

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



APPLICATION FOR GRANTS
UNDER THE

Native American Language Grant Program

CFDA # 84.415B

PR/Award # S415B170011

Grants.gov Tracking#: GRANT12430462

OMB No. , Expiration Date:

Closing Date: Jun 19, 2017

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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="06/19/2017"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

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

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="92-0058051"/>	* c. Organizational DUNS: <input type="text" value="1006422630000"/>
--	---

d. Address:

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

e. Organizational Unit:

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

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="907-374-9419"/>	Fax Number: <input type="text" value="907-374-9443"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.415

CFDA Title:

State Tribal Education Partnership (STEP)

*** 12. Funding Opportunity Number:**

ED-GRANTS-050417-001

* Title:

Office of Elementary and Secondary Education (OESE); Office of Indian Education (OIE); Indian Education Discretionary Grants Programs: Native American Language (NAL@ED) Program CFDA Number 84.415B

13. Competition Identification Number:

84-415B2017-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Alaska Native Educational Language Development for Enlightenment and Respect (AN ELDER)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,350,152.00"/>
* 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="1,350,152.00"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

- Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

Yukon-Koyukuk School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	140,412.00	140,412.00	144,625.00			425,449.00
2. Fringe Benefits	66,298.00	66,298.00	68,287.00			200,883.00
3. Travel	49,580.00	49,580.00	50,522.00			149,682.00
4. Equipment						
5. Supplies	26,400.00	24,000.00	24,000.00			74,400.00
6. Contractual	100,425.00	93,600.00	93,600.00			287,625.00
7. Construction						
8. Other	32,100.00	32,100.00	32,100.00			96,300.00
9. Total Direct Costs (lines 1-8)	415,215.00	405,990.00	413,134.00			1,234,339.00
10. Indirect Costs*	38,947.00	38,082.00	38,755.00			115,784.00
11. Training Stipends						
12. Total Costs (lines 9-11)	454,162.00	444,072.00	451,889.00			1,350,123.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 9.38%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S415B170011

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="KERRY BOYD"/>	TITLE <input type="text" value="Superintendent of Schools"/>
APPLICANT ORGANIZATION <input type="text" value="Yukon-Koyukuk School District"/>	DATE SUBMITTED <input type="text" value="06/19/2017"/>

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

4040-0013

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="State Tribal Education Partnership (STEP)"/> CFDA Number, if applicable: <input type="text" value="84.415"/>
---	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

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

* Last Name: Suffix:

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

AN ELDER GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act—427 GEPA

The Yukon Koyukuk School District ensures that equitable access to and participation in its Federally-assisted programs for students, teachers, and other program beneficiaries with special needs or special considerations. The following six types of barriers, as highlighted by the statute, have been considered in the development of the YKSD's *AN ELDER* project.

1. Gender— This program is available and open to all participants regardless of their race.
2. Race—This program is available and open to all participants regardless of their race.
3. National Origin—This program is open and available to all participants regardless of origin.
4. Color—This program is open and available to all participants regardless of their skin color.
5. Disability—This program is open and available to all participants, regardless of disabilities.

Project materials will be made available on digital recordings for participants with special needs. Participants with special needs will receive supplementary assistance in accordance with individual education plans. Students with physical handicaps are provided access to facilities in compliance with federal and state laws.

6. Age—This program is open and available to all participants regardless of their age.

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

Yakon-Koyukuk School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Gina		Hrinko	

Address:

Street1:	4762 Old Airport Way
Street2:	
City:	Fairbanks
County:	
State:	AK: Alaska
Zip Code:	99709
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
907-374-9419	907-374-9443

Email Address:

ghriko@yksd.com

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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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.]

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ABSTRACT for AN ELDER Project

(Alaska Native Educational Language Development for Enlightenment and Respect)

Project Director: Gina Hrinko, 907-374-9419, ghrinko@yksd.com

Project AN ELDER is an Alaska Native Language based program that is being proposed by a consortium led by the LEA Yukon-Koyukuk School District (YKSD) as applicant and fiscal agent, certified by the Minto Tribal Council. YKSD has a board that is 100% Alaska Native and is working with local Huslia, Minto, and Rampart Tribal Councils, and Tanana Chiefs Conference. Partners also include the 10 Tribal Councils in the region served by YKSD, Brightways Learning, and the Alaska Association of School Boards (AASB). This Project meets: **Absolute Priority 1** – Project AN ELDER meets this priority as an LEA applicant and will support Alaska Native language education and development to strengthen the overall language and academic goals of the schools served by the project; and meets AN ELDER meets **Competitive Preference Priority 1** as a recipient of a Title VI grant and **Competitive Preference Priority 2** – This is a consortium application between YKSD, the Huslia, Minto, and Rampart Tribal Councils, Brightways Learning and AASB. More than 98% of the district’s village school students are Alaska Native (Athabascan), whose native languages are Denaakk’e and Benhti Kokhut’ana Kenaga’. These Athabascan languages are critically endangered. YKSD’s Athabascan language program has existed and been offered to K-4 students for several years. YKSD and its partners are proposing to expand it, based on feedback from tribal consultation and evaluation of past efforts. All of YKSD’s schools, which will include 315 Alaska Native (AN) students across Grades PreK-12, will participate in this project: Johnny Oldman School in Hughes; Jimmy Huntington School in Huslia; Ella B. Verneti School in Koyukuk; and, Manley Hot Springs Gladys Dart School. This project will expand the existing Native language program - growing to not only include students in Grades 5-12, but also adding the necessary staff, curriculum resources (e.g., student workbooks), PD trainings (e.g., culture camps), and community opportunities (e.g., afterschool programs), and the production of digital books to make Native language learning – in both written and oral forms – effective, relevant, and meaningful for revitalizing and sustaining these Athabascan languages and associated rich cultural heritage. Goals include: *Measure 1*: The number and percentage of participating students who **attain intermediate understanding** in a Native language, as determined through pre- and post-assessments of Native language proficiency. **GPRA Measure 1**; *Measure 2*: The number and percentage of participating students who **make progress** in learning a Native language, as determined through pre- and post-assessments of Native language proficiency. **GPRA Measure 2**; *Measure 3*: The number and percentage of participating students improving in academic outcomes, as measured by academic assessments or other indicators. **GPRA Measure 3**; *Measure 4*: The difference between the average daily attendance of participating students and the average daily attendance of all students in the comparison group. **GPRA Measure 4**; and, *Measure 5*: Native Language Written Story Development. Objectives will measure student proficiencies in Native language learning through assessments based on the Proficiency Pyramid and core content learning (Reading, Writing, Math) through state academic assessments. Outcomes for AN students will include: a 20% gain in Native language proficiency each year; a 20% gain in the number of students moving to the next Native Language Development level; a 10% increase in students who meet or exceed proficiency standards on state assessments; an increase in daily attendance; and, the publication of at least eight digital storybooks in the Native languages.

Project Narrative File(s)

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AN ELDER

(Alaska Native Educational Language Development for Enlightenment and Respect)

(a) *Quality of the project design.*

(1) Goals, objectives, and outcomes are clearly specified and measurable.

Project **AN ELDER** is an Alaska Native Language program proposed by a consortium led by the Yukon-Koyukuk School District (YKSD) as applicant and fiscal agent *certified by the Minto Tribal Council* (see attachment). YKSD 's Board is 100% Alaska Native and is working with Huslia, Minto, and Rampart Tribal Councils, and Tanana Chiefs Conference on this project to expand Athabascan language instruction to the district's 315 village students. *YKSD is engaged in meeting tribally designated long-term goals* for students, as required by Federal law. This was confirmed at the Every Student Succeeds Act (ESSA) Tribal Consultation meeting on May 31st where the 10 Tribal Councils in the region served by YKSD offered universal support to the YKSD Superintendent and Board for expanding the Native Language Program as described in this proposal. They also committed to assist in project sustainability, along with partners Brightways Learning and the Alaska Association of School Boards (AASB).

The District's 10 village schools are located along the Yukon, Koyukuk, and Tanana river systems, encompassing about 65,000 square miles of territory larger than Washington State. Resources and travel are extremely limited for these villages. More than 98% of the district's 315 village school students are Alaska Native (Athabascan) whose critically endangered native languages are Denaakk'e and Benhti Kokhut'ana Kenaga'. YKSD's Athabascan language program has existed and been offered to students for several years. AN ELDER proposes to expand it, based on feedback from tribal consultation and evaluation of past efforts. For

example, the district recently piloted a unique opportunity for Allakaket School students to create and publish a book in the Athabascan languages. Susan Paskvan, YKSD’s Native Language Coordinator, describes the event as follows: “Students, teachers, and Elders gathered at Allakaket School to participate in a collaborative workshop resulting in the creation of *Tobaan Utsuh*, a digital picture book adapted from traditional Athabascan legend. This first-of-its-kind children’s book incorporates written and oral Athabascan languages and culture. It contains numerous interactive “touch zones” that trigger audio translations and sounds of story characters and objects.” This was not only an exciting time for the students and community, but also a very motivating way to further expand the teaching of the Athabascan languages.

