

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**OIE Demonstration Grants**

**CFDA # 84.299A**

**PR/Award # S299A150025**

**Grants.gov Tracking#: GRANT11949768**

OMB No. , Expiration Date:

Closing Date: Jun 29, 2015

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/26/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Cook Inlet Tribal Council, Inc."/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="92-0094184"/>	* c. Organizational DUNS: <input type="text" value="8269032210000"/>

**d. Address:**

* Street1: <input type="text" value="3600 San Jeronimo Drive"/>
Street2: <input type="text"/>
* City: <input type="text" value="Anchorage"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="AK: Alaska"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="99508-2869"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="David"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Crowson"/>	
Suffix: <input type="text"/>	
Title: <input type="text"/>	

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

* Telephone Number: <input type="text" value="907-793-3101"/>	Fax Number: <input type="text" value="907-793-3422"/>
---	---

* Email: <input type="text" value="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-042815-001

\* 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:**

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Journey Ahead

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="600,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="600,000.00"/>

**\* 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:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Gloria O'Neill</p>	<p>TITLE</p> <p>President/CEO</p>
<p>APPLICANT ORGANIZATION</p> <p>Cook Inlet Tribal Council, Inc.</p>	<p>DATE SUBMITTED</p> <p>06/26/2015</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="n/a"/> * Street 1: <input type="text" value="n/a"/> Street 2: <input type="text"/> * City: <input type="text" value="n/a"/> State: <input type="text"/> Zip: <input type="text"/> Congressional District, if known: <input type="text"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> <input type="text" value="n/a"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Indian Education -- Special Programs for Indian Children"/> CFDA Number, if applicable: <input type="text" value="84.299"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$. <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: <input type="text"/> * First Name: <input type="text" value="n/a"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="n/a"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: <input type="text"/> * First Name: <input type="text" value="n/a"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="n/a"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. <b>* Signature:</b> <input type="text" value="Gloria O'Neill"/> <b>* Name:</b> Prefix: <input type="text"/> * First Name: <input type="text" value="Gloria"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="O'Neill"/> Suffix: <input type="text"/> <b>Title:</b> <input type="text" value="President/CEO"/> <b>Telephone No.:</b> <input type="text" value="907-793-3401"/> <b>Date:</b> <input type="text" value="06/26/2015"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A150025

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

Section 427 of GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## **Section 427 of GEPA**

**Gender:** All Native students who are interested in enrollment in *Journey Ahead* will be able to access the program, regardless of gender. CITC does not discriminate by gender in hiring staff.

**Race:** This project specifically targets Alaska Native and American Indian students. CITC broadly encourages Native hire and practices a Native hire preference only to the extent legally allowable.

**National Origin:** Alaska Native and American Indian students are accepted for enrollment no matter their nation of origin. CITC does not discriminate by national origin when hiring staff.

**Color:** All Native students who are interested in enrollment are accepted, regardless of color. CITC does not discriminate by color when hiring staff.

**Disability:** In regard to the American with Disabilities Act (ADA), program activities will be held within facilities which are ADA-compliant as required by law. *Journey Ahead* staff will meet parents and children in locations they can access, including their homes.

**Age:** The target population for the proposed project is Native students aged 12-15. CITC does not discriminate by age in hiring staff.

## 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: Ms.

\* First Name: Gloria

Middle Name:

\* Last Name: O'Neill

Suffix:

\* Title: President/CEO

\* SIGNATURE: Gloria O'Neill

\* DATE: 06/26/2015

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## Abstract

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Cook Inlet Tribal Council, Inc. (CITC), in partnership with the Anchorage School District (ASD), proposes Journey Ahead, a middle-school intervention designed to improve the college and career readiness of Alaska Native and American Indian (AN/AI) students in Anchorage, Alaska. Journey Ahead will improve outcomes key to developing college and career readiness, including academic achievement, attendance, and perceptions of a respectful school climate and caring adults, and provide advocacy services and referrals for supportive services.

Located between the Cook Inlet on Alaska's southcentral coast and the nearby Chugach mountain range, Anchorage has the greatest proportion of AN/AI residents among all the nation's cities, and the fifth largest total number of AN/AI residents of any US city (behind only Oklahoma City, Phoenix, Los Angeles, and New York) with a full count of ASD AN/AI students comprising 17.7%, or 8,538, of Anchorage's students.

Journey Ahead addresses disproportionate barriers to academic success experienced by AN/AI in Anchorage by intervening at the critical stage of transition between elementary and high school, providing a coordinated array of in-school, after-school, and out-of-school camp-based culturally informed STEM-skill enhancing programming. Measureable objectives are:

**Program Objective 1:** Provide complementary, culturally-informed STEM-skill building programming to AN/AI middle school youth, resulting in students being on target for enrollment in academically challenging and rigorous high school coursework as measured by proficiency in Math, Reading, and Science on the Alaska Measures of Progress criterion referenced achievement test at the end of four years.

**Outcome 1.1:** Provide 210 in-school enrollments to AN/AI students in two middle schools over four years.

**Outcome 1.2:** Provide 210 after-school enrollments to AN/AI middle school students over 4 years.

**Outcome 1.3:** Provide 160 camp-based enrollments to AN/AI middle school students over 4 years.

**Outcome 1.4:** Enrolled AN/AI middle school students demonstrate increased preparedness for enrollment in academically challenging and rigorous high school coursework as measured by improvements in proficiency in Math, Reading, and Science on the Alaska Measures of Progress criterion referenced achievement test at the end of four years.

**Program Objective 2:** Enrolled students will meet or exceed 90% school attendance.

**Outcome 2.1:** Enrolled students will meet or exceed 90% school attendance.

**Program Objective 3:** CITC-enrolled students perceive a respectful school climate within their classroom and/or school, and that adults are caring and have high expectations for them.

**Outcome 3.1:** 90% of CITC-enrolled students will report an improvement yearly, in their perception of caring adults, high expectations, and a respectful school climate within their classroom and/or school.

**Program Objective 4:** Provide advocacy services to CITC-enrolled students and their families.

**Outcome 4.1:** 100% of enrolled students will be assessed for advocacy services and receive referrals and case management as appropriate to the assessment.

<b>Enrollments Per Project Component</b>				
	<b>In-School</b>	<b>Afterschool</b>	<b>Camps</b>	<b>Total</b>
<b>Year 1</b>	30	30	40	100
<b>Year 2</b>	60	60	40	160
<b>Year 3</b>	60	60	40	160
<b>Year 4</b>	60	60	40	160
<b>Total</b>	210	210	160	580

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

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

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## **Competitive Preference Priority**

Please note that this proposal is eligible for **six total** Competitive Preference Priority points.

This proposal is eligible for Competitive Preference Priority Two, Three, and Five.

## Section A: Need for Project

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### **A-1: NEEDS, BARRIERS, & DATA ANALYSIS**

Education is an Alaska Native value. We teach our children experientially and transfer knowledge from one generation to the next. Formal education was introduced to assimilate and integrate our children into mainstream culture, but today our challenge is to collaborate in building an educational system that prepares students for success in an increasingly technological, global, and complex world, while supporting and strengthening them as Alaska Native people. Meeting this challenge requires the interweaving of both traditional and formal education, as well as community-wide accountability for improved student outcomes.

In Anchorage, an undeniable gap persists between Alaska Native and American Indian (AN/AI) students' potential and their achievement, a chronic and entrenched problem visible at every level of education through low proficiency ratings on standardized tests and the highest dropout rate and lowest graduation rate of any ethnicity in the Anchorage School District (ASD).

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 AN/AI student success. The resulting collaboration, Anchorage Realizing Indigenous Student Excellence (ARISE), identified 9 Community-Level Outcomes to jointly pursue and released its first Community Report Card in January 2015. The following data, which corresponds to ARISE Outcomes, is drawn from this document and is the most current and authoritative assessment of AN/AI student needs in Anchorage. This data convincingly demonstrates that our AN/AI youth's academic performance reveals a disparity with peer achievement in all core subject areas, such that less than half (47.33%) ultimately succeed in obtaining their high school diploma on time. This particular statistic, so critical in prompt and

successful access to post-secondary college and career goals, represents the culmination of a trend beginning with our students' first steps through their kindergarten classroom doors.

**Kindergarten Readiness:** In

Alaska, kindergarten readiness is measured using the Alaska Developmental Profile, which assesses students in five developmental domains

on a range of thirteen skill measures. While Kindergarten Readiness is notably low among Anchorage students overall, AN/AI students score the lowest of any ethnicity on eight of the thirteen domains measured (and second-lowest on each of the remaining five measures), placing them behind their peers even as they begin their school experience.

<b>Kindergarten Readiness</b>				
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<i>AN/AI</i>	10.1%	8.9%	8.9%	11.4%
<b>All Others</b>	15.7%	13.9%	12.2%	14.1%

**Third Grade Reading:** Third

grade is the first year students participate in Alaska's statewide standards-based assessments (SBA). Third grade reading proficiency is vital because from this

point onward, students aren't just learning to read, they're reading to learn other subjects. By third grade, Anchorage's AN/AI students trail behind non-Native peers in reading proficiency.

<b>Third Grade SBA Reading Proficiency</b>				
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<i>AN/AI</i>	75.4%	77.5%	80.2%	79.1%
<b>All Others</b>	86.3%	86.2%	86.3%	88.2%

**Eighth Grade Math:** High school

mathematics achievement is a strong predictor of high school and college success. Anchorage's AN/AI students' math proficiency rates, as assessed at the

<b>Eighth Grade SBA Math Proficiency</b>				
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<i>AN/AI</i>	52.4%	56.1%	52.6%	61.0%
<b>All Others</b>	68.1%	71.1%	69.1%	71.2%

end of eighth grade, predict difficulty catching up in time for college – especially as only 8.9% of AN/AI eighth graders have completed Algebra I with a grade of B or better, as compared with 19.1% of their non-Native peers.

**High School Graduation:**

Accomplishing on-time high school graduation generates lifelong academic and social benefits. Graduation can predict the likelihood that a student will

**Four-Year Graduation Rate**

	2011	2012	2013	2014
<b>AN/AI</b>	53.5%	54.8%	61.2%	57.5%
<b>All Others</b>	75.2%	75.5%	78.6%	76.4%

**2014 On-Time Graduation, Dropout, & Attendance Rates**

Students	Graduation	Dropout	90% Attendance
<b>AN/AI</b>	47.33%	7.62%	71.67%
<b>White</b>	81.74%	2.27%	85.94%
<b>African-American</b>	65.58%	3.99%	82.21%
<b>Asian</b>	65.58%	3.99%	82.21%

go on to further education, as well as higher wages / lifetime earning potential. Our AN/AI students are behind by 20% in four-year graduation.

**College Enrollment:** Following this

pattern of educational outcomes, it's perhaps to be expected that a lower percentage of Anchorage's AN/AI graduates successfully enroll in college than their non-Native

**Graduates Enrolling in University of Alaska**

	2011	2012	2013
<b>AN/AI</b>	40.5%	27.5%	24.8%
<b>All Others</b>	48.4%	36.9%	29.0%

peers. By the time they are seeking entrance to higher education or career training, AN/AI 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.

The issues underlying AN/AI students' academic achievement disparity are complex, involving nationally

<b>2011-2013 Anchorage Socioeconomic Factors</b>			
<b>American Community Survey</b>	<i>Alaska Native</i>	<b>White</b>	<b>All</b>
<b>Per Capita Income</b>	\$24,534	\$42,967	\$35,769
<b>Unemployed</b>	18.7%	5.1%	6.9%
<b>Living in Poverty</b>	15.7%	4.8%	7.6%

predictable social factors including disproportionately high rates of overall poverty and of other economic indicators (unemployment, barriers to transportation, lack of child care, food insecurity, housing instability); as well as issues unique to Alaska's Native peoples, 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 a culture's transition between a subsistence lifestyle and a cash economy.

Based on the data presented by ARISE's 2015 baseline report 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 middle school as a critical time period for academic and social intervention. Middle school represents a transitional period between early childhood and elementary experiences – where we see large numbers of our AN/AI youth already signaling their need for additional academic intervention – and high school, where attendance rates decline, and our students begin dropping out of school entirely or struggling to complete their diploma within four years. Middle school is also a fertile opportunity to address our students' sense of belonging (for instance, their perception of their school climate and expectations for them); sense of competence and excitement for academic and career-related goal-setting; and science, technology, engineering and math (STEM) abilities,

particularly because – as ARISE observes – high school math achievement is a very strong predictor of high school and college success, and the earlier a student gains access to higher level math, the better their chance at reaching their college and career goals. . On this foundation of data and observation, CITC proposes Journey Ahead to address Alaska Native and American Indian students in Anchorage through interventions at the middle school level.

## **A-2: COMMUNITY OPPORTUNITIES FOR SUPPORT**

While our AN/AI youth face disproportionate barriers to their academic and career success, they remain resilient and positive about their place in the community. During the 2013-2014 school year, 67.3% of 5<sup>th</sup> through 12<sup>th</sup> grade AN/AI students responding to the annual ASD School Climate and Connectedness Survey agreed or strongly agreed with questions on the “High Expectations” section, which include “I try hard to do well in school” and “Adults in my community encourage me to take school seriously.” Only 3.4% of our youth strongly disagreed with these statements,<sup>1</sup> highlighting the reality that while statistics about our youth’s difficulties reflect their lived experience, such numbers cannot define them.

