to and from the airport at $50 for four (4) people at $200.

4. Equipment – none (over $5000)

5. Supplies - $75,995

a) *Program Supplies - $20,000*

Funding requested consists of the following: $2,000 for SEL curriculum, $500 for parent shirts/uniforms, $4,000 for classroom supplies, $4,000 for cultural materials, $1,000 for general supplies, $500 for subscriptions, and $8,000 for technology.

b) *Community Engagement Meetings - $2,832*
Funding is requested for a total of $2,832, consisting of the following monthly costs: childcare for $18 an hour x 2 hours = $36 x 12 months = $432, and security for $200 a day x 12 months = $2,400.

c) *Fab Lab Kits - $40,000*
A total of $40,000 is requested for FabLab kits to be developed and used in the classrooms/schools. The number of kits for year one is 8, with each kit costing $5000 to build. The kits will contain necessary materials and consumables for teachers and parents to implement grade appropriate Fab activities.

d) *Fab Lab Supplies - $13,163*
$13,163 is requested for materials and supplies for program-related operations including sheets of acrylic, wood and plywood, machine wax, casting material, Permacel transfer adhesive, adhesives, copper foil, CEM circuit board stock, masking tape, epoxy film on liner, vinyl rolls, linen fabric, bleeder film, breather fabric, vacuum tape, vacuum film, epoxy resin, epoxy hardener, sand blasting materials, safety equipment, Purex filters, heap filters, clamps, and/or replacement parts. These supplies will be used by both locations.

6. Contractual - $97,000
a) *External Evaluation - $25,000*
Funding is requested for a total of $25,000. Clara Martinez has contracted with CITC on similar projects and will be eligible to bid for the contract as the External Evaluator providing project evaluation. The evaluation will provide performance feedback and periodic assessment of progress toward the program's intended outcomes including the use of objective output measures of the project. The evaluation will include both quantitative and qualitative data and any suggested program changes based on the evaluation findings.

b) Parent Stipends - $72,000
Funding is requested for a total of $72,000. The stipends will pay for 12 parents to work 10 hours a week at $15 an hour for 40 weeks ($6,000 per parent x 12 parents).

7. Construction – none

8. Other- $75,476

a) *Telephone - $200*
Telephone service funding is requested for a total of $200 for long distance communication for staff and participants at $16.67 a month for twelve (12) months.

b) *Facilities Allocation - $9,552*
Facilities allocation is requested for the Fab Lab. Annual facility cost for the Fab Lab is $57,312 and the Lab will be used 1/6th of the year for a total of $9,552.

c) *Office Space - $8,154*
A total of $8,154 is requested for cubicle and office space of 548.58 total square feet. Space is leased at $1.28-$2.16 per square foot per month for the following positions: Teacher/Parent Trainers (2), Youth Advocate/Counselor, ARISE Family and Community Coordinator, Program Manager, Cultural Advisor, Education Director, and ARISE Director. Total square footage is calculated based on full-time equivalents for each position (e.g. a position with .3 FTE will charge .3 of office space for that position).

d) *Transportation/Vehicle Maintenance - $6,600*
Transportation and vehicle maintenance fees are requested at a total of $6,600. Gas for a van is $200 per month for each school (3) for 10 months of the year that the program is implemented in the schools. Vehicle maintenance fees are requested at a historical value of $600 per year.

e) *MIS Support - $6,599*
MIS support funding is requested for a total of $6,599 to support the program operations, including database user support and associated technical support for project staff. The rate is $211.50 per month for 12 months for 2.6 FTE.

f) *IT Support - $19,371*
IT support funding is requested for a total of $19,371 to provide technical support for 6.85 FTE project computers and the associated network resources, maintenance, and connectivity for (2) Teacher/Parent Trainers and (1) Youth Advocate/Counselor, (1) Cultural Expert, plus portion of the portion of the Director, ARISE Director, Program Manager, Fab Lab Instructors, Administrative Assistant, Family and Community Coordinators computers. The rate is $236 a month for 12 months.

g) *Training Costs - $15,000*
Training funding is requested for a total of $15,000 to provide SEL, STEM, Program, and Cultural training for staff. These trainings will be a combination of in house, in state, and out of state trainings.

h) *Supportive Services - $10,000*
Supportive Services funding is requested for a total of $10,000 to support low income students and parents to participate in CITC's program and includes $5,000 in bus pass and gas vouchers for students and their parents, and $5,000 in various activity fees for field trips for students, clothing vouchers, and program related purchases that directly assist students and parents.