Absolute Priority 1: Project AN ELDER *meets this priority* as an LEA applicant and will support Alaska Native language education and development, as well as provide Professional Development for teachers and, as appropriate, staff and administrators, to strengthen the overall language and academic goals of the schools served by the project. **Competitive Preference Priority 1:** YKSD receives a Title VI Indian Ed formula grant and commits to use it to help sustain the AN ELDER program. **Competitive Preference Priority 2:** This is a consortium application between YKSD, an LEA governed by a 100% AN Board; the Huslia, Minto, and Rampart Tribal Councils; and, the Tanana Chiefs Conference.

Grant General Requirements	
(i) Instructional Language: Athabascan - Denaakk’e and Benhti Kokhut’ana Kenaga’	
(ii) Number of Students: 315	(iii) Grade Level: PreK-12
(iv) Instructional Hours: 3-45 minutes Daily during School, plus After-school	(vi) Applicant is a fully Accredited LEA and all schools are governed by the Regional Board of

<i>Instruction and culture week</i>	<i>Education and local community councils.</i>
<i>(v) Pre/post assessments available for Elementary Grades and in development for 6th-12th</i>	
<i>(b)-(c) Can be found in in Appendix</i>	<i>(vii) Can be found on pages 7-13</i>

The information below shows that YKSD has some significant Academic, Graduation, and socioeconomic needs, particularly for the Alaska Native (AN) students.

2014-15 Alaska Measures of Progress all grades (2016-17 available in fall of 2017)					
YKSD Students: <u>Meeting Standards</u>					
Language Arts - All Students	Language Arts - AN Students	Language Arts - AN Differential	Math All Students	Math AN Students	Math Differential AN
32.2%	6.25%	-25.95%	19.64%	4.17%	-15.47%

4-Year Cohort Graduation Adjusted Rates (2015)	
National Graduation Rate	83%
Overall Alaska Graduation Rate	76.2%
Alaska Native Data Statewide	64.1%
Yukon/Koyukuk	36%

Socioeconomic Statistics -	
Students Qualifying for Free /Reduced Lunch Percentages by School	
YKSD	94%

The YKSD-proposed AN ELDER program desires to expand upon the success of the existing

program and to increase activities and Native language understanding for students. **To that end, the following Goals, Objectives, and Outcomes/Targets are being proposed:**

GOALS	OBJECTIVES	OUTCOMES/TARGETS
<p><i>Measure 1:</i> The number and percentage of participating students who attain proficiency in a Native language, as determined through pre- and post-assessments of Native language proficiency.</p> <p>GPRA Measure 1</p>	<p>1.1 – Pre-assessments are initially made using oral and written assessments based upon a Denaakk’e or Benhti Kokhut’ana custom assessment measuring what the language team wants students to be able to say in the language and based on the metrics on the model below.</p> <p>1.2 – The same metric is used in an ongoing basis and for the final post assessment at the end of the year.</p>	<p>1 – There will be a 20% gain in the number of students scoring proficient in the spring of each year of when compared to the fall baseline data.</p>
<p><i>Measure 2:</i> The number and percentage of participating students who make progress in learning a Native language, as determined through pre- and post-assessments of Native language</p>	<p>2.1 – Pre-assessments are initially made by utilizing oral and written communications and assessing students, based upon the metrics found in the Proficiency Pyramid. Students can score in Novice, Intermediate, and Advanced/ Proficient levels. See model below.</p> <p>2.2 – The same metric is used in an</p>	<p>2 – There will be a 20% gain in the number of students scoring at the next Native Language Development level in the spring of each year when compared to the</p>

proficiency. GPR A Measure 2	ongoing basis and for the final post assessment at the end of the year	fall baseline data.
<i>Measure 3:</i> The number and percentage of participating students improving in academic outcomes, as measured by academic assessments or other indicators. GPR A Measure 3	3.1 – AN students scoring below proficiency on state Reading assessments will demonstrate achievement gains. 3.2 --Due to increased attendance and greater interest in school, AN students scoring below proficiency in other academic areas will demonstrate achievement gains.	3 – The percentage of AN students served by the program who meet or exceed proficiency standards on state assessments will increase by 10% each year of the program.
<i>Measure 4:</i> The difference between the average daily attendance of participating students and the average daily attendance of all students in the comparison group. GPR A Measure 4	4.1 – Students participating in the Athabascan languages learning program will attend school more regularly. 4.2 The Athabascan languages Storybook Slam program and language camps will provide motivation to attend school.	4. - AN students will show a positive increase in daily attendance in each year of the project in comparison to non-AN students.
<i>Measure 5:</i> Native Language Written Story Development	5.1 – AN students will participate in Storybook Slam program, during which Athabascan language and culture will be written and published into digital book format. 5.2 – Books published online.	5 – YKSD will produce at least 8 published stories in each year of the project.

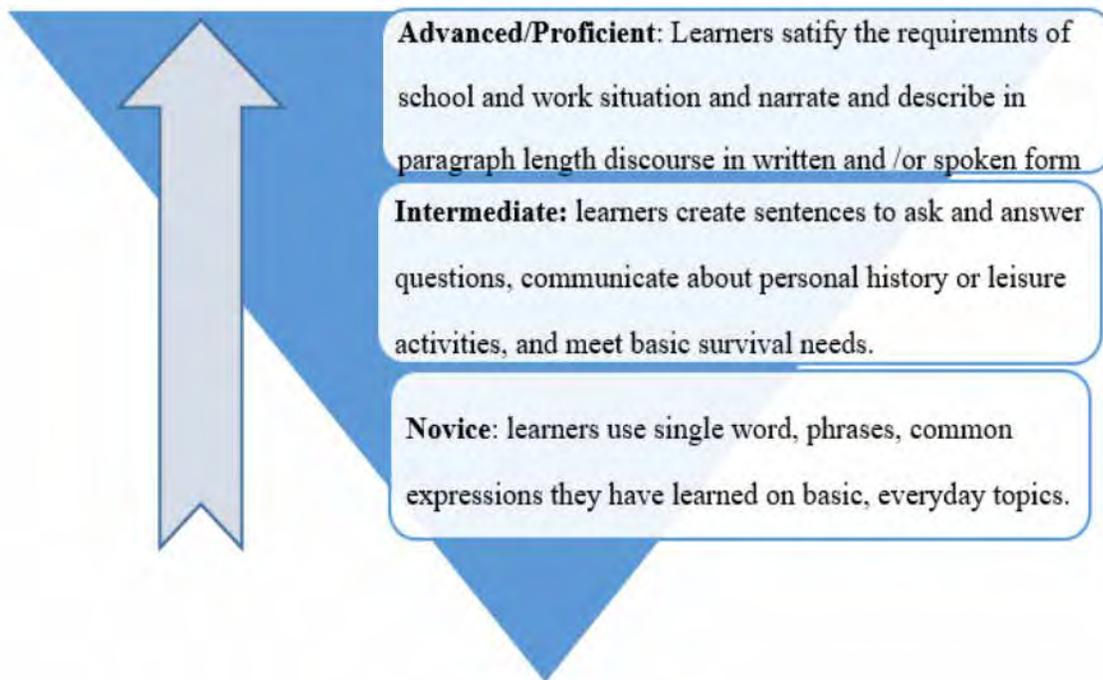
Performance Measures:

(b) *Baseline data* has not been obtained, but will be available prior to the project start. See chart on page 31 and listed in evaluation plan for dates and types of baseline data to be collected.

(c) *Performance measures:* (1) Given scope of the educational issues surrounding these most at-risk students, increasing achievement and publishing of Alaska Native stories are very ambitious but attainable targets. (2) The data collection and reporting methods to be used are listed on page 31 as part of the evaluation plan. (3) Long-term tracking of academic outcomes: See page 13, information under box four. (4) Applicant's capacity to collect and report reliable, valid, and meaningful performance data: See evaluation component on pages 31-35.

It is important to understand that in project AN ELDER, language *proficiency* will be considered the ability to use language for purposeful communication. Proficiency in the Athabascan languages describes what students are able to do with language using the skills of listening, reading, writing, viewing, speaking, and showing. Participating in class discussions, writing/reading literature, and giving oral presentations are examples of purposeful communication in an educational setting. Language proficiency should not be confused with achievement. Achievement, which is also important for students, looks only for students to develop mastery of the content of instruction, such as grammar and vocabulary in a particular course. An emphasis on developing proficiency in the classrooms prepares students to use language in practical and meaningful ways in addition to mastering the content necessary for such communication to take place. Achievement is a part of gaining proficiency. Teachers desire to move students beyond just learning the elements of language; they expect students to use it for purposeful communication. For AN ELDER, that means the ability to tell historical cultural stories in a written Native language and to communicate across generations in Native tongue.

The Inverted Language Development Pyramid: Progress Checkpoints and Proficiency Levels



2) Project design will ensure students' progress toward high-level fluency in Native language.

A well-developed project design is critical in successful implementation of the Athabascan language program. Fulfilling the variety of compelling reasons for Native language education requires a program that is comprehensive with a good scope and sequence. According to authors Janine Pease-Pretty On Top and Richard Littlebear, in their compiled research for the W. K. Kellogg foundation (2015), designing a Native program should recognize the following critical issues: (1) Native American children and youth have exhibited stagnant educational achievement (among the poorest achievement of all American ethnic groups). However, participating students in Native language immersion programs have demonstrated remarkable educational achievement. (2) Native language programs are a source of motivation. Native language

immersion can have an effect on revitalization and rebuilding of the Native community. (3) Cultural and language teaching and participation positively correlate with Native student retention rates. (4) There is a serious rate of language loss that requires tribal language restoration, for the vitality of the tribal nation and its future.