The Anchorage community similarly presents numerous opportunities for supporting AN/AI students – these include the annual First Alaskans Institute (FAI) Elders and Youth Conference which bookends the Alaska Federation of Natives gathering each fall; the Alaska Native Science and Engineering Program (ANSEP) which operates out of the University of Alaska Anchorage to support STEM development from middle school through graduate school; the Cook Inlet Tribal Council’s own Native Youth Olympic (NYO) Games which gather first through twelfth grade youth of all ethnic and cultural backgrounds to compete throughout the

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<sup>1</sup> ARISE 2015 Community Report Card, <http://arisepartnership.org/data/outcomes/supportive-school-climates/>

winter in school-, District-, regional-, and statewide competitions highlighting traditional Alaska Native athletic events and values; as well as numerous internships and scholarships dedicated to uplifting the talents and goals of our AN/AI youth from CITC partner entities including FAI, the Alaska Native Heritage Center, and the CIRI Foundation, among others.

### **A-3: LOCAL POLICIES, PRACTICES, PROVIDERS, AND FUNDING**

Through our partnership with ARISE, CITC leverages a collective impact approach in identifying both successful local policies, programs, and practices (and engages 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 AN/AI 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 our AN/AI youth, yet they are also representative both of the wealth of resources Anchorage can draw on in this proposed project, as well as the existing connections CITC has intentionally fostered in order to better serve our youth. Many of the supportive entities and youth-serving agencies referenced in Section A-2, for example, are active ARISE partners.

## **Section B: Quality of the Project Design**

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### **B-1: LOCAL GEOGRAPHIC & CULTURAL FOCUS**

Journey Ahead 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 throughout the state.

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 AN/AI residents among all the nation’s cities, and the fifth largest total number of AN/AI 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.<sup>2</sup> 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 the traditional home of 231 federally recognized tribes that can be broadly grouped into 11 cultural groups.<sup>3</sup> 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”

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<sup>2</sup> 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.

<sup>3</sup> See ARISE partner Alaska 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/>

states. A full count of Anchorage School District AN/AI students – meaning all students who self-identify as Alaska Native or American Indian alone *and* in combination with any other race – comprises 17.7%, or 8,538, of Anchorage’s students. The Anchorage School District (ASD), with over 90 schools and nearly 50,000 students, is the 93rd largest school district in the country and was recently identified<sup>4</sup> as having the greatest diversity of any school district in the United States (home to the three most diverse high schools, 6 of the top 10 middle schools, and 19 of the top 20 elementary schools). Educational change implemented in Anchorage will impact more Alaska Native youth than those in any other place on earth.

## **B-2: SCIENTIFIC RESEARCH & CULTURALLY APPROPRIATE PROJECT BASIS**

CITC proposes to address the significant barriers to college and career success for our youth through the Journey Ahead Native Youth Community Project, a series of complementary interventions targeting the critical transition years of 7<sup>th</sup> and 8<sup>th</sup> grade AN/AI students in the ASD. This community- and District-based project will provide students and families at two Anchorage middle schools: (1) in-school Transitions course instruction, (2) afterschool STEM skills-enhancing programming, (3) out-of-school STEM skills-enhancing summer and school break camps through the CITC Fab Lab, and (4) wraparound youth and family social services advocacy.

Journey Ahead incorporates four methods into its program design that we believe will be key to its success: a) Project-Based Learning, b) Culturally Based Education, c) CITC Fab Lab, and d) Social Services Advocacy.

- a) Project-Based Learning: In-school and after-school interventions at the middle schools will employ STEM skills focused project-based learning, which uses open-ended real-

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<sup>4</sup> <http://www.adn.com/article/20150523/anchorage-public-schools-lead-nation-diversity>

world problems to spur students to encounter central concepts and principles as they engage the problem. With project-based learning, students pose and refine questions, then design and construct simple or complex investigations which require them to gather, analyze, and interpret data, and propose and test hypotheses. Problem-solving, incorporating feedback, long-range planning, collaboration, reflection, and other skills critical for contemporary higher education and career development are cultivated through this approach,<sup>5</sup> in addition to providing instructors the curricular opportunity to build projects around culturally relevant issues and focus on STEM-related projects.<sup>6</sup>

- b) Culturally Based Education: Educational research has identified the need for improved cultural competence as a primary means to mitigate and alleviate disparities in the academic underachievement of AN/AI students and has shown that academic rigor and culturally relevant practices are mutually compatible.<sup>7</sup> In their seminal review of

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<sup>5</sup> Trilling, B. & Fadel, C. (2009). *21st century skills: Learning for life in our times*. San Francisco, CA: Jossey-Bass.

<sup>6</sup> Yetkiner, Z., Anderoglu, H., & Capraro, R. (2008). *Research summary: Project-based learning in middle grades mathematics*. Retrieved 5/8/12 from <http://www.nmsa.org/>

<sup>7</sup> Fletcher, Jo; Parkhill, Faye; Harris, Christine (2011) *Supporting Young Adolescent Students from Minority Cultural Groups Who Are Underachieving in Learning*. Support for Learning; Oakes, Abner, Maday, Traci. (2009). *Engaging Native American Learners with Rigor “and” Cultural Relevance*. Report: Center for Comprehensive School Reform and Improvement.

culturally based education, Demmert and Towner<sup>8</sup> support the importance of family and culture in education and advise that high quality culturally based education programs include six critical elements: (1) Recognition and use of Native languages; (2) Pedagogy that stresses traditional cultural characteristics, and adult-child interactions; (3) Pedagogy in which teaching strategies are congruent with the traditional culture and ways of knowing and learning; (4) Curriculum based on traditional culture / recognizing the importance of Native spirituality; (5) Strong Native community participation, including parents and elders in educating youth and in the planning and operation of school activities; and (6) Knowledge and practice of the social and political mores of the community.

It is argued that AN/AI students may tend to disengage from STEM-related learning in elementary school related to a discrepancy between their own culture and the cultural values embedded in school-based math education.<sup>9</sup> However, over the last decade a growing body of culturally based educational curricula designed to integrate traditional culture and formal education has emerged from Alaska educators, including CITC's Indigenous Math and Science curriculum, developed through U.S. Department of Education funding in 2006. Its use in Anchorage's Bartlett and West High Schools has demonstrated increases in standardized testing scores, and prove particularly well-suited

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<sup>8</sup> Demmert, W. & Towner, J. (2003). *A review of the research literature on the influences of culturally based education on the academic performance of Native American students*. Portland, OR: Northwest Regional Educational Laboratory.

<sup>9</sup> Aikenhead, G. (2002). *The educo-politics of curriculum development*. *Canadian Journal of Science, Mathematics and Technology Education*, 2, 49-57.

to project-based learning.

- c) CITC Fab Lab: Opened in 2013 in partnership with the Massachusetts Institute of Technology (MIT), the CITC Fabrication Lab (Fab Lab) houses equipment such as 3D printers, laser cutter, sand blaster, vinyl cutter, molding equipment, ShopBots, and embroidery machines that support ASD students' STEM-related education, gaining college and career focused understanding and proficiency with the industrial design concepts and equipment needed to bring their ideas into physical reality. Journey Ahead students will engage in STEM-centered projects bridging the school environment and Fab Lab.
- d) Social Services Advocacy: The Journey Ahead Advocate will work with the teaching team to facilitate access to CITC's wraparound services from within the classroom, after-school program, and camp. The Youth Advocate will work to build and maintain communication with students' families regarding attendance issues or other needs that become apparent, and support them in finding solutions, including by accessing CITC's social services offerings such as TANF enrollment, career guidance through the Alaska's People Career Center, parenting and family self-sufficiency classes, supportive services including transportation and clothing assistance, in-home counseling, GED classes, recovery services, internships, JOM scholarships, and more. The Youth Advocate employs one-on-one interactions with students who are having behavioral issues or need to talk; creating behavioral goals together and identifying strategies to achieve them. The position provides another positively engaged adult students can count on and turn to for assistance, supporting Objectives 3 and 4 as described in the following section. Through knowledge of the Anchorage social services network, the Youth Advocate is able to make referrals and assist families in ways uniquely necessary to the flourishing and wellbeing of those who

have recently moved to the city from rural communities.

### **B-3: GOALS, OBJECTIVES, & OUTCOMES**

**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 measurable objectives carried out by the program each year.*

**GPRA Indicator 2.** The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of AN/AI 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 complementary, culturally-informed STEM-skill building programming to AN/AI middle school youth, resulting in students being on target for enrollment in academically challenging and rigorous high school coursework as measured by proficiency in Math, Reading, and Science on the Alaska Measures of Progress criterion referenced achievement test at the end of four years.

**Outcome 1.1:** Provide 210 in-school enrollments to AN/AI students in two middle schools over four years. *Performance Indicator: Enrollment and participation records.*

**Outcome 1.2:** Provide 210 after-school enrollments to AN/AI middle school students over 4 years. *Performance Indicator: Enrollment and participation records.*

**Outcome 1.3:** Provide 160 camp-based enrollments to AN/AI middle school students over 4 years. *Performance Indicator: Enrollment and participation records.*

**Outcome 1.4:** Enrolled AN/AI middle school students demonstrate increased preparedness for enrollment in academically challenging and rigorous high school coursework as measured by improvements in proficiency in Math, Reading, and Science on the Alaska Measures of Progress criterion referenced achievement test at the end of four years. *Performance Indicator: Alaska Measures of Progress test scores.*

**Program Objective 2:** Enrolled students will meet or exceed 90% school attendance.

**Outcome 2.1:** Enrolled students will meet or exceed 90% school attendance.

*Performance Indicator: ASD class enrollment and student transcript data.*

**Program Objective 3:** CITC-enrolled students perceive a respectful school climate within their classroom and/or school, and that adults are caring and have high expectations for them.

**Outcome 3.1:** 90% of CITC-enrolled students will report an improvement yearly, in their perception of caring adults, high expectations, and a respectful school climate within their classroom and/or school. *Performance Indicator: Anchorage School District Climate and Connectedness Survey data; student, family, and teacher anecdotal qualitative data.*

**Program Objective 4:** Provide advocacy services to CITC-enrolled students and their families.

**Outcome 4.1:** 100% of enrolled 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.*

#### **B-4: PROJECT DESIGN & THE NEEDS OF OUR TARGET POPULATION**

Designed as a rolling cohort of 7<sup>th</sup> & 8<sup>th</sup> students participating in each component to facilitate peer-to-peer student mentoring, Journey Ahead will provide a coordinated array of in-school, after-school, and out-of-school camp-based programming – each of which is supported by a Youth Advocate who engages youth and their families to provide referrals to needed

supportive services. Core elements of the overall program – academic tutoring, Fab Lab project-based learning, and storytelling (hearing/recording Elders’ and their own personal stories, writing letters and making time capsules to the incoming cohort of new 7<sup>th</sup> graders, Power Hour presentations) – will be expressed through differing, complimentary activities in each project component. Curricula is culturally informed in each component, whether by Alaska Native Elder or community leader role modelling, Journey to Myself (a personal genealogy curriculum), or culturally-base Fab Lab projects (like 3D printing a model kayak, then shop building a functional kayak).

<b>In-School</b> (2 Classes/Week)	<b>After-School</b> (5 Days/Week)	<b>School Break Camps</b> (4 1-Week Camps)
<ul style="list-style-type: none"> <li>• Academic Tutoring</li> <li>• “Freshman Camp”</li> <li>• Letters/Time Capsule</li> <li>• “Power Hour”: Elder &amp; Community Leader Presentations/Role Modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Tutoring</li> <li>• Fab Lab (project-based learning)</li> <li>• Recorded Stories: a) Elders, b) their own</li> <li>• Dream Wheel (goal-setting)</li> <li>• Personal Goal Portfolio</li> <li>• Journey to Myself</li> </ul>	<ul style="list-style-type: none"> <li>• Fab Lab (project-based learning)</li> <li>• Recorded Stories: a) Elders, b) their own</li> </ul>
Advocacy	Advocacy	Advocacy

**B-5: PROJECT PROPOSAL IS SUPPORTED BY STRONG THEORY**

Drawing on resources CITC has developed internally and throughout the Alaska Native and broader Anchorage communities, funding from the Office of Indian Education will enable provision of academic, cultural, and social services-related activities as outlined in the Logic Model below, to achieve the community’s goal of college- and career- ready AN/AI youth:

**Journey Ahead Logic Model**

<b>RESOURCES</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>OUTCOMES</b>	<b>GOAL</b>
<ul style="list-style-type: none"> <li>• Relationship with Anchorage Alaska Native Community</li> <li>• ASD Relationship</li> <li>• CITC Staff</li> <li>• Management and Leadership</li> <li>• Existing Curricula</li> <li>• CITC’s service programs</li> <li>• Fab Lab</li> <li>• Indian Education</li> <li>• Demo Grant funding</li> <li>• ARISE Relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Transitions class, Power Hour, and resiliency support in 2 middle schools</li> <li>• Afterschool cultural and STEM programing</li> <li>• Four culturally-informed STEM-skill camps annually</li> <li>• Transition programming</li> <li>• Screening and case management services</li> <li>• Cultural programming</li> <li>• Cohort building and cross-grade peer mentoring</li> <li>• Project Evaluation</li> </ul>	<p><i>Over four years:</i></p> <ul style="list-style-type: none"> <li>• 210 AN/AI 7<sup>th</sup>-8<sup>th</sup> grade enrollments in culturally relevant transition support</li> <li>• 210 enrollments in afterschool program</li> <li>• 160 enrollments in culturally-informed STEM skills camp</li> <li>• 580 total enrollments receive social services advocacy, including referrals as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• By end of Year Four, students on target to enroll in academically challenging and rigorous high school courses.</li> <li>• 90% school attendance</li> <li>• 100% of enrolled students participate in Fab Lab STEM-skill building projects</li> <li>• Families are connected with community resources</li> <li>• Decrease in student attrition/dropout rate</li> <li>• Increased high school graduation rates</li> </ul>	<p>Alaska Native and American Indian youth are college- and career-ready.</p>

**B-6: APPRIOPRIATE COLLABORATION FOR PROJECT EFFECTIVENESS**

Journey Ahead services benefit from collaboration with two primary partners: 1) ARISE, and 2) Anchorage School District.