9. Total Direct Costs - $789,332

10. Indirect - $202,311

11. Pass-Through Indirect - $8,357

12. Total Costs - $1,000,000

Budget Narrative Year 4

1. Personnel - $390,891

*Teacher/Parent Trainer - $123,735 (*1.0 FTE for 2 positions) is requested for these two positions which will assist with recruitment, supervision and training parents in the program, and be a liaison between the school and CITC. Teacher/Parent Trainers will be placed in 3 elementary schools in the ASD. CITC and ASD will mutually select neighborhood schools to participate in the program. The Teacher/Parent Trainer will coordinate training opportunities in the CITC Fab Lab for parent mentors and assist with the roll out of the classroom Fab Lab kits, and Fab Lab field trips for students.

Youth Advocate/Counselor - $56,243 (1.0 FTE for 1 position) is requested for this position which will coordinate SEL activities with the parents and students at each of the 2 locations. This position will focus on SEL lessons, activities, and cultural integration. This position will also be abler to facilitate implementing wrap around services that CITC programs provide into the schools. This position will reach out to students and families who are in need to assist them in determining the needs and finding solutions.

ARISE Family and Community Coordinator - $53,994 (1.0 FTE for 1 position) is requested for this position which will coordinate community and parent engagement with the school. The Family and Community Coordinator will assist with giving parents and students a voice in building partnerships between home, school, and the community. The coordinator will assist in bringing the community into the school, and brining the school into the community. The coordinator will also assist with providing monthly training to parents who participate in the program and maintaining data and records on community engagement efforts and share that information with the Director and Program Manager.

Program Manager - $18,560 (.30 FTE for 1 position) is requested for this position which will coordinate program staff, project activities, and contractors. This position will oversee daily activities and serve as a liaison between CITC's education and other programs. This position will play a significant role in the integration of the proposed project with the existing CITC/ASD programs and will coordinate data sharing and evaluations between all involved partners as appropriate.

Cultural Advisor - $53,994 (1.0 FTE for 1 position) is requested for this position to work with the curriculum developers, teachers, and parents, to include cultural and cross-cultural components to develop curricular activities and/or special events that will help Alaska Native/ American Indian students to identify and reference their unique culture(s) and world view(s) as they progress through CITC programs.

Director - $16,873 (.15 FTE for 1 position) is requested for this position which will coordinate and supervise program staff, project activities, and contractors; oversee budgets; and work with program staff and organization staff to create and implement strategic planning of grants. This position will oversee daily activities and serve as a liaison between CITC's education and Anchorage School District management.

ARISE Director - $16,873 (.15 FTE for 1 position) is requested for this position which will supervise the ARISE Family and Community Coordinators and assist with building home/school/community connections by conducting monthly parent & community engagement meetings.

Fab Lab Instructor - $50,619 (.33 FTE for 3 positions) is requested for this position to learn and teach Fab Lab software and equipment in CITC's Fab Lab, assisting parents and teachers as needed to prepare and plan for projects, and providing overall mentoring and monitoring for safety of participants and staff.

2. Fringe Benefits - $148,539 is requested at 38% of personnel costs. Fringe benefits include social security, Medicare, employment security compensation, worker's compensation, group insurance, retirement plan, employee assistance, and PTO.

3. Travel - $8,000 is requested for the mandated annual grantee technical assistance meeting in Washington DC for (2) program staff plus travel for professional development training for (2) staff per the following: $1,125 per person for airfare of $4,500, hotel ($175 per day for 3 days) for all four (4) staff at a cost of $2,100, per diem ($75 a day for 4 days) for four (4) people at $1,200, and transportation to and from the airport at $50 for four (4) people at $200.

4. Equipment – none (over $5,000)

5. Supplies - $69,426

a) *Program Supplies - $20,000*

Funding requested consists of the following: $2,000 for SEL curriculum, $500 for parent shirts/uniforms, $4,000 for classroom supplies, $4,000 for cultural materials, $1,000 for general supplies, $500 for subscriptions, and $8,000 for technology.

b) *Community Engagement Meetings - $2,832*

Funding is requested for a total of $2,832, consisting of the following monthly costs: childcare for $18 an hour x 2 hours = $36 x 12 months = $432, and security for $200 a day x 12 months = $2,400.

c) *Fab Lab Kits - $40,000*
A total of $40,000 is requested for FabLab kits to be developed and used in the classrooms/schools. The number of kits for year one is 8, with each kit costing $5000 to build. The kits will contain necessary materials and consumables for teachers and parents to implement grade appropriate Fab activities.

d) *Fab Lab Supplies - $6,594*
$6,594 is requested for materials and supplies for program-related operations including sheets of acrylic, wood and plywood, machine wax, casting material, Permacel transfer adhesive, adhesives, copper foil, CEM circuit board stock, masking tape, epoxy film on liner, vinyl rolls, linen fabric, bleeder film, breather fabric, vacuum tape, vacuum film, epoxy resin, epoxy hardener, sand blasting materials, safety equipment, Purex filters, heap filters, clamps, and/or replacement parts. These supplies will be used by both locations.