The methodology for teaching the Athabascan languages will be comprehensive in scope and will involve the written language, oral language, and cultural understanding. The Kellogg Research project states that a successful program will include the family, community (including Elders) and educators. To that end, project AN ELDER will fully utilize all of those components listed above. In acquiring language skills, the earlier students are immersed in Native language acquisition, then the more successful the program will be. Project AN ELDER will introduce written and oral language at the earliest student entry level Pre-school and/or Kindergarten.

Native language study is beneficial to elementary-age students for other reasons as well. Research studies (as cited by Lipton, 11-12, (1995) attest to the following:

- Children taught at an early age have the ability to learn and excel in the pronunciation of a Native language.
- Children who have studied Native language in elementary school achieve greater gains and higher scores on standardized tests in reading, language arts, and mathematics than those who have not.
- Children who have studied a Native language show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher-order thinking skills.
- Children who have studied a Native language develop a sense of cultural heritage and openness to other cultures.
- Children studying a Native language have an improved self-concept.
- Elementary school Native language studies have found favorable effects on Native language studies later on in high school and college, whether it is the same language or another.

The transmission of language knowledge from one generation to the next occurs in a variety of contexts: • At home (family language program) • In the community where Elders work with students • At preschool and Head Start where very young children interact with each other and with caregivers • and, at schools where children are formally educated to be active and contributing members of the community and of the world.

Athabaskan Languages Comprehension Framework Design

The chart below lists the strategies to be used in the comprehensive instructional process to teach the Athabaskan languages. As research informs, all of these strategies are to be delivered in small group settings.

Storybook Slam - Leveraging technology by partnering with the AASB Consortium for Digital Learning, who will facilitate the development and publishing of books in the Athabaskan languages. Stories published will be integrated with cultural heritage oral tradition and developed at age appropriate level, replete with cultural drawings and pictures. The stories will be developed in ongoing after school programs and a culminating Storybook Slam workshop.

Athabaskan Languages – Reading Comprehension

Objective - To understand written language: text, digital communications, books, etc.

Technique - Reading texts and group discussion, comprehension exercises such as multiple choice and true/false, comprehension and summary questions.

Athabaskan Languages – Listening Comprehension

Objective - Working through normal situations of interaction, conversation and exposure in classroom setting. Conducted in the Native language, at a moderate pace with Native speakers. Use of Murkutu language repository to contribute artifacts and to retrieve artifacts.

<p>Technique - Listening to texts, music in the songs of "Minto, Alaska," notices, Murkutu artifacts, conversations, interviews (max. two people), directive texts, correlating visual images to oral directions, posing multiple choice and true/false questions.</p>
<p>Athabaskan Languages – Written Skills</p>
<p>Objective - The student will be able to write short simple texts, presentation to the students of a coherent structure to organize and communicate ideas, and write in Athabaskan languages.</p>
<p>Technique - Drafting personal letters about the general themes given, writing descriptive narrative and compositions on issues discussed in class. Age appropriately, convey in writing books about cultural heritage and oral tradition with cultural visual aids imbedded in stories.</p>
<p>Athabaskan Languages – Oral Skills</p>
<p>Objective - The student will be capable of handling themselves in various real life situations.</p>
<p>Technique - Visual aids, interactive speaking exercises, role-playing of various situations, debates about relevant real-life issues, games.</p>
<p>Other Techniques</p>
<p>Athabaskan Languages – Proper Phonetics</p>
<p>Objective - Pronouncing phonetic sounds, focusing on the most difficult for English speakers.</p>
<p>Technique - Repetition of the most common sounds in the language; Repetition of words that sound similar; Highlighting where the stress is placed on a word and the significant changes.</p>
<p>Grammar</p>
<p>Objective - Knowledge of the verb tenses, pronouns, and development of complex sentences.</p>
<p>Technique - Conjunction of present, past and future tenses; Subjunctive mode (verses indicative); Pronouns, use and placement; Prepositions; Special expressions; Conjunctions.</p>

Athabascan Languages – Spelling
Objective - To have a basic idea of spelling, accent and annotation rules.
Technique - Dictation: By instructor to students, by one student to others, by auditory materials.
Athabascan Languages – Culture and History
Objective - To have a basic knowledge of the current and historical culture. Elder assistance on sharing information of culture.
Technique - Articles, videos, Art history, sociology, politics and literature; Elder assistance on cultural sharing items and activities.

There are many variables that can affect Native language acquisition. Instructional strategies must include diverse learning styles and developmental age-appropriate experiences, cultural topics, and materials. Diverse learning styles should utilize multi-modality approaches, such as auditory, visual, and kinesthetic modalities. Prior linguistic knowledge will be assessed before instruction begins with each student’s language assessment utilized to determine the individual knowledge level. Lessons will then build on the existing language knowledge and experiences acquired outside of the classroom. Finally, instruction that is respectful of the languages and culture will be a strong factor in motivating students and making them feel comfortable in taking risks and making mistakes, which are necessary to acquire a new language.

(3) Project is designed to build capacity and yield results beyond the grant period

To assist with sustainability in the area of Professional Development, the project will subscribe to the Train-the-Trainer/Peer-to-Peer model. This Train-the-Trainer model will build capacity with staff in all school buildings in regards to pedagogical language instruction

knowledge and skills. When new staff is hired, teacher-mentors will facilitate the Native language program's instructional processes and curriculum to new staff. This will ensure that, when funding concludes, all participants engaged in the program will be able to continue seamlessly with the curriculum. Materials such as assessments and workbooks, once developed, will be easily maintained and utilized in the curriculum process after the project concludes.

Staff training will improve instructional methodology of all teachers engaged in Native language instruction with long-lasting positive instructional impact that will make a significant difference in AN students' lives. Teaching paradigms and pedagogical knowledge about how to improve instructional delivery for the acquisition of language skills and cultural knowledge will not only continue after the conclusion of the project, but it will also be shared peer-to-peer with new teacher hires. Finally, the purchase of *Storybook Slam* materials, equipment, and the process will remain after the project concludes and will continue to be utilized to teach the Athabascan languages and capture, in written form, the associated rich cultural heritage.

(4) The extent to which the project includes a plan for data collection and reporting to track long-term student academic and other outcomes after the project is complete.

Summative Assessment: Students in early elementary will be given a pre- and post- oral assessment to gauge their listening and speaking skills. The assessment will be administered by either a language specialist or Native language speaking paraprofessional. (See attachment for Sample developed 2012 assessment document). The test administrator/Teacher-Mentor will be provided training on administering the assessment. Long-term, students in Grades 6 to 12 will track multi-year progress from pre- and post- assessments using online software, such as Google Docs, VoiceThread, Edmodo, and/or Transparent Languages Online.

Formative Assessment: Language units will be written out in advance and provided to the on-site teachers, including a Native language workbook that is currently being developed. Each unit will include all of the vocabulary, phrases, and sentences that will be taught on the different topics. Using the workbook, each student will be able to keep track of their progress through a language portfolio. The portfolio may include: a chart of the vocabulary, phrases, and sentences in the units; a certificate when able to hold a conversation in the target language; a presentation award when able to speak publicly in the target language; and, a project the student created in the target language. The District language teacher and on-site teachers will provide feedback to determine if students are on target with progress or if more time is needed to re-teach lessons.

(b) Quality of project services.

(1) The quality of the plan for supporting Native American or Alaska Native language education and development by providing instruction of or through the Native language.

Since 2004, the Yukon-Koyukuk School District has been teaching Denaakk'e (Koyukon Athabascan) and Benhti Kokhut'ana Kenaga' (Lower Tanana Athabascan), as mandated by the YKSD Regional Board of Directors for Grades K-4. Current language classes are taught via video-conference by Susan Paskvan in coordination with on-site certified teachers and/or paraprofessionals. The Elementary classes are 30 minutes per day, five days per week. The Junior High and High School class is 45 minutes per day, four days per week.

The video-conference courses to students in the school will continue. With this grant, a language workbook will be developed, so that each student can utilize a workbook complete with the materials necessary for the lessons to be the most effective. Throughout the years, lessons in Denaakk'e have been developed based on seasonal cultural activities, daily routines, and general

conversation. This is not the case for Benhti Kokhut'ana Kenaga'. Those lessons still need to be developed, and there is only one truly fluent Benhti Kokhut'ana Kenaga' speaker; time is of the essence!

Language lessons will be taught as follows: Early Elementary (Pre-K to Grade 2). All oral activities include manipulatives, so that students are actively engaged in the 30-minute lessons. A typical lesson starts with a brief greeting, review of the previous day's lesson, a song or language game, and a round-robin type of dialogue. The teacher directs the conversation by modeling the vocabulary, phrases or sentence. Students are taught to use question/answer type of dialogue.

Upper Elementary (Grades 3-5). In addition to the oral activities as in Early Elementary, students in these grade levels are introduced to literacy in the language. Their lessons include written vocabulary, phrases, and sentences, so that they can practice reading the language. Writing options are limited to what is provided to them in the lesson.