**1) Anchorage Realizing Indigenous Student Excellence (ARISE):** ARISE is 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.” Beginning in October 2012, Cook Inlet Tribal Council (CITC) convened a prominent group of Alaska Native and non-Native leaders to set a pathway for the creation of educational systems change and improved outcomes for Alaska Native youth in the Anchorage School District (ASD). This educational reform partnership embraced a collective impact model of collaboration and set a common agenda, committed to aligning data collection, resources, and programs across agencies so our activities target the same goals. Collective impact relies on local data to teach us about the challenges we want to address, guide our actions toward our goals, and help us develop solutions for systemic challenges.

<b>ARISE Partner Agencies</b>
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

Together, the group has established a plan whereby the major organizations serving AN/AI youth will focus their efforts on three outcome areas: 1) academic, 2) social & emotional wellbeing, and 3) culture. This triadic focus is consistent with an Alaska Native image of student success, including being able to set and achieve goals, knowing one’s own value and worth,

understanding one's responsibility to community, and being prepared to follow a chosen path.

In January 2014, the ARISE Leadership Council identified nine community level priority outcomes and corresponding indicators to measure progress, toward which each of the ARISE Partner Agencies is working in coordination. In January 2015, ARISE published its first Community Report Card, establishing a baseline for forward movement (and from which data in Section A is drawn).

As these Anchorage-based community entities collaborate in providing educational services and cradle-to-career opportunities for our youth, there is a necessary commitment that all new and existing services operate not in isolation from one another, but strategically, in a manner tied to the ARISE vision and designed to leverage resources toward meaningful change. Journey Ahead does this.

Please find a Letter of Support from Lisa Moreno, ARISE Director, attached.

**2) Anchorage School District:** In 2002, CITC entered a partnership with the Anchorage School District (ASD) to provide instruction inside ASD classrooms. This partnership, Partners for Success, continues to this day and has seen CITC instructors in ASD elementary, middle, and high schools. Journey Ahead is an expression of this on-going partnership, providing in-school services in two ASD middle schools, while enveloping these same students in after-school and

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### ARISE Community Level Outcomes

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- 1) Kindergarten Readiness
  - 2) 3<sup>rd</sup> Grade Reading Proficiency
  - 3) Middle School Math Proficiency
  - 4) Attendance 90% of days enrolled
  - 5) High School Graduation
  - 6) Prepared For and Enrolled In Post-secondary training
  - 7) School Climates that Support the Success of our Youth
  - 8) Alaska Native Youth build social & emotional skills
  - 9) Alaska Native Families and community support student SEL skill development
-

camp-based culturally informed STEM-enhancing programing and addressing family barriers to success through connection to an array of supportive services. Please find a Memorandum of Agreement from the Anchorage School District, and a Letter of Support from Mike Henry, ASD Executive Director of Secondary Education (who oversees all ASD middle schools), accompanying this proposal.

## Section C: Quality of Project Personnel

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### **C-1: QUALIFICATIONS & TRAINING OF PROJECT DIRECTOR**

Renee Fredericks, Director of Youth Education and Employment Services, will serve as project director for Journey Ahead. Ms. Fredericks has overseen CITC's youth education services for the past 2 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 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 Ms. Fredericks' resume appended to this proposal.

## C-2: QUALIFICATIONS & TRAINING OF KEY PROJECT STAFF

Journey Ahead 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 federally recognized 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 six 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.

Journey Ahead Academic Instructors will possess Alaska Teaching Certificates; Technology Instructors will have demonstrable expertise with the technologies employed (Fab Lab equipment, digital recording, etc.), with an Alaska Teaching Certificate preferred; and the Youth Advocate will have obtained an appropriate degree in Education or Counseling. All positions seek and prefer candidates with prior working experience with Alaska Native people and familiarity with Alaska Native cultures.

Please find job descriptions and resumes for all positions appended to this proposal.

<b>Staff</b>	<b>FTE</b>	<b>Role</b>	<b>Qualifications</b>
Renee Fredericks, Youth Education & Employment Services (YEES) Director	0.05	Supervision of YEES programs/budget/objectives; stakeholder coordination	M.S.; 2.5 years as YEES Director; 5 years executive experience
Jennifer Litera,	0.15	Supervises project staff,	M.Ed; Type A Teaching &

Project Manager		reporting, coordinate school staff / program evaluator	Type B Admin Cert.; 5 yrs principal; 13 yrs teacher
Administrative Assistant	0.25	Maintain records/files, travel/meeting coordination	HS Diploma, 2 years admin experience;
– to be hired – Technology Instructor	2.0	Provides in-school & after-school STEM instruction to middle school youth	B.A.; Teaching Certificate preferred; AN/AI work experience
– to be hired – Academic Instructor	2.0	Provides in-school & after-school group and individual instruction	BA in Ed; AK Teaching Certificate; AN/AI work experience
– to be hired – Youth Advocate	.75	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; 19 years' evaluation experience; American Evaluation Association Member; AN/AI (Yaqui)

Please note that CITC encourages applications for employment from persons who are members of groups traditionally underrepresented based on race, color, national origin, gender, age, and ability. This practice has resulted in a staff that diverse in terms of age (7% of our staff is over 65 years of age), gender (71% of our staff are women), and race, color, and national origin. While CITC does not track employee race, color, and national origin, our employees are reflective of the Anchorage population.

Furthermore, preference for employment is given to eligible and qualified AN/AI applicants pursuant to P.L. 93-638 Indian Self Determination Act. CITC has developed a deep cultural expertise over the past 30 years through intimate connection with Anchorage’s Alaska Native population. This is reflected in our leadership (our Board, President/CEO, and Executive VP/CFO are all Alaska Native) and our staff (50% of our 211 staff are AN/AI). This subsection of CITC employees is closely reflective of our Anchorage service population (see accompanying table), sharing similar proportions of tribal affiliation<sup>11</sup> and language fluency.

Journey Ahead will employ the same hiring practices which have resulted in CITC’s present diverse, highly qualified, predominately Alaska Native staff.

<b>Alaska Native CITC Employee Ethnicity<sup>10</sup></b>	
Bering Straits	25%
CIRI	23%
Calista	15%
Bristol Bay	12%
Doyon	12%
NANA	6%
ASRC	6%
Aleut	5%
Chugach	3%
Seaalaska	3%
Koniag	2%
13 <sup>th</sup> Region	2%

<sup>10</sup> Percentages do not total 100, as employees can be members of multiple regional corporations.

<sup>11</sup> Alaska is home to 231 federally recognized tribes, broadly grouped into 11 cultural groups. Based on geography, the 1971 Alaska Native Claims Settlement Act (ANCSA) created 13 regional corporations which, today, are common differentiators for identifying affiliation – they do not correspond exactly to the 11 cultural groupings; however, while imperfect, regional corporation affiliation is a useful illustration of Alaska Native cultural diversity.

## Section D: Adequacy of Resources

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### **D-1: DEMONSTRATED COMMITMENT OF PARTNERS TO PROJECT SUCCESS**

Journey Ahead provides services within a context of significant partner resources from Cook Inlet Tribal Council, Inc. (CITC), ARISE, and the Anchorage School District (ASD).

CITC is a well-established Alaska Native and American Indian (AN/AI) 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 AN/AI-specific programming, a long-established mutual relationship with the ASD, 15 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 15 years, making CITC and ASD practiced collaborators. Journey Ahead 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 the CITC-operated Junior and Senior Native Youth Olympics programs (which build statewide youth leadership and wellbeing through a culturally-based athletic program), Parent Partners and Children in Community (a community-based early childhood literacy

program), 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 Journey Ahead 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 Journey Ahead, as outlined in the attached Memorandum of Agreement, includes providing opportunities for CITC staff to present activities in in-school classes and/or assemblies, and to operate an afterschool program on school grounds, and access to ASD data regarding CITC-enrolled students.

Please additionally find, accompanying this proposal, Letters of Support from:

- 1) Mike Henry, Anchorage School District Executive Director of Secondary Education
- 2) Lisa Moreno, Director of Anchorage Realizing Indigenous Student Excellence

## **D-2: JUSTIFICATION OF COSTS RELATED TO PROJECT BENEFITS**

Journey Ahead will provide variable services for each student, shifting the meaning and accuracy of making a cost-per-participant determination. For example, ideally a first year middle school student will participate in the in-school component, participate in the afterschool program, and participate in all four camps. During their second year of middle school, that same student might participate in one or more of these components again, deepening their positive adult relationships, comfort with project-based learning, and STEM skills awareness, as well as cultural connectedness. Enrollment in multiple components of the program will be encouraged. Given this, the range of total unique participants is 60-160 students, annually. However, the total number of discrete student enrollments offered will be no less than

160, making the per-person costs per enrollment \$4,137 per year.

As described in the following section, Section E: Quality of Experience, the in-school, after-school, and camp-based programming Journey Ahead is based on has been demonstrated to

<b>Enrollments Per Project Component</b>				
	<b>In-School</b>	<b>Afterschool</b>	<b>Camps</b>	<b>Total</b>
<b>Year 1<sup>12</sup></b>	30	30	40	100
<b>Year 2</b>	60	60	40	160
<b>Year 3</b>	60	60	40	160
<b>Year 4</b>	60	60	40	160
<b>Total</b>	210	210	160	580

be extremely beneficial for student success.

## Section E: Quality of Experience

### **E-1: DEMONSTRATED CAPACITY TO IMPROVE RELEVANT OUTCOMES**

As described in Section A, Cook Inlet Tribal Council, Inc. (CITC) has been actively engaged in addressing the educational outcome disparities experienced by our Alaska Native and American Indian (AN/AI) youth since its founding in 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 and Employment Services (YEES) Department operates, among other programs:

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<sup>12</sup> Note that Year 1 numbers served reflect a January start-up time for school-based components.  
*Cook Inlet Tribal Council, Inc.: Journey Ahead* 25

- a) Partners for Success, a 13-year collaboration with the Anchorage School District (ASD) providing in-school instruction and support for AN/AI youth;
- c) Fab Lab, a STEM-skill enhancing learning laboratory developed in partnership with MIT's Center for Bits and Atoms<sup>13</sup> available for field trip, afterschool, and camp use;
- d) Native Youth Olympics (NYO),<sup>14</sup> 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.

Journey Ahead will build directly on our experience improving student outcomes through

- 1) CITC's In-School Programs and 2) CITC's After-School/Camp Programs.

**CITC In-School Programs:** Following the publication of the seminal Alaska Native Education Study<sup>15</sup>, and employing its recommendations, CITC began providing services inside Anchorage School District (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 demonstrated that we can make a difference. As the following table illustrates, AN/AI students completing six or more semesters of CITC classes at Bartlett or West high school experienced significantly higher graduation rates

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<sup>13</sup> <http://fab.cba.mit.edu/>

<sup>14</sup> <http://citci.org/event-programs/nyo-games/nyo-impact/>

<sup>15</sup> 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.

last year: Fully 98% of CITC-enrolled students graduated, compared to only 42% of AN/AI students at Bartlett and West who did not participate in CITC’s classes.

**2012-2013 Graduation Rate<sup>16</sup>**

	<i>CITC Enrolled</i>	AN/AI Overall	School Total
<b>Bartlett</b>	100%	61%	70%
<b>West</b>	94%	36%	77%
<b>Total</b>	98%	42%	73%

Thirteen years of on-going program evaluation – and program adaptation in response to evaluation findings – has

documented, as the

accompanying table

illustrates, that AN/AI

students enrolling in

CITC’s educational

programming experience

**2012-2013 SBA Reading & Math Scores**

	<i>CITC Enrolled</i>		AN/AI Overall		District Total	
	<i>Reading</i>	<i>Math</i>	Reading	Math	Reading	Math
<b>9<sup>th</sup> Grade</b>	75%	51%	68%	47%	83%	66%
<b>10<sup>th</sup> Grade</b>	61%	48%	54%	42%	76%	65%

better educational outcomes than AN/AI students who do not participate in CITC programs.