6. Contractual - $97,000
a) *External Evaluation - $25,000*
Funding is requested for a total of $25,000. Clara Martinez has contracted with CITC on similar projects and will be eligible to bid for the contract as the External Evaluator providing project evaluation. The evaluation will provide performance feedback and periodic assessment of progress toward the program's intended outcomes including the use of objective output measures of the project. The evaluation will include both quantitative and qualitative data and any suggested program changes based on the evaluation findings.

b) Parent Stipends - $72,000
Funding is requested for a total of $72,000. The stipends will pay for 12 parents to work 10 hours a week at $15 an hour for 40 weeks ($6,000 per parent x 12 parents).

7. Construction – none

8. Other- $75,476
a) *Telephone - $200*
Telephone service funding is requested for a total of $200 for long distance communication for staff and participants at $16.67 a month for twelve (12) months.

b) *Facilities Allocation - $9,552*
Facilities allocation is requested for the Fab Lab. Annual facility cost for the Fab Lab is $57,312 and the Lab will be used 1/6th of the year for a total of $9,552.

c) *Office Space - $8,154*
A total of $8,154 is requested for cubicle and office space of 548.58 total square feet. Space is leased at $1.28-$2.16 per square foot per month for the following positions: Teacher/Parent Trainers (2), Youth Advocate/Counselor, ARISE Family and Community Coordinator, Program Manager, Cultural Advisor, Education Director, and ARISE Director. Total square footage is calculated based on full-time equivalents for each position (e.g. a position with .3 FTE will charge .3 of office space for that position).

d) *Transportation/Vehicle Maintenance - $6,600*
Transportation and vehicle maintenance fees are requested at a total of $6,600. Gas for a van is $200 per month for each school (3) for 10 months of the year that the program is implemented in the schools. Vehicle maintenance fees are requested at a historical value of $600 per year.

e) *MIS Support - $6,599*
MIS support funding is requested for a total of $6,599 to support the program operations, including database user support and associated technical support for project staff. The rate is $211.50 per month for 12 months for 2.6 FTE.

f) *IT Support - $19,371*
IT support funding is requested for a total of $19,371 to provide technical support for 6.85 FTE project computers and the associated network resources, maintenance, and connectivity for (2) Teacher/Parent Trainers and (1) Youth Advocate/Counselor, (1) Cultural Expert, plus portion of the portion of the Director, ARISE Director, Program Manager, Fab Lab Instructors, Administrative Assistant, Family and Community Coordinators computers. The rate is $236 a month for 12 months.

g) *Training Costs - $15,000*
Training funding is requested for a total of $15,000 to provide SEL, STEM, Program, and Cultural training for staff. These trainings will be a combination of in house, in state, and out of state trainings.

h) *Supportive Services - $10,000*
Supportive Services funding is requested for a total of $10,000 to support low income students and parents to participate in CITC's program and includes $5,000 in bus pass and gas vouchers for students and their parents, and $5,000 in various activity fees for field trips for students, clothing vouchers, and program related purchases that directly assist students and parents.

9. Total Direct Costs - $789,332

10. Indirect - $202,311

11. Pass-Through Indirect - $8,357

12. Total Costs - $1,000,000

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Renee		Fredericks	

Address:

Street1: 3600 San Jeronimo Drive
Street2:
City: Anchorage
County:
State: AK: Alaska
Zip Code: 99508
Country: USA: UNITED STATES

Phone Number (give area code): 907-793-3439
Fax Number (give area code):

Email Address:
fredericks@citci.org

2. Novice Applicant:

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

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

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

☐ No Provide Assurance #, if available:

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

Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT12175705 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 01:42:56 PM EDT

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

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

Name of Institution/Organization

Cook Inlet Tribal Council, Inc.

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	367,000.00	371,280.00	380,994.00	390,891.00		1,510,165.00
2. Fringe Benefits	139,460.00	141,086.00	144,778.00	148,539.00		573,863.00
3. Travel	8,000.00	8,000.00	8,000.00	8,000.00		32,000.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	101,048.00	91,483.00	78,084.00	69,426.00		340,041.00
6. Contractual	79,000.00	93,400.00	97,000.00	97,000.00		366,400.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	93,476.00	83,476.00	80,476.00	75,476.00		332,904.00
9. Total Direct Costs (lines 1-8)	787,984.00	788,725.00	789,332.00	789,332.00		3,155,373.00
10. Indirect Costs*	212,016.00	211,275.00	210,668.00	210,668.00		844,627.00
11. Training Stipends						
12. Total Costs (lines 9-11)	1,000,000.00	1,000,000.00	1,000,000.00	1,000,000.00		4,000,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2015 To: 09/30/2016 (mm/dd/yyyy)

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

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 ____ %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Cook Inlet Tribal Council, Inc.		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Tracking Number:GRANT12175705 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 01:42:56 PM EDT