Junior High/High School (Grades 6-12). In addition to the activities in Upper Elementary, students in these grade levels are introduced to online language lessons. They learn how to write in the target language by listening to the sounds and filling in the missing letters or words. As they develop fluency in the letters of the alphabet, they are introduced to the consonant clusters, which are unique to the Athabaskan languages (tl, tl', kk, gh etc.). Students practice language in pair-share, small groups, and classroom presentations.

(2) The extent to which the project will provide PD for teachers, staff and administrators to strengthen the overall language proficiency and academic goals of the school(s) including cultural competence training to all staff in the school(s).

Overall Professional Development (PD) for our proposal is based upon two research studies of strong evidence from the *What Works Clearing House* based upon the RTI model to (1) Provide intensive, systematic instruction in foundational reading skills provided in small groups to students. Typically, these groups will meet between three times a week for 20 to 40 minutes (Ehri, 2007); and, (2) Provide high-quality Athabascan languages vocabulary instruction and teach essential content words. In addition, instructional time will be used to address the meanings of common words, phrases, and expressions not yet learned (Carlo et al. (2004).

Susan Paskvan, Native Language Coordinator for YKSD, will provide overall guidance, oversee classroom implementation of AN ELDER, and design classroom teachers' PD in respect to oral communication instruction. Language skills will be taught in small group sessions where students who are on similar language levels will participate together in conversation and in written expression using the Native languages.

PD for teachers and paraprofessionals will be conducted annually. YKSD recognizes that it is impossible to teach Native language without facilitating a better understanding of the culture from which the language comes. Therefore, all staff will become familiar with the Native language program, including the curriculum, Storybook Slam's published stories, language workbooks, and assessment process, along with cultural traditions and history.

For "***Storybook Slam***", AASB will provide: • On-site Workshop: a 2-day facilitated Digital Publishing workshop with students and teachers. • Remote Support: 10 hours of distance-delivered consultation and instruction with participants. • Pre-Preparation Consultation prior to On-site Workshop (4 hours): Virtual support for teacher project leader(s). • Follow-up Consultation after the On-site Workshop (6 hours): Completion and distribution of finalized

digital storybook to school to include two reviews for corrections or revisions in small groups to students.

For PD for **Pre-Storybook Slam Unit, the Language Coordinator will provide:** Scheduling and tasks to be accomplished in consultation with participating schools, including ongoing student language practice. • **Story Selection:** A traditional story will be selected by students and their project leader(s). • **Storyboarding:** The selected story will be condensed to fit a digital storybook format: 10 pages, about 20 words on each page (about 200 words total). This could be an English class project. • **Page Illustrations:** After the text for each page has been finalized, each of the 10 pages will be illustrated by students using art supplies. This could be an Art class project. • Having the above steps completed prior to the On-site Workshop will lead to a successful project and sustained language understanding. The focus of all the PD training will emphasize delivery of instruction in small group settings.

Storybook Slam - a Key Grant Component - Details and Milestones on 2-day Onsite Workshop can be found in Appendix.

(3) Services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

This grant will afford the community to be involved in language learning. Language revitalization activities in the Yukon-Koyukuk villages have been on the upswing since the regional non-profit Doyon Foundation (with funding from Doyon, Limited) has been awarding \$5,000 Language Revitalization Grants to their communities. In addition to AASB's support noted above, Tanana Chiefs Conference has priority over, and will co-host, student camps focusing on culture and Native language. Local Tribal Councils will support local culture weeks

and afterschool activities. Lastly, Brightways Learning will facilitate group teacher training to support culturally responsive instruction design and delivery. Brightways Learning will also coordinate the effort to plan, design, and develop the curriculum contained in the Native language workbook. Brightways Learning will also produce and publish the workbook, based on the Native Language Coordinator and the rest of the Native language planning team's collaborative content and design specifications.

The desire by communities for afterschool language programs is strong. Many individuals contact Susan Paskvan for advice on language teaching strategies. Through this grant, the workbook that will be developed will also serve as a curriculum framework for the afterschool programs. The tribal governments in the YKSD villages can coordinate the afterschool programs by hiring a local coordinator, provide a place to meet, and provide incentives for families who participate.

The afterschool program will bridge the generations of language speakers and learners. Currently, students in school receive language instruction, but their parents often do not know enough of their language for the children to practice at home. Through language programs, the grandparents, parents, and students will learn together. YKSD will provide instruction on language teaching techniques to the local coordinators in these communities.

A significant component of project AN ELDER is the Language/Cultural Training Camps that will be offered to students on a regional basis. The regional non-profit organization, Tanana Chiefs Conference, sponsors culture and language camps in the six sub-regions they serve. YKSD serves communities in three of their sub-regions and one sub-region will be served each year of the grant. Students will come to their region's five-day language training camp, immersing them in their Native languages through both oral and written language activities.

Additionally, students and community members can participate in Native language classes through afterschool programs. These afterschool programs will give interested students and community members opportunities to learn more language skills and more about their rich heritage associated with their Native culture.

PARTNERS
<p>Huslia, Minto, and Rampart Tribal Councils and Tanana Chiefs Conference - Provision of student camp support, facility arrangements, sustainability support, community support, and Elders for Cultural Training Camps, classroom and afterschool program instruction. At the May 31, 2017 ESSA Tribal Consultation meeting, YKSD village Tribal Councils noted universal support to YKSD Superintendent, Kerry Boyd, to implement AN ELDER *</p>
<p>AASB - Digital Storybook Slam - Provision of village school workshops to culminate language units in the digitally published traditional stories in the local Native language.*</p>
<p>Brightways Learning - Coordinate Professional Development for teachers to support language program instructional integration and workbook development, producing, and publishing based on Language Committee specifications.*</p>
<p>YKSD - Assist with administrative oversight, develop curriculum, provide staff, coordinate community/tribal involvement, contribute space, participate in Advisory Team, and give leave to teachers to be trained, support project goals and objectives, and assist in efforts to make the project sustainable.</p>

*** Partnership commitment letters in attachments**

(4) The percentage of the school(s) day that instruction will be provided in the Native

language is ambitious and reasonable for the grade level and population served.

Denaakk'e and Benhti Kokhut'ana Kenaga' are both endangered languages. At this time, the fluency level of the Native Language Coordinator is limited to teaching language as a content, not as a medium, of instruction. Thirty minutes for Elementary and forty-five minutes for Junior High/High School students per day is the current capacity with additional learning time spent in the afterschool program. This equates to approximately 12.5% of the instructional day, excluding the afterschool program. Camps will provide additional contact time. In spring 2017, the language instruction included six different language classes over nine schools, in two languages (with one language having three dialects) for Grade Pre-Kindergarten through Grade 8.

We can teach for longer through the day, if the fluent speakers teach the teachers such language skills as, “capitalize the beginning of the sentence, add a period at the end of a sentence, and explain the difference between a mammal and an invertebrate”). This will take several annual institutes to develop this classroom language to build this capacity.

(c) Quality of project personnel.

(1) Teachers of the Native language are identified as staff for this project, have teaching experience, and are fluent in the Native language.

Susan Paskvan, the YKSD Native Language Coordinator rates herself as an Intermediate Mid on the American Council of Teaching Foreign Language (ACTFL) proficiency scale. Teaching since 2003, she currently works with certified teachers, paraprofessionals, and students in teaching Denaakk'e (Koyukon Athabaskan) language. The YKSD Board of Education places a high priority on Native language instruction. Susan coordinates with the following village

schools to participate via two-way video-conferencing to instruct in Native language: Johnny Oldman School in Hughes; Jimmy Huntington School in Huslia; Ella B. Verneti School in Koyukuk; and, Manley Hot Springs Gladys Dart School. On-site Native language instruction is provided in Allakaket, Nulato, and Minto (Lower Tanana Athabascan).

Susan successfully implements the Native language program including developing Native language curriculum, using the MapTEACH curriculum to document Denaakk'e place names, documenting and recording traditional memorial songs, and storytelling each week with Elders.

Irene Henry has been in Allakaket School for 40 years; Denaakk'e is her first language. She is a developing writer of the language. Madeline Williams has been a paraprofessional in Hughes School for 10 years; Denaakk'e is her first language. She is a non-writer of the language. Eliza Jones, Ph.D., provides support to the language program through ongoing contact. Denaakk'e is Eliza's first language, and she is recognized as the premier linguist for Denaakk'e. She co-authored the vast Koyukon Athabascan Dictionary and has also documented genealogy, stories, and songs through her decades-long tenure at the University of Alaska Fairbanks (UAF).

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

KEY PERSONNEL

Project Director: Gina Hrinko* - Master's/Specialist's degree; administration/ supervision; evidence of leadership; prior experience with grant management/budgets involving procurement, experience with Alaska Native programs, outsourcing, and partnership management.

Native Language Coordinator: Susan Paskvan* is originally from the village of Koyukuk. She has a Bachelor's degree from UAF. She has completed the coursework and is working on

her thesis towards a Master of Arts degree in Linguistics and Alaska Native Languages at UAF. She participated in two summer institutes at the American Indian Language Development Institute through the University of Arizona in Tucson.

Curriculum Development /Teacher Mentor: Chane Beam* - Experienced in mentoring teachers and leadership in supervision, curriculum, and instruction practice. Master’s degree.