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 AN/AI average of 52%.<sup>17</sup>

**CITC After-School/Camp Programs:** CITC operates The Schoolyard, an

Administration for Native Americans Social and Economic Development Strategies (ANA-

<sup>16</sup> CITC Program Evaluation Data.

<sup>17</sup> Data From *The Education Trust: The State of Education for Native Students*, 2013.

www.edtrust.org

SEDS)-funded afterschool and day camp program providing academic engagement for middle school and high school youth comprised of three core components:

- 1) Engagement: The program engages students by teaching digital game design, music production, and digital fabrication (including 3-D printing) or providing supported work experience opportunities to youth.
- 2) Academic: The program provides academic counseling, tutoring, and credit recovery to facilitate on-time high school graduation or obtaining a GED.
- 3) Supportive Services: The program screens for non-academic needs requiring case management and referral to CITC, and other, programs.

The Schoolyard has achieved an 84.8% on-track for graduation rate, eclipsing the ASD's overall Alaska Native graduation rate of 53.7%.

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 F: Quality of Management Plan**

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### **F-1: RESPONSIBILITIES, TIMELINES, & MILESTONES TO ACHIEVE OUTCOMES**

CITC has provided services to the Alaska Native population of Anchorage since its creation in 1983. During this time, CITC has developed a strong administrative structure that has overseen CITC's growth to an organization serving approximately 9,000 individuals annually through four service departments: Employment and Training Services, Child & Family Services, Recovery Services, and Youth Education and Employment Services (YEES). CITC

currently administers an annual operating budget of more than \$40 million and has had unmodified independent annual audits for more than a decade. CITC’s capacity to successfully administer this project is attested to by our success in administering several Department of Education grants at the time of this writing.

CITC has been continuously providing services in the Anchorage School District (ASD) schools since 2003, consequently CITC and ASD are practiced at working together to support Alaska Native students, and significant coordination of services with ASD is already in place, including time-tested and highly functional policies and procedures for collaboration. The proposed Journey Ahead budget and goals are directly informed by our twelve years of experience working with this target population in these schools, and reflect a realistic assessment of project costs, capacity, and potential.

CITC’s YEES Department, which administers CITC’s youth education programs and will house Journey Ahead, has a strong administrative structure overseen by YEES Director Renee Fredericks, who also sits on the CITC Leadership Council to ensure full coordination with other CITC Departments, and is CITC’s principal contact with the Anchorage School District.

The following project timeline identifies key activities and milestones, staff responsible for their implementation, and the timeline for their completion. CITC has operated in-school, after-school, and camp-based programs for 13 years – in our experience the timeframes listed below are realistic and the budget which accompanies this proposal is based on the actual cost of providing in-school, after-school, and camp-based services in Anchorage in 2014.

<b>Timeline of Key Activities &amp; Milestones</b>			
<b>Key Activities</b>	<b>Milestones</b>	<b>Responsible Staff</b>	<b>Timeline</b>
<b>Year One</b>			
Establish team	Select staff to oversee start-up	YEES Director	Within 14 days

Contract Evaluator	Negotiate & execute contracts	YEES Director	Within 30 days
Confirm collaborations	Establish working relationships with ASD and schools	YEES Director & Program Manager	Within 30 days / ongoing
Quarterly On-Site Visits	Conduct quarterly evaluation activities	External Evaluator	Quarterly
Hire Instructors	Hire academic & technology instructor teams, and Advocate	YEES Director & Human Resources	2 <sup>nd</sup> quarter
In-Service Training	Pre-service training: Resiliency, STEM & Culture skills-building	YEES Director & all Program Staff	June and August
Implement Camp-Based Program	Provide four STEM-enhancing camp programs (+advocacy)	Instructors, Advocate	December, March and June annually
Implement After-School Program	Provide STEM-enhancing after-school program (+advocacy)	Instruction teams, Advocate	January-May
Implement In-School Program	Provide in-school Transitions instruction and advocacy	Instructors, Advocate	January-May
Evaluate/report on goals & objectives	Exact, sort and analyze GPRA, local assessments and other data	Director, Manager, & Evaluator	End of Year One / annually
Develop and implement sustainability plan	Work with area stakeholders (ARISE, ASD, UAA, tribal representatives) to identify sustainable revenue sources	Chief Operating Officer and CITC Institutional Advancement Staff	End of Year One / annually
<b>Years 2-4</b>			
Incorporate	Modify, execute, and followup	YEES Director,	30 days following

evaluation findings into program.	on proposed process, goals, and objectives changes; adjust P&Ps	Program Manager, Evaluator	2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> awards
In-Service Training	Pre-service training: Resiliency, STEM & Culture skills-building	YEES Director & all Program Staff	June and August annually.
Implement Camp-Based Program	Provide four STEM-enhancing camp programs (+advocacy)	Instructors, Advocate	December, March, Summer, annually
Implement After-School Program	Provide STEM-enhancing after-school program (+advocacy)	Instruction teams, Advocate	August-May, annually
Implement In-School Program	Provide in-school Transitions instruction (+advocacy)	Instructors, Advocate	August-May, annually
Develop and implement sustainability plan	Work with area stakeholders (ARISE, ASD, UAA, tribal representatives) to identify sustainable revenue sources	Chief Operating Officer and CITC Institutional Advancement Staff	Annually corresponding with End of Year.
Evaluate/report on goals & objectives	Exact, sort and analyze GPRA, local assessments and other data	Director, Manager, & Evaluator	End of Year, annually

## **F-2: ENSURING FEEDBACK & IMPROVEMENT IN PROJECT OPERATION**

CITC's Director of Youth Education and Employment Services (YEES), Renee Fredericks, will ensure feedback and continuous improvement in the operation of the proposed programs 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 middle school Principal. CITC has used this dual supervisory model successfully for over 10 years. Program staff will participate in ASD professional development opportunities as well as Journey Ahead 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 Instructors weekly.

### **F-3: TRIBE & FAMILY INVOLVEMENT IN PROJECT IMPLEMENTATION**

Anchorage's Alaska Native community and families have been significantly involved in various aspects of Journey Ahead. The ARISE collaborative impact initiative, previously described, includes Anchorage's leading Alaska Native agencies and parents in its membership. Additionally, input from parents, extended family, and other caregivers of our AN/AI youth has also been critical in ARISE's work to identify community priorities, goals, and baselines for evaluating success in achieving better cradle to career outcomes for our youth. Journey Ahead has been intentionally designed to be responsive to ARISE priorities.

Additionally, the in-school and after-school components of Journey Ahead are informed by CITC's experience operating such programs, which include over a decade's worth of rigorous program evaluations conducted by independent external evaluators. These evaluations included interviews with parents and students and, much as this project's evaluation will be used to

improve program operation, past evaluations have informed our on-going service provision model, including Journey Ahead.

Finally, one component of the ARISE effort currently underway is the development and facilitation of parent- and family-driven Strategic Action Teams for each of the ARISE outcomes. CITC-based ARISE staff and volunteers have been, since early 2015, shepherding a community organizing process leading to the launch this summer of the Strategic Action Team on Kindergarten Readiness – a model which they will evaluate, refine, and pursue next with a focus on School Climates. This dedicated community of parents and family members, drawn together in the common interest of their goals and dreams for their children’s education, will be an ongoing invaluable resource for ARISE and CITC, and for the Journey Ahead as well.

## **Section G: Quality of Project Evaluation**

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### **G-1: USE OF OBJECTIVE PERFORMANCE MEASURES RELATED TO OUTCOMES**

Evaluation, which is co-constructed with cultural, contextual, and scientific validity and rigor, will be an integral part of the management and operation of Journey Ahead. 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 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. 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 site and effective strategies for replication in other settings.

Please see pages 13-14 for a complete detail of program objectives, outcomes, and the performance indicators. Note that performance indicators rely heavily on objective measures closely related to the intended outcomes (e.g. Outcome 1.4, increased preparedness, is measured by the State criterion referenced test score; Outcome 2.1, 90% school attendance, is measured by school enrollment and student transcript data; Outcome 3.1, improvements in School Climate, is measured by the ASD Climate and Connectedness Survey, etc.) 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. In addition, CITC keeps records of class rosters and program participant rosters. 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.

## **G-2: 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 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 Measures of Progress (AMP) 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 middle school, after school, and camp-based programming.
2. The Alaska Measures of Progress (AMP) 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, Reading, and Science.
3. ASD class enrollment, attendance, and student transcript data will measure number and percentage of enrolled students meeting or exceeding 90% school attendance.
4. 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.

5. 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.

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 Indian 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)

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**COOK INLET REGION INC  
RESOLUTION 12-10**

Limited Continuing Delegation of Tribal 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 designed 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 three-year period until September 30, 2015 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 April 13, 2012.

(b)(6)

Charles Anderson  
Chairman

Thomas Huhndorf  
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 13th day of April, 2012.



United States Department of the Interior

INTERIOR BUSINESS CENTER  
Indirect Cost Services  
2180 Harvard Street, Suite 430  
Sacramento, CA 95815



September 19, 2014

Ms. Gloria O'Neill, President/CEO  
Cook Inlet Tribal Council, Inc.  
3600 San Jeronimo Drive  
Anchorage, AK 99508

RECEIVED  
SEP 23 2014  
Administration  
Cook Inlet Tribal Council, Inc.

Dear Ms. O'Neill:

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

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

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

Fiscal Year End Date	Proposal Due Date
September 30 <sup>th</sup>	March 31 <sup>st</sup>
December 31 <sup>st</sup>	June 30 <sup>th</sup>
June 30 <sup>th</sup>	December 31 <sup>st</sup>

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

Sincerely,

(b)(6)

Deborah A. Moberly  
Office Chief

(b)(6)

Enclosure

cc: Director, Self-Determination Services, Indian Health Services, HQE

Ref: J:\Other (Non-Profit, Guam,VI,Puerto Rico)\Nonprofit\Cook Inlet Tribal Council, Inc. (Citcw022)\FY 2015\Citc-IssueLtr.FY15.doc

**Nonprofit Organizations  
Indirect Cost Negotiation Agreement**

EIN: 92-0094184

**Organization:**

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

**Date:** September 19, 2014

**Report No(s):** 14-A-1146

**Filing Ref.:**

Last Negotiation Agreement  
dated November 20, 2013

The indirect cost rates contained herein are for use on grants, contracts, and other agreements with the Federal Government to which 2 CFR 230 (OMB Circular A-122) apply, subject to the limitations contained in Section II.A. of this agreement. The rates are negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in 2 CFR 230.

**Section I: Rates**

Type	Effective Period		Rate	Locations	Applicable To
	From	To			
Fixed Carryforward	10/01/14	09/30/15	7.00%*	All	Passthrough
Fixed Carryforward	10/01/14	09/30/15	54.28%**	All	ISDA-638 <sup>1/</sup>
Fixed Carryforward	10/01/14	09/30/15	29.89%**	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 rate contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).

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

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

D.

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

**2. Provisional/Final Rate:** Within 6 months after year end, 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.

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

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

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

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

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

J. Other:

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

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

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

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Nonprofit Organization:

By the Cognizant Federal Government Agency:

Cook Inlet Tribal Council, Inc.

U.S. Department of the Interior  
Interior Business Center

Grantee/Contractor

Agency

(b)(6)

(b)(6)

Signature

Signature

Gloria O'Neill

Deborah A. Moberly

Name (Type or Print)

Name

President/CEO

Office Chief

Title

Office of Indirect Cost Services

Title

9/16/2014

SEP 19 2014

Date

Date

RESUMES AND JOB DESCRIPTIONS

*ph.*  
907 793.3600  
*fx.*  
907 793.3602  
*web.*  
CITCI.org

Attached:

- Resumes for:
  - Renee Fredericks, Director, Youth Education & Employment
  - Jennifer Litera, JOM Coordinator
  - Clara Martinez
  
- Job Descriptions for:
  - Youth Advocate
  - Administrative Assistant
  - Technology Instructor
  - Director
  - Academic Instructor
  - Academic Tutor Coordinator/Lead Tutor

# Renee Fredericks

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## Executive Profile

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Leader who easily adapts to new situations and analyzes corporate culture and needs to create new processes and programs with best practices in mind.

## Skill Highlights

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- Business operations analysis
- Self-motivated
- Project and Program management
- Organizational Restructure and Change
- Communications skills
- Interpersonal skills
- Strategic planning & Implementation
- Training and Development
- Risk Analysis

## Professional Experience

---

### Director of Youth Education and Employment Services

January 2013 to Current

#### Cook Inlet Tribal Council

- Researched and created procedures for 3 new projects/programs.
- Managed 25 staff in different types of programs and locations. (teachers, case managers, youth advocates, admin staff)
- Managed \$1.5M+ budget for the Department with funding from various grant sources (Federal, State, Private)
- Worked with COO to develop the 5-, 10-, and 25- year Education Vision for the organization that aligns with Board directives and funding opportunities.

#### Owner

January 2012 to Current

#### JOT Consulting - Anchorage, Ak

- Utilized technical writing skills to create and format documents for private industry proposals.
- Created a unique Alaska Native youth Genealogy workbook in InDesign and word formats.
- Created and taught a Tribal Administration course for Northern Arizona University ITEP program.

#### President

January 2010 to January 2011

#### Suulutaaq, Inc - Anchorage, AK

- Oversight of 3 Federal projects in 3 different states with budgets over \$75M over the course of 3 years.
- Decreased overhead by 7% to maintain and increase profitability.
- Oversight of Contract administration, contract compliance, budgets and adverse action analysis.
- Oversight of 50 Project and Administrative staff.
- Implemented first successful subsidiary Shareholder Hire program.

#### Vice President

January 2009 to January 2010

#### Suulutaaq, Inc - Anchorage, AK

- Performed policy review that led to new fiscally responsible procedures for the company.
- Performed spending analysis and policy reviews that allowed the company to operate profitably for the first time in 6 years.
- Reorganized management of the company and projects for 2 large-scale Federal construction projects and a variety of smaller projects totaling \$75M.
- Managed the daily operations of a Civil Construction company with multiple Federal contracts
- Successfully negotiated solutions to client satisfaction on construction issues
- Gained extensive experience with Federal contract administration, contract compliance and adverse action analysis.

#### Project/Property Manager

January 2007 to January 2009

**The Kuskokwim Corporation** - Anchorage, AK

- Created new revenue streams through partnerships with established small businesses.
- Performed Due Diligence on new projects. One resulted in saving the company \$19M.
- Researched and analyzed real estate investments; managed rentals and building maintenance for offices in remote Alaska.
- Analyzed IT needs of company and negotiated with new IT consultants.
- IT department liaison for the corporation and its subsidiaries.
- Developed project schedules and reported progress to Board of Directors.

**Environmental Coordinator**

January 2006 to January 2007

**Georgetown Tribal Council** - Anchorage, A

- Managed work plans and objective that aligned the Tribal Council programs with the EPA grants
- Managed EPA and ANA grants and project budgets.
- Researched new grant opportunities and assisted in grant writing.
- Developed water quality testing and tracking processes through GIS program.
- Developed & maintained partnerships with various Tribal, Private Industry and Federal entities.
- Designed & assisted in the implementation of a remote youth and elder camp on the Kuskokwim River.

**Damage Controlman 2nd Class**

January 1992 to January 1996

**United States Navy**

- Maintained shipboard firefighting systems on 2 ships in a 4 year enlistment.
- Trained and prepared for shipboard emergencies.
- Trained new crewmembers for shipboard emergencies on ships with more than 1200 crewmembers.
- Received Navy Achievement Medal, Good Conduct Medal and various ribbons for tasks, inspections and travel related shipboard missions.

**Education**

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**Masters : Forensic Science Biology and Chemistry**

**Nebraska Wesleyan University** - Lincoln, NE

Forensic Science Biology and Chemistry

**Bachelor of Science : Biology**

**Northern State University** - Aberdeen, SD

Biology

**Skills**

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Budgets, Contract Administration, Contracts, GIS, Grants, Leadership, Program Analysis, Proposals, Reporting, Technical writing, verbal /written communication, Management skills

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, 1<sup>st</sup> and 2<sup>nd</sup> 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

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**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 Duties	Evaluation Liaison 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 Duties	Consultant Research, Proposal and Grant Writing
2004- To present	Mancos RE-6 School District, Mancos Colorado 970) 533-7748 Mr. Brian Hanson, Superintendent
Position Duties	Consultant 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 Position Duties	San Juan School District, Blanding Utah. Mrs. Lynnette Johnson, Director, Student Services (435) 678-1227 Consultant Program Evaluation and Internal Auditing. Federal program performance reporting. Research, Proposal and Grant Writing, Curriculum Development and Staff Development.
2005 To present Position	Adams State College, Alamosa Colorado Don Woods, Coordinator Graduate Education. 719) 587-7768 Adjunct Professor, Practicum Supervisor for Graduate School of Education
2003-04  Position Duties	Utah State Office of Education, 250 East 500 South, Salt Lake City, Utah Shirlee Silversmith, Director of Indian Education and Curriculum 801) 434-7414 Consultant in Curriculum Development Collaborate in development of Scope and Sequence for Utah State Core, American Indian Social Studies Curriculum. Program Evaluation.
2002-03  Position Duties	Bureau of Indian Affairs (BIA) Cottonwood Day School Chinle, AZ Mr. Don Stryker, Directordstrike1@juno.com Consultant 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 Position Duties	Mr. Bill Walton, Associate Dean M A Program Advisor Undergraduate Program Advisor Advise closely, and supervise graduate and undergraduate students during their Education course of study, evaluate academic work produced.
1999  Position Duties	Ute Mountain Ute Tribe, Towaoc Colorado. Mr. Wilfred Madrid, Executive Director 970) 565-3751 Director, Youth Opportunity Program. Carry out start up procedure for US Department of Labor Youth Opportunity Grant Program Hire/supervise 18 staff. Implement program. Prepare performance reports for board of director's, Tribal council and federal grantor.
1997 1998  Position Duties	Northern Arizona University, Flagstaff Arizona. Dr. Lynda Hatch, Chairperson Elementary Education, Center for Excellence in Education Liaison between main campus and Navajo/Hopi Teacher Training program. 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.  
**Clara A. Martinez, Ph.D.**

CV Winter 2009/10

### 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.  
Clara A. Martinez, Ph.D. CV Winter 2009/10

### 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](mailto:Teresa.McCarty@asu.edu) 602) 943-2880.

**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

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**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.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

**Disclaimer**

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**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

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**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.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

**Disclaimer**

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**COOK INLET TRIBAL COUNCIL, INC.**  
**JOB DESCRIPTION**

Job Title: Technology Instructor  
Department: Youth Education & Employment Services (YEES)  
Reports To: YEES Program Manager  
Supervises: None  
FLSA Status: Non-Exempt  
Job Type: Full-Time, Regular

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**General Functions:**

The Technology Instructor will provide direct support of participating students with a special focus on technology and game-based instruction in a culturally appropriate framework. The Technology Instructor will provide individualized attention to in one-on-one situations or in small groups. The Instructor will assess students' progress by observing performance and recording relevant data.

**Duties and Responsibilities, including but not limited to:**

- Assess student needs through interview with student and review of materials.
- Maintain up-to-date knowledge with the latest technology in order to share relevant information to students.
- Provide all students with a safe and appropriate learning environment
- Develop, Organize, promote and implement relevant activities for program youth, parents and families.
- Engage students in learning through homework, tutoring, and culturally-based activities.
- Counsel and support students in developing and accomplishing plans and goals.
- Maintain cooperative relationships and open communication with staff and students.
- Assess students' progress by observing performance and recording relevant data.
- Assist with the selection of appropriate instructional materials.
- Assist with the recruitment of new students, and public relations efforts for the program.
- Transport students to class sites, on field trips, or other locations.
- Organize and implement relevant activities for program youth, parent and families.
- Provide support to students, and parent and/or volunteers.
- Maintain confidentiality of student records and personal information at all times.
- Maintain accurate, current, and complete records.
- Other 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 proficiency in core concepts of technology
- Excellent computer skills, including spreadsheet, word processing and publishing programs.
- Demonstrated ability to make decisions and exercise good judgment

- Strong problem solving skills
- Demonstrated ability to work effectively with minimal supervision

**Qualifications:**

- Bachelor degree in Education, Computer Science, Informational Technology and/or a related field; or combination of year for year education and experience in related field may be substituted for degree requirement.
- Current Alaska Teaching Certificate preferred.
- Two years teaching or providing instruction in technology or relevant field.
- Continued employment is contingent upon receipt of a satisfactory state and federal background check.
- Valid Alaska Drivers License and be eligible for CIRC automotive insurance.

**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**

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**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

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**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.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

**COOK INLET TRIBAL COUNCIL, INC.**  
**JOB DESCRIPTION**

Job Title: Academic Instructor  
Department: Youth Education and Employment Services (YEES)  
Reports To: Youth Opportunities Program Manager  
Supervises: None  
FLSA Status: Non-Exempt  
Job Type: Full-Time, Regular

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**General Functions:** The Academic Instructor will work with Alaska Native/American Indian students in various settings, both in and out Schoolyard Program. The Instructor will provide one-on-one as well as group tutoring and will be expected to participate in special events and extra-curricular activities. The Academic Instructor is also responsible for assisting with instruction, parent involvement programs, building culturally relevant and innovative activities, and collaborating Schoolyard staff.

**Duties and Responsibilities:**

- Able to coordinate simultaneous tasks and follow-up on details in an environment with frequent interruptions.
- Possess excellent time management skills; must be absolutely dependable and punctual.
- Able to use good judgment to make sound decisions on complex issues.
- Able to problem-solve through situations with an understanding of when to ask for assistance.
- Able to utilize different databases to access student data and maintain student records, and communicate student related information via database notes.
- Able to follow Adult Basic Education curriculum.
- Able to identify specific learning objectives based on the TABE test and Official Practice Tests.
- Develop follow-up standards for participants' educational plans.
- Able to motivate students and to monitor and encourage student progress.
- Desire to continue to learn and implement new teaching methods.
- Provide GED tutoring and Academic Instruction.
- Able to assign directed study to students based on their skill levels in study hall.
- Teach reading, writing, math, & reading in the social studies & science content areas.
- Facilitate Study Hall.
- Develop educational plans for enrolled participants and/or participants who need to be re-enrolled, by working with participants on a one-on-one basis to develop graduation plan after assessing transcripts, test scores, credit checks, schedules, career and academic plans.
- Maintain necessary referrals for participants to complete their educational plans.
- Answer student questions and provide counsel regarding their studies.
- Contact students regarding attendance, post-testing, and other issues.
- Collaborate with Schoolyard Program Staff to engage and train support network about social media group protocols and how to engage participants through the social media interface.

- Collaborate with Schoolyard Program Staff to establish, develop and maintain protocols and data around social media group usage for Schoolyard participants.
- Performs all other related duties as needed and/or assigned.

**Job Specifications:**

- Excellent interpersonal skills combined with demonstrated ability to build relationships, provide leadership, and work collaboratively with diverse people and organizations.
- Demonstrated ability to work independently while maintaining efficiency and accuracy.
- Exceptional time management, organizing, and problem solving skills with attention to detail
- Demonstrated ability to exercise good judgment and make sound decisions that reflect CITC’s Mission and Values.
- Effective verbal and written communication skills to include the following:
  - Demonstrated ability to write detailed reports, correspondence, newsletters and other documents.
  - Demonstrated ability to effectively present information to, and respond to questions from administrators, parents, participants, funders, and the general public.
- Well- developed computer skills, including database, spreadsheet, word processing and publishing programs.
- Demonstrated ability to think logically, methodically and accurately.
- Self-motivated and able to work under pressure to meet deadlines.
- Demonstrated ability to organize multiple activities and prioritize workload.
- Demonstrated knowledge and understanding of the social, educational, training and cultural needs of and resources for the Alaska Native/American Indian community.
- Must maintain confidentiality at all times while displaying a professional disposition.

**Qualifications:**

- Bachelor’s degree in education, counseling, management, or similar field of study.
- Experience working with Alaska Native people, knowledge of their values and belief systems, their educational issues and ability to provide culturally relevant services.
- At least two years experience in implementing educational and/or social service programs within the Alaska Native communities.
- Continued employment is contingent upon satisfactory completion of state and federal background check in compliance with the 1990 Indian Child Protection Act.
- Valid Alaska Drivers License and be insurable under CITC’s 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.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

**COOK INLET TRIBAL COUNCIL, INC**  
**JOB DESCRIPTION**

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

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**General Functions:**

The Academic Tutor Coordinator/Lead Tutor will work with the Academic Tutors in regards to schedules in the schools. The Academic Tutor Coordinator/Lead Tutor 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. The Academic Coordinator/Lead Tutor 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.

**Duties and Responsibilities, including but not limited to:**

- Recruit, screen train, and supervise Academic Tutors.
- Attend off-site meetings with Tutors, Principals, and Counselors.
- Develop and maintain the tutoring schedule.
- Assist in providing instruction in core subjects, primarily reading, writing, and math. Other subject areas may be addressed as needed.
- Support students' academic development through the provision of tutoring services as deemed appropriate and necessary.
- Promote the improvement of the academic achievement levels of Alaska Native/American Indian students through our standards-based, and culturally appropriate educational system.
- Promote high school completion and good attendance in high school.
- Promote post-secondary involvement.
- Increase cultural awareness and traditional leadership skills of students.
- Engage parents/guardians and families in the educational process.
- 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,.
- Other duties as needed and/or assigned.