Language Program Assistant: Preferred Native language speaker, past experience with grant programs, knowledge of communities and cultures, ability to use technology.

(3) The qualifications, relevant training/ experience, of project consultants or subcontractors.

Project Consultants	Training and Experience
Language Consultant	Dr. Eliza Jones - provides ongoing support to the language program through weekly contacts with Susan Paskvan. Denaakk’e is her first language, and she is recognized as the premier linguist for Denaakk’e. She co-authored the vast Koyukon Athabaskan Dictionary and has also documented genealogy, stories, and songs through her decades-long tenure at UAF.
AASB - Digital Storybook Slam *See resume for Steve Nelson, Storybook Slam Facilitator	AASB’s Consortium for Digital Learning (CDL) successfully provided the pilot Storybook Slam workshop in Allakaket School last school year for YKSD. AASB CDL’s mission is to advance digital learning through a well-researched, well-supported, and well-implemented learning environment. AASB’s goals addressed by this project include: 1) Grounding Alaska Native students in their

	<p>cultural identity to increase academic success and graduation rates; and, 2) Supporting local school boards in engaging parents, families, and their communities in shaping and enriching students' education.</p>
<p>Brightways Learning *See resumes for Lisa Kerscher and Jennifer Lutey</p>	<p>Brightways Learning, an Alaska educational nonprofit organization, has extensive experience working with YKSD and tribal community members to provide services not otherwise available in Alaskan villages. Brightways Learning has successfully designed Alaska Native education programs increasing student success. The organization has extensive history supporting delivery of services to YKSD, including PD delivery and curriculum and lesson design support.</p>
<p>Advanced Evaluations, LLC</p>	<p>Member of American Evaluation Association - Staff of AE, LLC have successfully provided evaluation service for more than 20 years for Educational Cooperative, Nonprofits, School Districts, and Universities.</p>

(d) Adequacy of resources.

1) The applicant or a partner has experience in operating a Native language program.

The community and YKSD Board of Education place a high priority on Native language instruction and began a rudimentary program in the 1990s. Because of the vastness of the region, the District leverages innovative technology to provide the village schools with language programs. The schools participate in the Native language program via two-way video-

conferencing. Participating schools are: Johnny Oldman School in Hughes; Jimmy Huntington School in Huslia; Ella B. Verneti School in Koyukuk; and, Manley Hot Springs Gladys Dart School. On-site Native language instruction is provided in Allakaket, Nulato, and Minto.

In 2004, Yukon-Koyukuk School District (YKSD) began with more intentional teaching of the Denaakk'e (Koyukon Athabaskan) and Benhti Kokhut'ana Kenaga' (Lower Tanana Athabaskan), when the YKSD School Board mandated the languages be taught in Grades K-4. Currently, language classes are taught to students directly and via distance learning by Susan Paskvan in coordination with on-site certified teachers and/or paraprofessionals. Elementary classes are 30 minutes daily, five days per week. The Junior High and High School class is 45 minutes daily, four days per week.

The video-conference courses to students in the school will continue. However, with this grant, a more robust language curriculum that include workbooks will be developed, so that each student can use a workbook complete with the materials necessary for the Native language lessons. Throughout the years, lessons in Denaakk'e have been developed based on seasonal cultural activities, daily routines, and general conversation. Language-based culture camps have also been held with great success and will be replicated through this project for deep immersion in language for students, alongside Elders and other community members. See prior camp schedule and final report for the Once' Denaayel Heneehaayh (cooking-themed language camp) in Attachments. Tanana Chiefs Conference will assist in the student camps: one/sub-region/year.

(2) Costs of the project are reasonable in relation to objectives, design, and potential significance of the proposed project.

In respect to reasonableness of cost, the YKSD School Board contributions, partner commitments, and community volunteers support that the resources are adequate and reasonable to support the project. There are sufficient personnel to provide grant direction and accomplish the goals and objectives established in the grant. Ample funds are requested to provide key school, Tribal Community and partner staff. There are also sufficient project staff and partner staff to fully implement project objectives, to collect data, complete PD evaluations, monitoring project milestones/objectives, and make ongoing modifications as needed to the project. Partner Commitments are significant and will facilitate the success *and* long-term sustainability. Further, costs in Rural Alaska are higher than in urban areas, but the budget reflects the standard rates for travel, wages, and other costs to fulfill the program goals and meet program objectives.

The project will work with 315 AN students each year of the project at an average cost of \$3.91 per student per day. The costs are reasonable when the full range of the program is viewed. AN ELDER will facilitate a positive cultural shift as the Athabascan languages are taught in the context of tribal heritage. A pedagogical change to more culturally responsive instructional design and delivery will result from the ongoing PD. Also, given the long-term potential positive impact for this at-risk population, the cost is considered very reasonable. By changing the school cultural and imbedding programs that instill Native pride and relevance, the project over time will significantly reduce poverty and expand the impact to families and community. Finally, the 2011 census tells us that the average high school dropout makes \$29,000 less per year than graduates. If this project positively impacts AN students who are likely dropouts based upon current rates for Alaskan Native students in this District, then the program costs are very reasonable. Statistics on earnings tell us that each graduate, who would have been

a potential dropout, will earn over \$100,000 more in a lifetime than if they would have dropped out of school. That makes this program extremely cost-effective.

(3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

YKSD has a strong history of being committed to instruction in the Athabascan languages and that commitment is shown by their Board's action and continued Tribal Consultation dialogue. After the project concludes, language instructors and the consultant from the University of Alaska will continue with their efforts teaching Native language. Plus, they will have new instructional strategies and new programs such as *Storybook Slam* to facilitate learning post-grant. Additionally, Native language assessments, Native language curriculum, and Native language workbooks will still be available after the projects ends. Administrators and community members are committed to Athabascan language instruction and will budget accordingly after the grant concludes. The project will assist in building a strong base of community support and assistance in the form of Tribal Elders to help accomplish the essential mission of teaching Native language and culture. Additionally, the PD that will improve the methodology of all teachers engaged in Native language instruction will have paradigms and pedagogical knowledge in how to improve the delivery of instruction for the acquisition of language skills and cultural knowledge. This knowledge and skill will remain with the staff for their entire career, and they will continue to make a difference with students for many years to come. Finally, the purchase of *Storybook Slam* development, student camp participation, and community and family Native language practice will impact students for a generation and beyond.

(e) Quality of the management plan.

(1) The adequacy of the management plan to achieve the objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones.

To ensure that the project goals, objectives, and outcomes are met, AN ELDER will operate under a solid management plan with clearly defined roles, responsibilities, and timelines. The foundation of the management plan is the Advisory Team (AT). This includes the Project Director, Elders, Language Coordinator, Partner staff, Tribal Community Representatives, evaluator, and Fiscal Manager. The purpose of the AT is to assure fidelity of implementation, monitor the grant for ongoing modification/improvement, oversee the budget, evaluate progress, develop PD activities, and establish any new policies/ procedures. Each project period, the AT will also review that the necessary financial resources are secured so the goals and objectives are met. The AT will also ensure all materials are procured using grant-compliant procurement and bid procedures and accounting systems.

Project AN ELDER Timelines and Milestones

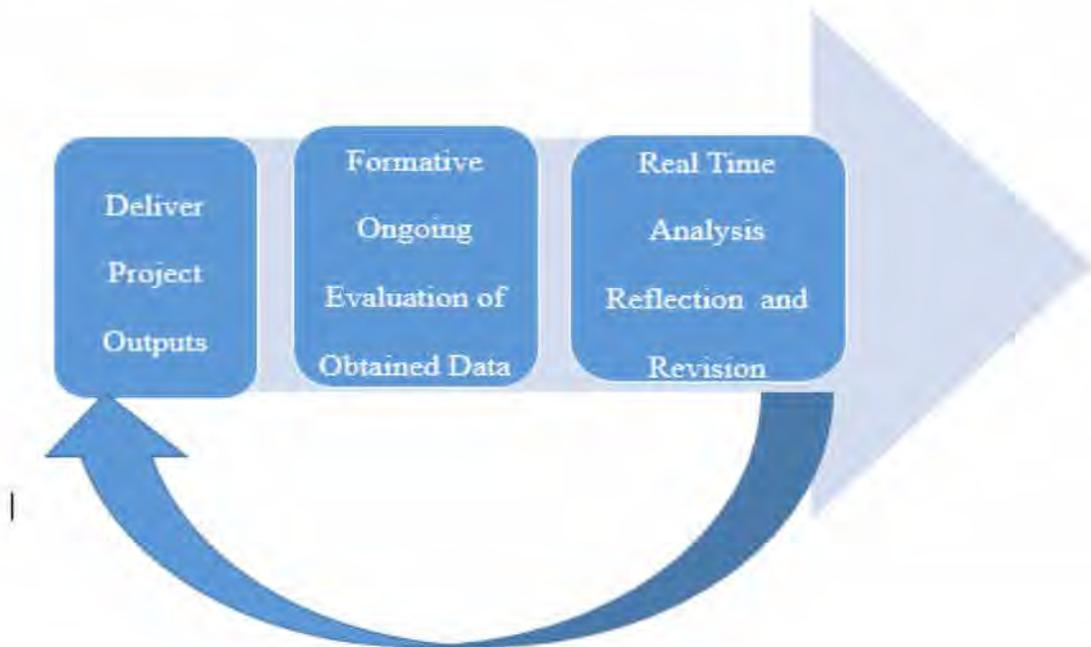
Project Month	Timelines, Continuous Improvement Strategies and Milestones	Responsible Partners
Sept 2017	Inform partners and staff of award. Employ grant personnel. Identify and secure members for the Advisory Team (AT).	Superintendent, Elders, Lang. Coord. & Project Dir
Oct 2017	First joint meeting of AT. Establish linkage and contracts with all partners begin identifying potential Elder support; procuring programs, software, and materials; further refining student instructional schedule; and, beginning	Project Director & Language Coordinator, Superintendent (or other Partner leader), partner