Program/Curriculum Development

- Design a tutoring program that encourage students to do the best job they can on every assignment by helping students improve their study skills, provide students with a supportive and confidence-building environment, motivate students to achieve academically, communicate positively and listen to each student, help students create and achieve realistic

goals, present a learning environment that allows students to have fun.

- Become familiar with A.S.D. curriculums and be willing to use innovative and culturally responsive teaching methods.
- Be aware of and help to develop program activities, such as tutoring programs for students, parental guidance workshops, and work experience programs.

#### Internal/External Relations

- 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.
- Coordinate with CITC team members concerning in-school parent conferences and home visits.
- Interact with school principals to set up and monitor tutoring programs.
- Participate in CITC staff development training and attend applicable ASD in-service seminars and workshops.
- Participate in field trips, gatherings, and act as a backup driver to transport students when needed.
- 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.
- Communicate with student's teachers and mentor (if they have one) at least once per month.
- 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.

#### **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.
- Well-developed computer skills, including spreadsheet, word processing and publishing programs.
- Possess an open mind to the capabilities of and futures of all students.
- Have a willingness to persevere and support a student regardless of obstacles.

#### **Qualifications:**

- Some college experience, Bachelor’s Degree in core academic discipline or a related degree with teaching experience preferred.
- Current Teaching Certificate preferred.
- At least two 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.

**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

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## Eligibility for Competitive Preference Priority Points

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This application is eligible for **six total** Competitive Preference Priority points, as follows:

### **Competitive Preference Priority Two**

This application is eligible for **three points** under Competitive Preference Priority Two. Cook Inlet Tribal Council is an Indian organization. Please see our appended letter from Cook Inlet Region, Inc., documenting our claim.

### **Competitive Preference Priority Three**

This application is eligible for **two points** under Competitive Preference Priority Three. Successful Crossings is being submitted as a partnership between Cook Inlet Tribal Council, the lead applicant, and the Anchorage School District. Cook Inlet Tribal Council received a grant under Alaska Native Education Program (title VII, part C) in 2013.

### **Competitive Preference Priority Five**

This application is eligible for **one point** under Competitive Preference Priority Five. Successful Crossings combines multiple activities described in section 7121(c) of the ESEA over a period of more than one year:

- Educational services that are not available to such children in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the core academic subjects of English, mathematics, science, foreign languages, art, history, and geography;
- Special compensatory and other programs and projects designed to assist and encourage Indian children to enter, remain in, or reenter school, and to increase the rate of high school graduation for Indian children,
- Provides comprehensive guidance, counseling, and testing services,
- Programs designed to encourage and assist Indian students to work toward, and gain entrance into, an institution of higher education,
- Activities that recognize and support the unique cultural and educational needs of Indian children and incorporates appropriately qualified tribal elders and seniors.



# ARISE

*Anchorage Realizing Indigenous  
Student Excellence*

June 24, 2015

Gloria O'Neill  
President & CEO  
Cook Inlet Tribal Council (CITC)  
3600 San Jeronimo Dr.  
Anchorage, AK 99508

Dear Ms. O'Neill:

The ARISE Partnership strongly supports CITC's application for a Department of Education Office of Indian Education Demonstration Grant. CITC is one of the key and founding members of Anchorage Realizing Indigenous Student Excellence (ARISE) and is the anchor entity for the partnership. CITC's Demonstration Grant proposal advances ARISE's goals by increasing the percentage of Alaska Native/American Indian students in Anchorage who are college and career ready by focusing on middle school attendance, STEM, and social supports.

Alaska Native students in Anchorage experience higher dropout rates, and significantly lower graduation rates, than their non-Native peers. We know that attendance in Anchorage begins to drop significantly after the transition from elementary to middle school, and those students who are most at risk of dropping out in high school earn fewer than 5 credits in 9<sup>th</sup> grade. This makes middle school success an important stepping stone to later school success, and an important time to provide social supports and build resilience for students.

CITC learned from past experience that Alaska Native and American Indian students are often well supported by smaller classrooms and a dedicated advocate to help stabilize the student and their family by connecting them to needed resources when facing challenges. In the proposed program, CITC combines small class sizes with science, technology, and math in schools (STEM), in after school programming and in out-of-school camps with mentoring and social supports provided by student advocates out of school.

We are pleased to support CITC's application.

Sincerely,

(b)(6)

Lisa Moreno  
Project Director

June 22, 2015

Cook Inlet Tribal Council  
3600 San Jeronimo drive  
Anchorage. AK 99508

Dear Mrs. Gloria O'Neill,

The Anchorage School District and the Cook Inlet Tribal Council have a common goal of helping students achieve success in their educational careers. As the Executive Director of Secondary Education with the Anchorage School District, I have had the pleasure of supervising secondary education principals who have hosted CITC programs in their schools. During the previous year, the schools have included Bartlett High, West High, and Central Middle School.

The Cook Inlet Tribal Council has an opportunity to apply for a Department of Education Demonstration Grant, which would focus on providing Alaska Native and American Indian Students with college and career readiness skills, specifically in the areas of drop-out prevention, and resiliency skills. As an educator and supervisor of principals, I support any effort to help students achieve their goals, to graduate, and to be college and/or career ready. By providing additional supports to students who may be struggling, a program like the one that CITC is proposing can have an impact on their lives.

CITC has an opportunity to provide instruction to our Alaska Native and American Indian Students in a manner that supports their cultural values and ways of learning. Building bridges and making connections to the indigenous culture of Alaska Natives can have a positive impact on the overall well-being and success of a child. I support the Cook Inlet Tribal Council and their endeavors to reach the Alaska Native and American Indian Students who are served in the Anchorage area.

Sincerely /

(b)(6)

Mike Henry

Executive Director of Secondary Education  
Anchorage School District

## Journey Ahead: OIE Native Youth Community Project

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### **DESCRIPTION OF CONTINUING ACTIVITIES**

Cook Inlet Tribal Council (CITC) and the Anchorage School District (ASD) serve as two of three executive leadership agencies in the Anchorage Realizing Indigenous Student Excellence (ARISE) initiative. Cook Inlet Tribal Council is a tribal nonprofit providing social services to the more than 24,000 Alaska Native and American Indian (AN/AI) people residing in Anchorage. The ASD is the 93<sup>rd</sup> largest school in the country, with over 90 schools and nearly 50,000 students, more than 8,500 of whom are AN/AI identified. ARISE is a partnership between Anchorage families, educators, and approximately 20 local tribal entities, youth-serving agencies, funders, and other organizations committed to a data-driven, collective impact approach to supporting the success of all AN/AI youth in Anchorage.

ARISE's Leadership Council has identified nine outcomes and corresponding metrics to jointly pursue, including Kindergarten Readiness, 3<sup>rd</sup> Grade Reading Proficiency, 8<sup>th</sup> Grade Math Proficiency, High School Attendance and Graduation, and Post-Secondary School Enrollment. ARISE's work engages partners and families across the community, and will carry the goals and intent of this project forward following the grant period. Additionally, following project completion, the ASD will continue its investment in AN/AI students pursuant to this project through its Title VII Indian Education Department programming and collaborations with CITC and other tribal partners, i.e. through continued provision of classroom space for CITC's in-school AN/AI student programming (consistently provided since 2002). CITC will continue to provide services supporting the lifelong success and achievement of AN/AI youth, ranging from early childhood education, to elementary, middle, and high school programming, scholarships and other assistance in accessing higher education, and thriving as adults within our community.

Memorandum of Agreement  
between  
**Anchorage School District**  
and  
**Cook Inlet Tribal Council, Inc.**  
for

*2015 Indian Education Demonstration Grant: Native Youth Community Project*

This agreement establishes and describes a collaboration between the Anchorage School District (ASD) and Cook Inlet Tribal Council (CITC) (collectively “the Parties”). The purpose is an interagency initiative to lay the foundation of college and career readiness for Alaska Native and American Indian (AN/AI) youth in our community. Effective dates of this memorandum of agreement are September 1, 2015 to August 31, 2019.

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:**

1. Collaborate with and support CITC’s Science, Technology, Engineering, and Math (STEM), cultural infusion and academic and social support programs through
  - a. Inclusion of CITC programs in family gatherings onsite at project middle schools.
  - b. Referral of parents and families to CITC education programs.
  - c. Facilitating access to short term and longitudinal data regarding participating students.
2. Include CITC educational staff in any school or district related professional development opportunities.
3. Provide on-site space at two ASD middle schools for one in-school Transitions class per semester at each school and a daily afterschool program throughout the school year.

**Cook Inlet Tribal Council will:**

1. Provide overall project implementation, management, and fiscal accountability; coordinate and implement project activities and recruiting; and comply with grant reporting requirements.
2. Provide culturally responsive in-school and afterschool content to address the academic, social and cultural needs of ASD and CITC students.
3. Recruit, train and support project staff including an academic instructor (1.0 FTE) and technology instructor (1.0 FTE) at each school, and youth advocate/counselor (0.75 FTE) to be shared between the two schools.
4. Provide staff expertise and non-proprietary cultural content for professional development for ASD and CITC teachers and paraprofessionals involved in related projects.
5. Provide one or more tours of up to 15 people of CITC's Fab Lab (by invitation) for students, teachers and administrators who are not already participating in CITC's Fab Lab through other programs.
6. Provide all transportation services necessary for the program.
7. Recruit within CITC programs for ASD/CITC-sponsored family, school, and community gatherings to inform families of project services, including, but not limited to: posting on the internet and intranet, placing posters and flyers in visible areas and sending electronic notices to CITC, as long as any recruitment activities do not violate confidentiality of CITC participants and/or ASD students and families.

**GENERAL PROVISIONS:**

A) Termination.

This Memorandum of Agreement may be terminated by: (a) Mutual consent of the Parties; or (b) Either CITC or ASD's violation of Paragraph F.

B) No Partnership.

Nothing in this MOA is intended to create a partnership, joint venture, or other legal relationship.

C) No Employee Relationship.

This MOA is not intended to create an employee relationship with any of the attendant rights, benefits, or privileges associated with employment.

D) Liability

Each Party shall indemnify, defend against and hold the other harmless for any claims, lawsuits, or liability of any kind arising out of losses, damages, injury, or death to persons or property occurring during the course of or as a result of activity performed pursuant to this MOA.

E) HIPAA

Information Privacy Protection. CITC and ASD agree that each is independently responsible for complying with (1) all Standards for Privacy of Individually Identifiable Health Information, 45 C.F.R. Parts 160 and 164, and protect the integrity of Protected Health Information pursuant to the requirements of the Security Standards as found in 45 C.F.R. Part 142 under the Health Insurance Portability and Accountability Act ("HIPAA"); (2) 42 CFR Part 2; and (3) state law requirements relating to the privacy, security, and administration of health information.

CITC and ASD shall carry out their obligations under this Agreement so as to (i) ensure that the provision of services contemplated therein complies with all applicable laws and regulations, including but not limited to, both 42 CFR Part 2 and the privacy regulations now in effect pursuant to Public Law 104-101 of August 21, 1996, known as the Health Insurance Portability and Accountability Act of 1996, Subtitle F - Administrative Simplification, Sections 261, et seq., as amended ("HIPAA") to protect the privacy of any individually identifiable patient information ("Protected Health Information") that is learned as a result of the services provided pursuant to this Agreement, and (ii) implement any changes required during the term of the Agreement which are necessary to adapt the services to comply with any future applicable laws or regulations, including, without limitation, additional privacy and security requirements promulgated under HIPAA; 42 CFR Part 2 and other applicable state and federal laws and regulations.

F) Family Educational Rights and Privacy Act (FERPA):

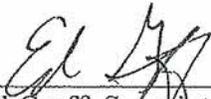
CITC and ASD agree to abide by The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), which protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education, including the Anchorage School District. Personally identifiable information from students' education records shall be disclosed only in accordance with FERPA. ASD shall not disclose information from educational records to CITC without first having received written consent of the student's parent, or the student if 18 or older, and in accord with all other obligations under FERPA. CITC and its officers, employees and agents may use properly disclosed information from educational records only for the purposes for which the disclosure was made. CITC shall not disclose information from educational records to any third-party without first having received proper written consent, and having obtained assurances that the third-party will fully comply with the provision of the Family Education Rights and Privacy Act and that no further disclosure by such party shall be permitted. ASD agrees to report to CITC any use or disclosure of Protected Education Rights not in accordance with FERPA, regardless of the individual or entity responsible for such violation. Violation of this provision is grounds for immediate termination of this Agreement. The parties agree that they will share information as needed to accomplish the goals of this Agreement, within the confines of this Paragraph.

G) Amendments:

Any amendments to this MOA shall be in writing, and shall be executed by the same parties who executed the original MOA, or their successors in office.

H) Term.

This MOA will be in effect from September 1, 2015 to August 31, 2019. This MOA may be renewed for additional two (2) year terms upon the written agreement of both CITC and ASD.