	<p>student pre-assessments and development of evaluation metrics (surveys, PD evaluations, and training). Project Director serves as liaison to all community and school stakeholders and district departments. Language Coordinator - coordinates project logistics and all language translation processes (including getting approved translation acceptable in each community and linguistically accurate for each local site.</p>	<p>representatives and External Evaluator (EE)**All letters of commitment are located in APPENDIX</p>
<p>Nov 2017</p>	<p>Provide Professional Development on Culture and Native language curriculum to all staff. Begin implementation of student programs. Using school calendars, set definite timelines for staff development and student activities.</p>	<p><i>Project staff, School Staff, and Advisory Team (AT)</i></p>
<p>Dec 2017</p>	<p>Begin Staff and Community Training for Native language program. Training in Native language pedagogical strategies and cultural heritage. Begin development of Curriculum and Native language workbooks, Begin Storybook Slam program at schools. AT meeting to monitor implementation progress – Quarterly update report on implementation timelines.</p>	<p>AN ELDER STAFF, School Staff, Brightways Learning, and Advisory Team</p>
<p>Jan 2018</p>	<p>Full implementation of Book Slams Units, continued development of Curriculum and Native language workbooks, Cultural / Language Camps for students, Begin After School programs for Native language, AT meeting in</p>	<p>All AN ELDER STAFF, School Staff, AT, EE, AASB, Support Staff</p>

	communication with External Evaluator; Review progress and timeline implementation status.	
Feb 2018	Second Professional Development session conducted for staff, and administration on mentoring, courseware utilization, and cultural curriculum. AT meeting with external evaluator for process evaluation –Annual Performance Report (APR) is completed	AN ELDER STAFF, School Staff, Brightways Learning and Advisory Team
Mar. 2018	Review program APR, including from Data collected and language assessments, continue with all other programs.	AN ELDER STAFF, AT, Partner participants
Apr. 2018	Joint meeting of (AN ELDER) AT and community leaders. Debrief on Year 1 implementation and collect data; reflections and discussions regarding considerations for implementation next year.	Project Director, all AN ELDER STAFF, Advisory Team, EE, and partner participants
May 2018	Post language assessment of all participating students, finish After School programs, and AT meeting with external evaluator for process and summative evaluation data collection /review; 3 rd Quarterly update report on implementation timelines and programmatic review.	Project Director, all AN ELDER STAFF, AT, EE, and partner participants
June 2018	Summer -Cultural/Language Camp, PD for Teachers, Administration. Training for community volunteers.	Project staff, TCC, Tribal Councils, Elders
July-Aug 2020	Cycle begins again for program implementation and review. Note: modification to project AN ELDER are made based upon APR review.	Project Director, AN ELDER STAFF, AT, EE, and partner participants

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

Continuous Improvement Feedback Flow Chart



Additionally, quarterly and annual reporting will be held to assist all partners in effectively monitoring benchmarks, milestones and work toward sustainability.

(2) Time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Staff positions will adhere to established policy and procedures of YKSD. The AN ELDER consortium anticipates the Project Director being the first person selected and then staffing any unfilled positions for the project. The Project Director will serve as liaison between the project's partners, and US ED grant manager, while managing the overall project. The Native Language Coordinator will be the primary program delivery leader including teacher PD activities and student lesson delivery, overseeing camps and training Community Leaders.

Position	Responsibilities	Qualifications
Project Director – .25 FTE: <i>See Gina Hrinko resume in Attachments</i>	Direct all program activities and services; supervises staff; initiates all purchase orders; initiates all contracts; coordinates PD activities; works with the grant partner's Fiscal Officer on all expenditures; attends Advisory Team meetings; prepares agenda; notices on AT meetings; works with partners; provides partners ongoing information; collects data for evaluator.	Administration/ Supervision; evidence of leadership; knowledge of and prior experience; strong interpersonal skills, grant management/ budgets involving procurement & partnerships
Native Language Coordinator – .5 FTE: <i>See Susan Paskvan resume in Attachments</i>	Coordinate the entire Native language program, implementation of curriculum, Distance Learning Program, Assessments, Storybook Slam, providing teachers with knowledge about cultural aspects of Native language acquisition, and provide oversight	Preferred Native language speaker, Certified, prior experience in coordination of language program, ability to utilize and leverage technology for

	in the development of new materials	distance learning
Curriculum Development/ Teacher-Mentor – .2 FTE: <i>See Chane Beam resume in Attachments</i>	Mentor for teachers, and curriculum director to ensure/support cultural standards are implemented and to review teachers annually using the SERRC Cultural Indicators and Evidences.	Experienced in mentoring teachers and leadership in supervision, curriculum, and instruction practice. Master’s degree.
Native Language Program Assistant – 1 FTE	Communications, and hands-on assistance to Language Coordinator; help with Murkutu language repository software management, language assessment delivery assistance and data tracking, camp coordination assistance and general administrative support to program.	Preferred Native language speaker, past experience with grant programs, knowledge of communities and cultures, ability to use technology.

(f) Quality of the project evaluation.

1) Proposed performance target is ambitious, yet achievable, compared to the baseline

Baseline data has not been obtained but will be available prior to the start of the project. The following chart however, depicts the performance targets for each goal and the expected benchmarks to obtain achievable results.

GOALS	PERFORMANCE TARGET	BENCHMARKS
<i>Goal 1:</i> The number and percentage of participating	1 – There will be a 20% gain in the number of students scoring	– Pre/post assessments of oral and written language by metrics

students who attain proficiency in a Native language	proficient in the spring of each year of when compared to the fall baseline data.	from Proficiency Pyramid
Goal 2: The number and percentage of participating students who make progress in learning a Native language	2 – There will be a 20% gain in the number of students scoring at the next Native Language Development level in the spring of each year when compared to the fall baseline data.	– Pre/post assessments of oral and written language to move students to the next Native Language Development level
Goal 3: The number and percentage of participating students who show academic improvement	3 – The percentage of AN students who meet or exceed proficiency standards for on state assessments will increase by 10% each year of the project.	– Increased proficiency on state Reading assessment – Increased Academic Achievement from student database system
Goal 4: The difference in average daily attendance	4 – AN students will show a positive increase in daily attendance.	– Increase in daily attendance from district level student database system
Goal 5: Native language written story development	5 – Produced Storybook Slam projects	– Produce at minimum eight (8) published stories

2) **The quality to collect and report reliable, valid, and meaningful performance data, including capacity to collect data, as evidenced by data collection, analysis, and reporting**

BELOW ARE THE QUANTITATIVE AND QUALITATIVE DATA TO BE COLLECTED:

Quantitative:	1) Native Language Assessments
	2) AN State Achievement Assessments
	3) Average Daily Attendance
	4) AN Digital Books Published in Native language

Qualitative:	1) Snrvey Data From Community and School
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PROJECT AN ELDER – EVALUATIVE DESIGN			
GOALS	Type of Data to Be Collected	Date Collection Timeline	Methods to collect Instruments Used
Goal 1: The number and percentage of participating students who attain proficiency in a Native language, as determined by each grantee through pre- and post-assessments. GPRA1	Individualized Native language assessment based on Proficiency Metric	Baseline Data Fall 2017. Post Data Fall 2018 each spring of project year	Staff administered individualized Native language assessment based on Proficiency Metric
Goal 2: The number and percentage of participating students who make progress in learning a Native language,	Individualized Native language assessment based on Proficiency	Baseline Data Fall 2017. Post Data Fall 2018 each spring of	Teacher administered individualized Native language assessment based on Proficiency

as determined by each grantee through pre- and post-assessments. GPRA 2	Metric	project year	Metric
Goal 3: The number and percentage of participating students who show an improvement in academic outcomes, as measured by academic assessments or other indicators. GPRA 3	Alaska State Achievement Assessment	Baseline 8/2017 Data fall each year of project	10 % of AN students scoring below proficiency on State Reading Assessments will demonstrate achievement gains.
Goal 4: The difference between the average daily attendance of participating students and the average daily attendance of all students in the comparison group. GPRA 4	Yearly Attendance rate for AN students	Baseline August 2017 - Post Data - Summer each school year	AN students will show a positive gain in attendance each year of the grant
Goal 5: Native language written story development	Published Books in Native languages	Baseline August 2017 - Post Data - May of each school year	Provide Native language digitally published books to school / community Quantity (8)

3) Data collection and reporting methods to track long-term student academic outcomes after the project is complete will yield reliable, valid, and meaningful performance data

An ongoing utilization-focused evaluation (Patton, 2002) will provide the Management Team and key personnel with information they need in an ongoing, timely manner, enabling them to make real-time and long-term decisions about the grant-related activities. This formative evaluation approach provides users with summary data on implementation fidelity and preliminary outcomes so that mid-course/long-term revisions can be made. Specifically, the evaluators will review meeting minutes, PD training evaluations, language assessment, achievement scores, agendas and sign-in sheets for training. The evaluation team will conduct Web conferences or face-to-face conferences, quarterly and on a need basis with the Management Team to **monitor progress and denote successes for future sustainability and replication**. Project AN ELDER evaluators will use t-test statistical analysis to evaluate progress toward key goals. At each meeting, qualitative and quantitative data will be presented and discussed. Recommended intervention strategies for each component will be made. Recognizing that open-ended project evaluation, ongoing monitoring, and the sustainability of any project, is a key component to success. In the addition to the project evaluator staff, the AN ELDER project will devote time of the Project Director and staff towards collecting and maintaining evaluative data. Program staff will be trained by the Project Director and Ed Evaluation staff on the collection methods of the formative and summative assessments. Since these assessments (**pages 12-13**) will be created and administered by the program staff, the methods and measures will be in place to track long-term student academic outcomes after the project is complete.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Attachment: Applicant Information for NAL@ED program

Note: This document is required for all applicants. An applicant must include this information in Part 6 of its application as an uploaded document.