\_\_\_\_\_  
Ed Graff, Superintendent  
Anchorage School District

6/26/15  
Date

(b)(6)

\_\_\_\_\_  
Gloria O'Neill, President/CEO  
Cook Inlet Tribal Council

6-26-15  
Date

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**CITC 2015 Demonstration Grants for Indian Children**  
*Journey Ahead*  
**Budget Narrative**

**Budget Narrative Year 1**

**1. PERSONNEL - \$262,410**

*Academic Instructors* - \$100,000 (1.0 FTE for 2 positions) is requested for these two positions which will assist the students in the afterschool programs with tutoring and coursework as needed. There will be an Academic Instructor at each onsite afterschool program located at two middle schools in the Anchorage School District. Each position will also provide one class within the regular school day to assist with coursework, provide cultural project-based activities, and SEL lessons and activities. These positions will integrate culturally appropriate activities and strategies within their duties.

*Technology Instructors* - \$100,000 (1.0 FTE for 2 positions) is requested for these positions which will assist the students in the afterschool program with STEM based skill building projects, facilitate Fab Lab project preparation at the schools as well as visits to the Fab Lab to complete the projects, and incorporate culture into new technology. There will be a Technology Instructor at each onsite afterschool program located at two middle schools in the Anchorage School District. These positions will offer innovative, challenging, engaging, and culturally relevant experiences during the afterschool programming.

*Youth Advocate/Counselor* - \$36,000 (0.75 FTE) is requested for this position which will coordinate SEL activities with the onsite program staff at each of the afterschool program locations. This position will focus on SEL activities, lessons, and cultural speakers who can provide role modeling to the students. This position will also be able 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.

*Administrative Assistant* - \$9,360 (0.25 FTE) is requested for this position which will coordinate program staff schedules and calendars, supply orders, fab lab events, chaperone events and camps as necessary, and maintain communication of Department news through weekly newsletter updates to all staff.

*YES Program Manager* - \$8,250 (0.15 FTE) 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.

*YES Director* - \$4,800 (0.05 FTE) 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.

*Camp Staff* - \$4,000 is requested for two (2) staff for four (4) weeks of camp to chaperone youth, supervise fab lab activities, manage physical exercise components, coordinate and lead outdoor nature activities, and integrate cultural aspects into daily camp activities.

**2. FRINGE BENEFITS - \$98,716**

**Fringe benefits** @ 37.62% of personnel costs are requested at \$98,716. Fringe benefits include the following percentages and dollar amounts in the chart below:

<b>Component</b>	<b>Rate</b>	<b>Year 1</b>
FICA	6.20%	\$16,269
FICA Med	1.45%	\$3,805
ESC	1.68%	\$4,408
Health Insurance	13.54%	\$35,529
Life Insurance	1.00%	\$2,624
ETA	2.00%	\$5,248
Worker's Comp	0.75%	\$1,968
401k Match	4.00%	\$10,496
401K Discretionary	7.00%	\$18,369
<b>TOTAL</b>	<b>37.62%</b>	<b>\$98,716</b>

**TOTAL PERSONNEL AND FRINGE REQUEST: \$361,126**

**3. TRAVEL - \$7,600** is requested for the mandated annual grantee technical assistance meeting in Washington, DC for two (2) program staff plus travel for professional development training for 2 staff per the following: \$1,100/ person for airfare of \$4,400, hotel (\$150/day x 3 days) for all four (4) staff at a cost of \$1,800, per diem (\$75/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 - \$25,788**

a) *Supplies* funding is requested for a total of \$13,488 consisting of the following: \$5,000 for SEL curriculums for both sites; \$2,000 for incentives to be split between locations; \$2,488 for camp supplies for the summer and break camps; and \$4,000 for technology supplies such as ipads and software for the STEM activities.

b) *Fabrication Laboratory Supplies* funding is requested for a total of \$12,300 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, hepa filters, clamps, and/or replacement parts. These supplies will be utilized by both afterschool locations.

## **6. CONTRACTUAL - \$21,800**

a) *External Evaluation* funding is requested for a total of \$20,000. Clara Martinez has contracted with CITC on similar projects and will be eligible to bid for the contract as the External Evaluator providing the project evaluation (*Please see attached resume*). 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 also include both quantitative and qualitative data and any suggested program changes based on the evaluation findings.

b) *Elder Stipends* funding is requested for a total of \$1,800. CITC realizes the value added of Alaska Native Elders to visit our programs. We find elders that can share stories, crafts and their time to the youth in our programs. We will provide stipends for 18 elders at \$100 per visit.

## **7. CONSTRUCTION – none**

## **8. OTHER - \$52,662**

a) *Telephone - \$200*

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

b) *Facilities Allocation - \$9,072*

Office Space funding is requested measuring 350 square feet for a total of \$9,072 for the program to operate the *Fabrication Lab* projects and provide space for staff. The cost will be at \$2.16 per square foot per month for twelve (12) months.

c) *Transportation/Vehicle Maintenance - \$4,600*

Transportation and Vehicle Maintenance fees is requested at total of \$4,600. Gas for a van is \$200/month for each afterschool program (2) for 10 months of the year that the program is implemented in the schools and the summer camp timeframe. Vehicle Maintenance fees are requested at a historical value of \$600/year.

d) *IT Support - \$14,061*

IT Support funding is requested for a total of \$14,061 to provide technical support for five (5) project computers and the associated network resources, maintenance, and connectivity plus portion of the Administrative Assistant, Program Manager, and Director computers (.45). The cost of IT Support is \$215 per computer and supports 5.45 computers per month, for twelve (12) months.

e) *MIS Support - \$2,538*

MIS Support funding is requested for a total of \$2,538 to support the program operations, including database user support and associated technical support for project staff.

f) *Training/Professional Development – \$4,000*

Training funding is requested for a total of \$4,000 to provide SEL and STEM training for staff. These trainings will be a combination of in house, in state and out of state trainings.

g) *Support Services - \$18,191*

Support Services funding is requested for a total of \$18,191 to support low income students to participate in CITC's after-school programs and includes \$8,640 in bus passes and gas vouchers for students and their parents, and \$9,551 in various activity fees for field trips for students, clothing vouchers, and gift cards for program related purchases and incentives.

**9. TOTAL DIRECT COSTS - \$468,976**

**10. INDIRECT COSTS - \$131,024**

CITC's federally approved rate for Indirect is 29.89% for a requested total of \$128,225.

CITC's federally approved rate for Pass Through is 7.00%, on contractual and supported services (\$39,991) for a requested total of \$2,799.

**11. TRAINING STIPENDS - none**

**12. TOTAL COSTS - \$600,000**

## **Budget Narrative Year 2**

### **1. PERSONNEL - \$267,578**

*Academic Instructors* - \$102,000 (1.0 FTE for nine (9) months for 2 positions) is requested for these two positions which will assist the students in the afterschool programs with tutoring and coursework as needed. There will be an Academic Instructor at each onsite afterschool program located at two middle schools in the Anchorage School District. Each position will also provide one class within the regular school day to assist with coursework, provide cultural project-based activities, and SEL lessons and activities. These positions will integrate culturally appropriate activities and strategies within their duties.

*Technology Instructors* - \$102,000 (1.0 FTE for nine (9) months for 2 positions) is requested for these positions which will assist the students in the afterschool program with STEM based skill building projects, facilitate Fab Lab project preparation at the schools as well as visits to the Fab Lab to complete the projects, and incorporate culture into new technology. There will be a Technology Instructor at each onsite afterschool program located at two middle schools in the Anchorage School District. These positions will offer innovative, challenging, engaging, and culturally relevant experiences during the afterschool programming.

*Youth Advocate/Counselor* - \$36,720 (0.75 FTE) is requested for this position which will coordinate SEL activities with the onsite program staff at each of the afterschool program locations. This position will focus on SEL activities, lessons, and cultural speakers who can provide role modeling to the students. This position will also be able 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.

*Administrative Assistant* - \$9,547 (0.25 FTE) is requested for this position which will coordinate program staff schedules and calendars, supply orders, fab lab events, chaperone events and camps as necessary, and maintain communication of Department news through weekly newsletter updates to all staff.

*YES Program Manager* - \$8,415 (0.15 FTE) 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.

*YES Director* - \$4,896 (0.05 FTE) 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.

*Camp Staff* - \$4,000 is requested for two (2) staff for four (4) weeks of camp to chaperone youth, supervise fab lab activities, manage physical exercise components, coordinate and lead outdoor nature activities, and integrate cultural aspects into daily camp activities.

**2. FRINGE BENEFITS - \$100,680**

**Fringe benefits** @ 37.63% of personnel costs are requested at \$100,680. Fringe benefits include the following percentages and dollar amounts in the chart below:

<b>Component</b>	<b>Rate</b>	<b>Year 2</b>
FICA	6.20%	\$16,590
FICA Med	1.45%	\$3,880
ESC	1.68%	\$4,495
Health Insurance	13.55%	\$36,247
Life Insurance	1.00%	\$2,676
ETA	2.00%	\$5,352
Worker's Comp	0.75%	\$2,007
401k Match	4.00%	\$10,703
401K Discretionary	7.00%	\$18,730
<b>TOTAL</b>	<b>37.63%</b>	<b>\$100,680</b>

**TOTAL PERSONNEL AND FRINGE REQUEST: \$368,258**

**3. TRAVEL - \$7,600** is requested for the mandated annual grantee technical assistance meeting in Washington, DC for two (2) program staff plus travel for professional development training for 2 staff per the following: \$1,100/ person for airfare of \$4,400, hotel (\$150/day x 3 days) for all four (4) staff at a cost of \$1,800, per diem (\$75/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 - \$22,674**

a) *Supplies* funding is requested for a total of \$10,374 consisting of the following: \$4,000 for SEL curriculums for both sites; \$2,000 for incentives to be split between locations; \$374 for camp supplies for the summer and break camps; and \$4,000 for technology supplies such as ipads and software for the STEM activities.

b) *Fabrication Laboratory Supplies* funding is requested for a total of \$12,300 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, hepa filters, clamps, and/or replacement parts. These supplies will be utilized by both afterschool locations.

## **6. CONTRACTUAL - \$21,800**

a) *External Evaluation* funding is requested for a total of \$20,000. Clara Martinez has contracted with CITC on similar projects and will be eligible to bid for the contract as the External Evaluator providing the project evaluation (*Please see attached resume*). 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 also include both quantitative and qualitative data and any suggested program changes based on the evaluation findings.

b) *Elder Stipends* funding is requested for a total of \$1,800. CITC realizes the value added of Alaska Native Elders to visit our programs. We find elders that can share stories, crafts and their time to the youth in our programs. We will provide stipends for 18 elders at \$100 per visit.

## **7. CONSTRUCTION – none**

## **8. OTHER - \$47,871**

a) *Telephone - \$200*

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

b) *Facilities Allocation - \$9,072*

Office Space funding is requested measuring 350 square feet for a total of \$9,072 for the program to operate the *Fabrication Lab* projects and provide space for staff. The cost will be at \$2.16 per square foot per month for twelve (12) months.

c) *Transportation/Vehicle Maintenance - \$4,600*

Transportation and Vehicle Maintenance fees is requested at total of \$4,600. Gas for a van is \$200/month for each afterschool program (2) for 10 months of the year that the program is implemented in the schools and the summer camp timeframe. Vehicle Maintenance fees are requested at a historical value of \$600/year.

d) *IT Support - \$14,061*

IT Support funding is requested for a total of \$14,061 to provide technical support for five (5) project computers and the associated network resources, maintenance, and connectivity plus portion of the Administrative Assistant, Program Manager, and Director computers (.45). The cost of IT Support is \$215 per computer and supports 5.45 computers per month, for twelve (12) months.

e) *MIS Support - \$2,538*

MIS Support funding is requested for a total of \$2,538 to support the program operations, including database user support and associated technical support for project staff.

f) *Training/Professional Development – \$3,600*

Training funding is requested for a total of \$3,600 to provide SEL and STEM training for staff. These trainings will be a combination of in house, in state and out of state trainings.

*g) Support Services - \$13,800*

Support Services funding is requested for a total of \$13,800 to support low income students to participate in CITC's after-school programs and includes \$4,800 in bus passes and gas vouchers for students and their parents, and \$9,000 in various activity fees for field trips for students, clothing vouchers, and gift cards for program related purchases and incentives.

**9. TOTAL DIRECT COSTS - \$468,203**

**10. INDIRECT COSTS - \$131,797**

CITC's federally approved rate for Indirect is 29.89% for a requested total of \$129,305.

CITC's federally approved rate for Pass Through is 7.00%, on contractual and supported services (\$39,991) for a requested total of \$2,492.

**11. TRAINING STIPENDS - none**

**12. TOTAL COSTS - \$600,000**

## **Budget Narrative Year 3**

### **1. PERSONNEL - \$271,395**

*Academic Instructors* - \$104,040 (1.0 FTE for nine (9) months for 2 positions) is requested for these two positions which will assist the students in the afterschool programs with tutoring and coursework as needed. There will be an Academic Instructor at each onsite afterschool program located at two middle schools in the Anchorage School District. Each position will also provide one class within the regular school day to assist with coursework, provide cultural project-based activities, and SEL lessons and activities. These positions will integrate culturally appropriate activities and strategies within their duties.