Applicant Name _____ Yukon Koyukuk School District _____

Instructional language

Name of the Native American or Alaska Native language for instruction: _____ Denaakk'e and Benhti Kokhut'ana Kenaga'Athabaskan _____

School information

Select the name of the governing entity of the school in which the project will take place:

- local educational agency
- tribal educational agency or department
- charter organization
- private organization
- other governing entity Name: _____

Organizational information

School's accreditation status: Accredited by AdvancED/Northwest Accreditation Commission

- a. If applicable, list any partnerships with institutions of higher education.
- b. If applicable, list any indigenous language schooling and research cooperatives.

Grade level

Grade level(s) for targeted students in proposed project: _____ Prek-12 _____

Pre- and Post- assessments.

1. Is a pre- and post- assessment of Native language proficiency available? Yes/No YES for elementary and in development for grades 6-12

2. Will grant funds be used for developing a pre- and post- assessment of Native language proficiency? Yes/No YES for grades 6-12

Program Participants

Total number of students attending the schc

Number of students to be served by the pro

Project Description

Provide a description of how the applicant will use the funds provided to support Native American or Alaska Native language education and development, and provide professional development to staff, in order to strengthen the overall language and academic goals of the school(s) that will be served by the project; ensure the implementation of rigorous academic content; and ensure that students progress toward high-level fluency goals in the Native language.

Language lessons will be taught as follows: Early Elementary (Pre-K to Grade 2). All oral activities include manipulatives, so that students are actively engaged in the 30-minute lessons. A typical lesson starts with a brief greeting, review of the previous day's lesson, a song or language game, and a round-robin type of dialogue. The teacher directs the conversation by modeling the vocabulary, phrases or sentence. Students are taught to use question/answer type of dialogue.

Upper Elementary (Grades 3-5). In addition to the oral activities as in Early Elementary, students in these grade levels are introduced to literacy in the language. Their lessons include written vocabulary, phrases, and sentences, so that they can practice reading the language. Writing options are limited to what is provided to them in the lesson.

Junior High/High School (Grades 6-12). In addition to the activities in Upper Elementary, students in these grade levels are introduced to online language lessons. They learn how to write in the target language by listening to the sounds and filling in the missing letters or words. As they develop fluency in the letters of the alphabet, they are introduced to the consonant clusters, which are unique to the Athabascan languages (tl, tl', kk, gh etc.). Students practice language in pair-share, small groups, and classroom presentations.

(2) The extent to which the project will provide PD for teachers, staff and administrators to strengthen the overall language proficiency and academic goals of the school(s) including cultural competence training to all staff in the school(s).

Overall Professional Development (PD) for our proposal is based upon two research studies of strong evidence from the *What Works Clearing House* based upon the RTI model to (1)

Provide intensive, systematic instruction in foundational reading skills provided in small groups to students. Typically, these groups will meet between three times a week for 20 to 40 minutes (Ehri, 2007); and, (2) Provide high-quality Athabascan languages vocabulary instruction and teach essential content words. In addition, instructional time will be used to address the meanings of common words, phrases, and expressions not yet learned (Carlo et al. (2004).

Susan Paskvan, Native Language Coordinator for YKSD, will provide overall guidance, oversee classroom implementation of AN ELDER, and design classroom teachers' PD in respect to oral communication instruction. Language skills will be taught in small group sessions where students who are on similar language levels will participate together in conversation and in written expression using the Native languages.

PD for teachers and paraprofessionals will be conducted annually. YKSD recognizes that it is impossible to teach Native language without facilitating a better understanding of the culture from which the language comes. Therefore, all staff will become familiar with the Native language program, including the curriculum, Storybook Slam's published stories, language workbooks, and assessment process, along with cultural traditions and history.

For "**Storybook Slam**", AASB will provide: • On-site Workshop: a 2-day facilitated Digital Publishing workshop with students and teachers. • Remote Support: 10 hours of distance-delivered consultation and instruction with participants. • Pre-Preparation Consultation prior to On-site Workshop (4 hours): Virtual support for teacher project leader(s). • Follow-up Consultation after the On-site Workshop (6 hours): Completion and distribution of finalized digital storybook to school to include two reviews for corrections or revisions in small groups to students.

For PD for **Pre-Storybook Slam Unit, the Language Coordinator will provide**: Scheduling and tasks to be accomplished in consultation with participating schools, including ongoing student language practice. • Story Selection: A traditional story will be selected by students and their project leader(s). • Storyboarding: The selected story will be condensed to fit a digital storybook format: 10 pages, about 20 words on each page (about 200 words total). This could be an English class project. • Page Illustrations: After the text for each page has been finalized, each of the 10 pages will be illustrated by students using art supplies. This could be an Art class project. • Having the above steps completed prior to the On-site Workshop will lead to a successful project and sustained language understanding. The focus of all the PD training will emphasize delivery of instruction in small group settings.

Storybook Slam - a Key Grant Component - Details and Milestones on 2-day Onsite Workshop can be found in Appendix.

(3) Services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

This grant will afford the community to be involved in language learning. Language revitalization activities in the Yukon-Koyukuk villages have been on the upswing since the regional non-profit Doyon Foundation (with funding from Doyon, Limited) has been awarding \$5,000 Language Revitalization Grants to their communities. In addition to AASB's support noted above, Tanana Chiefs Conference has priority over, and will co-host, student camps focusing on culture and Native language. Local Tribal Councils will support local culture weeks and afterschool activities. Lastly, Brightways Learning will facilitate group teacher training to support culturally responsive instruction design and delivery. Brightways Learning will also coordinate the effort to plan, design, and develop the curriculum contained in the Native

language workbook. Brightways Learning will also produce and publish the workbook, based on the Native Language Coordinator and the rest of the Native language planning team's collaborative content and design specifications.

The afterschool program will bridge the generations of language speakers and learners. Currently, students in school receive language instruction, but their parents often do not know enough of their language for the children to practice at home. Through language programs, the grandparents, parents, and students will learn together. YKSD will provide instruction on language teaching techniques to the local coordinators in these communities.

A significant component of project AN ELDER is the Language/Cultural Training Camps that will be offered to students on a regional basis. The regional non-profit organization, Tanana Chiefs Conference, sponsors culture and language camps in the six sub-regions they serve. YKSD serves communities in three of their sub-regions and one sub-region will be served each year of the grant. Students will come to their region's five-day language training camp, immersing them in their Native languages through both oral and written language activities.

Additionally, students and community members can participate in Native language classes through afterschool programs. These afterschool programs will give interested students and community members opportunities to learn more language skills and more about their rich heritage associated with their Native culture.

Program Assurance

The applicant assures that—

- (a) the school in which the project will be located is engaged in meeting State or tribally designated long-term goals for students, as may be required by applicable Federal, State, or tribal law;
- (b) the school provides assessments of students using the Native American or Alaska Native language of instruction, where possible;
- (c) the qualifications of all instructional and leadership personnel at such school is sufficient to deliver high-quality education through the Native American or Alaska Native language used in the school; and
- (d) the school will collect and report to the public data relative to student achievement and, if appropriate, rates of high school graduation, career readiness, and enrollment in postsecondary education or workforce development programs, of students who are enrolled in the school's programs.

Signed by the following authorized representative of the applicant:

Name (b)(6) Date: 6/17/17

Title: _____ Superintendent, Yukon Koyukuk School District _____

AN ELDER Partnership Agreement

The following partners comprise the consortium, led by the **Yukon Koyukuk School District** which is applying for the AN ELDER Native American Language grant. The consortium partners are committed to the AN ELDER project. Each consortium partner's role is clearly defined in the attached documents noting his or her commitments as a consortium member.