*Technology Instructors* - \$104,040 (1.0 FTE for nine (9) months for 2 positions) is requested for these positions which will assist the students in the afterschool program with STEM based skill building projects, facilitate Fab Lab project preparation at the schools as well as visits to the Fab Lab to complete the projects, and incorporate culture into new technology. There will be a Technology Instructor at each onsite afterschool program located at two middle schools in the Anchorage School District. These positions will offer innovative, challenging, engaging, and culturally relevant experiences during the afterschool programming.

*Youth Advocate/Counselor* - \$36,000 (0.75 FTE) is requested for this position which will coordinate SEL activities with the onsite program staff at each of the afterschool program locations. This position will focus on SEL activities, lessons, and cultural speakers who can provide role modeling to the students. This position will also be able 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.

*Administrative Assistant* - \$9,738 (0.25 FTE) is requested for this position which will coordinate program staff schedules and calendars, supply orders, fab lab events, chaperone events and camps as necessary, and maintain communication of Department news through weekly newsletter updates to all staff.

*YES Program Manager* - \$8,583 (0.15 FTE) 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.

*YES Director* - \$4,994 (0.05 FTE) 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.

*Camp Staff* - \$4,000 is requested for two (2) staff for four (4) weeks of camp to chaperone youth, supervise fab lab activities, manage physical exercise components, coordinate and lead outdoor nature activities, and integrate cultural aspects into daily camp activities.

**2. FRINGE BENEFITS - \$102,130**

**Fringe benefits** @ 37.63% of personnel costs are requested at \$102,130. Fringe benefits include the following percentages and dollar amounts in the chart below:

<b>Component</b>	<b>Rate</b>	<b>Year 3</b>
FICA	6.20%	\$16,826
FICA Med	1.45%	\$3,935
ESC	1.68%	\$4,559
Health Insurance	13.55%	\$36,779
Life Insurance	1.00%	\$2,714
ETA	2.00%	\$5,428
Worker's Comp	0.75%	\$2,035
401k Match	4.00%	\$10,856
401K Discretionary	7.00%	\$18,998
<b>TOTAL</b>	<b>37.63%</b>	<b>\$102,130</b>

**TOTAL PERSONNEL AND FRINGE REQUEST: \$373,525**

**3. TRAVEL - \$7,600** is requested for the mandated annual grantee technical assistance meeting in Washington, DC for two (2) program staff plus travel for professional development training for 2 staff per the following: \$1,100/ person for airfare of \$4,400, hotel (\$150/day x 3 days) for all four (4) staff at a cost of \$1,800, per diem (\$75/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 - \$17,007**

a) *Supplies* funding is requested for a total of \$4,707 consisting of the following: \$4,000 for SEL curriculums for both sites, \$500 for incentives to be split between locations, and \$207 for camp supplies for the summer and break camps.

b) *Fabrication Laboratory Supplies* funding is requested for a total of \$12,300 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, hepa filters, clamps, and/or replacement parts. These supplies will be utilized by both afterschool locations.

## **6. CONTRACTUAL - \$21,800**

a) *External Evaluation* funding is requested for a total of \$20,000. Clara Martinez has contracted with CITC on similar projects and will be eligible to bid for the contract as the External Evaluator providing the project evaluation (*Please see attached resume*). 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 also include both quantitative and qualitative data and any suggested program changes based on the evaluation findings.

b) *Elder Stipends* funding is requested for a total of \$1,800. CITC realizes the value added of Alaska Native Elders to visit our programs. We find elders that can share stories, crafts and their time to the youth in our programs. We will provide stipends for 18 elders at \$100 per visit.

## **7. CONSTRUCTION – none**

## **8. OTHER - \$48,271**

a) *Telephone - \$200*

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

b) *Facilities Allocation - \$9,072*

Office Space funding is requested measuring 350 square feet for a total of \$9,072 for the program to operate the *Fabrication Lab* projects and provide space for staff. The cost will be at \$2.16 per square foot per month for twelve (12) months.

c) *Transportation/Vehicle Maintenance - \$4,600*

Transportation and Vehicle Maintenance fees is requested at total of \$4,600. Gas for a van is \$200/month for each afterschool program (2) for 10 months of the year that the program is implemented in the schools and the summer camp timeframe. Vehicle Maintenance fees are requested at a historical value of \$600/year.

d) *IT Support - \$14,061*

IT Support funding is requested for a total of \$14,061 to provide technical support for five (5) project computers and the associated network resources, maintenance, and connectivity plus portion of the Administrative Assistant, Program Manager, and Director computers (.45). The cost of IT Support is \$215 per computer and supports 5.45 computers per month, for twelve (12) months.

e) *MIS Support - \$2,538*

MIS Support funding is requested for a total of \$2,538 to support the program operations, including database user support and associated technical support for project staff.

f) *Training/Professional Development – \$4,000*

Training funding is requested for a total of \$4,000 to provide SEL and STEM training for staff. These trainings will be a combination of in house, in state and out of state trainings.

*g) Support Services - \$13,800*

Support Services funding is requested for a total of \$13,800 to support low income students to participate in CITC's after-school programs and includes \$4,800 in bus passes and gas vouchers for students and their parents, and \$9,000 in various activity fees for field trips for students, clothing vouchers, and gift cards for program related purchases and incentives.

**9. TOTAL DIRECT COSTS - \$468,203**

**10. INDIRECT COSTS - \$131,797**

CITC's federally approved rate for Indirect is 29.89% for a requested total of \$129,305.

CITC's federally approved rate for Pass Through is 7.00%, on contractual and supported services (\$39,991) for a requested total of \$2,492.

**11. TRAINING STIPENDS - none**

**12. TOTAL COSTS - \$600,000**

## **Budget Narrative Year 4**

### **1. PERSONNEL - \$276,024**

*Academic Instructors* - \$106,121 (1.0 FTE for nine (9) months for 2 positions) is requested for these two positions which will assist the students in the afterschool programs with tutoring and coursework as needed. There will be an Academic Instructor at each onsite afterschool program located at two middle schools in the Anchorage School District. Each position will also provide one class within the regular school day to assist with coursework, provide cultural project-based activities, and SEL lessons and activities. These positions will integrate culturally appropriate activities and strategies within their duties.

*Technology Instructors* - \$106,121 (1.0 FTE for nine (9) months for 2 positions) is requested for these positions which will assist the students in the afterschool program with STEM based skill building projects, facilitate Fab Lab project preparation at the schools as well as visits to the Fab Lab to complete the projects, and incorporate culture into new technology. There will be a Technology Instructor at each onsite afterschool program located at two middle schools in the Anchorage School District. These positions will offer innovative, challenging, engaging, and culturally relevant experiences during the afterschool programming.

*Youth Advocate/Counselor* - \$36,000 (0.75 FTE) is requested for this position which will coordinate SEL activities with the onsite program staff at each of the afterschool program locations. This position will focus on SEL activities, lessons, and cultural speakers who can provide role modeling to the students. This position will also be able 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.

*Administrative Assistant* - \$9,933 (0.25 FTE) is requested for this position which will coordinate program staff schedules and calendars, supply orders, fab lab events, chaperone events and camps as necessary, and maintain communication of Department news through weekly newsletter updates to all staff.

*YES Program Manager* - \$8,755 (0.15 FTE) 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.

*YES Director* - \$5,094 (0.05 FTE) 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.

*Camp Staff* - \$4,000 is requested for two (2) staff for four (4) weeks of camp to chaperone youth, supervise fab lab activities, manage physical exercise components, coordinate and lead outdoor nature activities, and integrate cultural aspects into daily camp activities.

**2. FRINGE BENEFITS - \$103,889**

**Fringe benefits** @ 37.64% of personnel costs are requested at \$103,889. Fringe benefits include the following percentages and dollar amounts in the chart below:

<b>Component</b>	<b>Rate</b>	<b>Year 3</b>
FICA	6.20%	\$17,113
FICA Med	1.45%	\$4,002
ESC	1.68%	\$4,637
Health Insurance	13.56%	\$37,424
Life Insurance	1.00%	\$2,760
ETA	2.00%	\$5,520
Worker's Comp	0.75%	\$2,070
401k Match	4.00%	\$11,041
401K Discretionary	7.00%	\$19,322
<b>TOTAL</b>	<b>37.64%</b>	<b>\$103,889</b>

**TOTAL PERSONNEL AND FRINGE REQUEST: \$379,913**

**3. TRAVEL - \$7,600** is requested for the mandated annual grantee technical assistance meeting in Washington, DC for two (2) program staff plus travel for professional development training for 2 staff per the following: \$1,100/ person for airfare of \$4,400, hotel (\$150/day x 3 days) for all four (4) staff at a cost of \$1,800, per diem (\$75/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 - \$12,710**

a) *Supplies* funding is requested for a total of \$4,960 consisting of the following: \$4,000 for SEL curriculums for both sites, \$500 for incentives to be split between locations, and \$460 for camp supplies for the summer and break camps.

b) *Fabrication Laboratory Supplies* funding is requested for a total of \$7,750 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, hepa filters, clamps, and/or replacement parts. These supplies will be utilized by both afterschool locations.

## **6. CONTRACTUAL - \$21,800**

a) *External Evaluation* funding is requested for a total of \$20,000. Clara Martinez has contracted with CITC on similar projects and will be eligible to bid for the contract as the External Evaluator providing the project evaluation (*Please see attached resume*). 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 also include both quantitative and qualitative data and any suggested program changes based on the evaluation findings.

b) *Elder Stipends* funding is requested for a total of \$1,800. CITC realizes the value added of Alaska Native Elders to visit our programs. We find elders that can share stories, crafts and their time to the youth in our programs. We will provide stipends for 18 elders at \$100 per visit.

## **7. CONSTRUCTION – none**

## **8. OTHER - \$46,011**

a) *Telephone - \$200*

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

b) *Facilities Allocation - \$9,072*

Office Space funding is requested measuring 350 square feet for a total of \$9,072 for the program to operate the *Fabrication Lab* projects and provide space for staff. The cost will be at \$2.16 per square foot per month for twelve (12) months.

c) *Transportation/Vehicle Maintenance - \$4,600*

Transportation and Vehicle Maintenance fees is requested at total of \$4,600. Gas for a van is \$200/month for each afterschool program (2) for 10 months of the year that the program is implemented in the schools and the summer camp timeframe. Vehicle Maintenance fees are requested at a historical value of \$600/year.

d) *IT Support - \$14,061*

IT Support funding is requested for a total of \$14,061 to provide technical support for five (5) project computers and the associated network resources, maintenance, and connectivity plus portion of the Administrative Assistant, Program Manager, and Director computers (.45). The cost of IT Support is \$215 per computer and supports 5.45 computers per month, for twelve (12) months.

e) *MIS Support - \$2,538*

MIS Support funding is requested for a total of \$2,538 to support the program operations, including database user support and associated technical support for project staff.

f) *Training/Professional Development – \$2,700*

Training funding is requested for a total of \$2,700 to provide SEL and STEM training for staff. These trainings will be a combination of in house, in state and out of state trainings.

g) *Support Services - \$12,840*

Support Services funding is requested for a total of \$12,840 to support low income students to participate in CITC's after-school programs and includes \$4,800 in bus passes and gas vouchers for students and their parents, and \$8,040 in various activity fees for field trips for students, clothing vouchers, and gift cards for program related purchases and incentives.

**9. TOTAL DIRECT COSTS - \$468,034**

**10. INDIRECT COSTS - \$131,966**

CITC's federally approved rate for Indirect is 29.89% for a requested total of \$129,541.

CITC's federally approved rate for Pass Through is 7.00%, on contractual and supported services (\$39,991) for a requested total of \$2,425.

**11. TRAINING STIPENDS - none**

**12. TOTAL COSTS - \$600,000**

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

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

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	262,410.00	267,578.00	271,395.00	276,024.00		1,077,407.00
2. Fringe Benefits	98,716.00	100,680.00	102,130.00	103,889.00		405,415.00
3. Travel	7,600.00	7,600.00	7,600.00	7,600.00		30,400.00
4. Equipment						
5. Supplies	25,788.00	22,674.00	17,007.00	12,710.00		78,179.00
6. Contractual	21,800.00	21,800.00	21,800.00	21,800.00		87,200.00
7. Construction						
8. Other	52,662.00	47,871.00	48,271.00	46,011.00		194,815.00
9. Total Direct Costs (lines 1-8)	468,976.00	468,203.00	468,203.00	468,034.00		1,873,416.00
10. Indirect Costs*	131,024.00	131,797.00	131,797.00	131,966.00		526,584.00
11. Training Stipends						
12. Total Costs (lines 9-11)	600,000.00	600,000.00	600,000.00	600,000.00		2,400,000.00

**\*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: 10/01/2014 To: 09/30/2015 (mm/dd/yyyy)

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

The Indirect Cost Rate is 29.89 %.

(3) 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 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.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

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

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

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Renee	<input type="text"/>	Fredericks	<input type="text"/>

Address:

Street1:	3600 San Jeronimo Drive
Street2:	<input type="text"/>
City:	Anchorage
County:	<input type="text"/>
State:	AK: Alaska
Zip Code:	99508
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="907-793-3439"/>	<input type="text"/>

Email Address:

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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