The consortium includes:

- **Yukon Koyukuk School District:** Consortium applicant and LEA led by 100 % Alaska Native Board members
- Minto Tribal Council (certifying partner)
- Rampart Tribal Council
- Huslia Tribal Council
- Brightways Learning – Alaska nonprofit educational organization
- Alaska Association of School Boards

June 6, 2017

John Cheek
U.S. Department of Education
400 Maryland Avenue SW., Room 3W207
Washington, DC 20202-6335

Dear Mr. Cheek:

The Minto Village Council is pleased to support the Yukon Koyukuk School District's (YKSD) application for an Indian Education Native American Language (NAL) grant. The YKSD proposed project supports better understanding of cultural language and traditions for Alaska Native students. The project will provide training for educators, along with tribal community members to more effectively integrate Athabascan Culture and language in classroom learning. This project focuses on collaborative traditional storytelling, translation and recording, and cultural strength for students, teachers and communities along with additional traditional Athabascan enrichment activities such as Native Youth Olympics training and practice. Further, this project is an excellent means to address Alaska's need to preserve the native languages and cultural heritage along with connecting Alaska Native youth to their communities, Elders and local culture bearers.

The grant project's goal to increase native language integration and cultural preservation aligns nicely with our priorities for positive school and community relations, improving student's technical skills and supporting culturally connected Alaska Native individuals. We are committed to assist the Yukon Koyukuk School District in these efforts.

The Minto Village Council appreciates the opportunity to be part of this exciting project. We are looking forward to working together with the Yukon Koyukuk School District and the other Native American Language grant project partners.

Best Regards,

(b)(6)

Clifford Charlie, Chief
Minto Village Council



June 6, 2017

John Cheek
U.S. Department of Education
400 Maryland Avenue SW., Room 3W207
Washington, DC 20202-6335

Dear Mr. Cheek:

The Rampart Tribal Council is pleased to support the Yukon Koyukuk School District's (YKSD) application for an Indian Education Native American Language (NAL) grant. The YKSD proposed project supports better understanding of cultural language and traditions for Alaska Native students. The project will provide training for educators, along with tribal community members to more effectively integrate Athabascan Culture and language in classroom learning. This project focuses on collaborative traditional storytelling, translation and recording, and cultural strength for students, teachers and communities along with additional traditional Athabascan enrichment activities such as Native Youth Olympics training and practice. Further, this project is an excellent means to address Alaska's need to preserve the native languages and cultural heritage along with connecting Alaska Native youth to their communities, Elders and local culture bearers.

The grant project's goal to increase native language integration and cultural preservation aligns nicely with our priorities for positive school and community relations, improving student's technical skills and supporting culturally connected Alaska Native individuals. We are committed to assist the Yukon Koyukuk School District in these efforts.

The Rampart Tribal Council appreciates the opportunity to be part of this exciting project. We are looking forward to working together with the Yukon Koyukuk School District and the other Native American Language grant project partners.

Best Regards,

(b)(6)

Floyd Green, Chief
Rampart Tribal Council

Huslia Tribal Office

P.O. Box 70

Huslia, Alaska 99746

Ph. 907-829-2294

Fax 907-829-2214



June 6, 2017

John Cheek
U.S. Department of Education
400 Maryland Avenue SW., Room 3W207
Washington, DC 20202-6335

Dear Mr. Cheek:

The Huslia Tribal Council is pleased to support the Yukon Koyukuk School District's (YKSD) application for an Indian Education Native American Language (NAL) grant. The YKSD proposed project supports better understanding of cultural language and traditions for Alaska Native students. The project will provide training for educators, along with tribal community members to more effectively integrate Athabascan Culture and language in classroom learning. This project focuses on collaborative traditional storytelling, translation and recording, and cultural strength for students, teachers and communities along with additional traditional Athabascan enrichment activities such as Native Youth Olympics training and practice. Further, this project is an excellent means to address Alaska's need to preserve the native languages and cultural heritage along with connecting Alaska Native youth to their communities, Elders and local culture bearers.

The grant project's goal to increase native language integration and cultural preservation aligns nicely with our priorities for positive school and community relations, improving student's technical skills and supporting culturally connected Alaska Native individuals. We are committed to assist the Yukon Koyukuk School District in these efforts.

The Huslia Tribal Council appreciates the opportunity to be part of this exciting project. We are looking forward to working together with the Yukon Koyukuk School District and the other Native American Language grant project partners.

Best Regards,

(b)(6)

Norman Burgett, 1st Chief
Huslia Tribal Council



Brightways Learning

Connecting Students To A Bright Future

June 1, 2017

John Cheek
U.S. Department of Education
400 Maryland Avenue SW., Room 3W207
Washington, DC 20202-6335

Dear Mr. Cheek:

Brightways Learning is pleased to support the Yukon Koyukuk School District's (YKSD) application for an Indian Education Discretionary Grant Program-Native American Language grant. The YKSD proposed project supports cultural language understanding for Alaska Native students and their communities and story preservation. This project focuses on collaborative language acquisition and cultural strength for students, teachers and communities. Further, this project is an excellent means to address Alaska's need to preserve the native languages and cultural heritage along with connecting Alaska Native youth to their communities, Elders and local culture bearers. We are pleased to support the YKSD's efforts through curriculum development in the form of the Native Language workbook, and to coordinate training and collaboration time for teachers to increase native language instruction framework implementation in their classrooms.

The grant project's goal to increase native language integration and cultural preservation aligns nicely with our priorities for positive school and community relations, improving student's technical skills and supporting culturally connected Alaska Native individuals. We are committed to assist the Yukon Koyukuk School District in these efforts.

Brightways Learning appreciates the opportunity to be part of this exciting project. We are looking forward to working together with the Yukon Koyukuk School District and the other Native American Language demonstrations grant project partners.

Best Regards,

(b)(6)

Jennifer Lutey
Executive Director, Brightways Learning

June 1, 2017

John Cheek
U.S. Department of Education
400 Maryland Avenue SW., Room 3W207
Washington, DC 20202-6335

Dear Mr. Cheek:

The Alaska Association of School Boards is pleased to support the Yukon Koyukuk School District's (YKSD) application for an Indian Education Discretionary Grant Program-Native American Language grant. The YKSD proposed project supports cultural language understanding for Alaska Native students while providing local culture and story preservation. This project focuses on collaborative traditional story translation and recording, and cultural strength for students, teachers and communities. Further, this project is an excellent means to address Alaska's need to preserve the native languages and cultural heritage along with connecting Alaska Native youth to their communities, Elders and local culture bearers.

The grant project's goal to increase native language integration and cultural preservation aligns nicely with our priorities for positive school and community relations, improving student's technical skills and supporting culturally connected Alaska Native individuals. We are committed to assist the Yukon Koyukuk School District in these efforts.

The Alaska Association of School Boards appreciates the opportunity to be part of this exciting project. We are looking forward to working together with the Yukon Koyukuk School District and the other Native American Language demonstrations grant project partners.

Best Regards,

(b)(6)

Dr. Robert Whicker, Ph.D.
Director, Consortium for Digital Learning
Association of Alaska School Boards

MINTO TRIBAL COUNCIL CERTIFICATION
THAT
THE YUKON KOYUKUK SCHOOL DISTRICT

1. Has the capacity to provide education through an Alaska Native Language; and
2. There are sufficient speakers of the Denaakk'e and Benhti Kokhut'ana Kenaga' languages at the district or are available to be hired by the district; and
3. The Yukon Koyukuk School District is and LEA that the Minto Tribe certifies has been consulted on the contents of the AN ELDER (Book Slam and Native Language Expansion) grant at the May 31, 2017 ESSA Tribal Consultation meeting as noted below; and
4. These Athabascan languages are critically endangered and this project is highly desired to preserve the local languages

WHEREAS the Minto Tribal Council is a federally recognized Indian tribe as defined in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b), located in Alaska; and

WHEREAS The Yukon Koyukuk School District serves Alaska Native Students in 10 village schools; and

WHEREAS the Yukon Koyukuk School District consults with Indian tribes, and tribal organizations approved by the tribes located in the area served by the Yukon Koyukuk School District LEA to best serve Alaska Native Students per ESEA, Section 8538, Consultation with Indian Tribes and Tribal Organizations; and

WHEREAS the Yukon Koyukuk School District has significant and long-standing experience and competency in operating Alaska Native education programs, including receiving and delivering programs through the Indian Education program; and

WHEREAS the Minto Tribal Council supports the Yukon Koyukuk School District in applying for the AN ELDER (**Alaska Native Educational Language Development for Enlightenment and Respect**) project in partnership with local tribal councils, Brightways Learning and the Alaska Association of School Boards as described below.

PROGRAM DESCRIPTION AND OUTCOMES:

The AN ELDER project will provide opportunities for our students and communities to achieve greater fluency in the local Native languages, help students better understand their native language and cultural values and provide opportunities for students to attend language themed culture camps.

NOW, THEREFORE, I, Paul Mountain, Chief, do hereby issue this Certification on behalf of the Minto Tribal Council to the Yukon Koyukuk School District to apply for the AN ELDER project.

Signed: (b)(6)
Clifford Charlie, Chief
Minto Tribal Council

Date: June 18, 2017

Iqurmit Traditional Council
 Ivanoff Bay Village
 Kaguyak Village
 Organized Village of Kake
 Kaktovik Village (aka Barter Island)
 Village of Kalskag
 Village of Kaltag
 Native Village of Kanatak
 Native Village of Karluk
 Organized Village of Kasaan
 Kasigluk Traditional Elders Council
 Kenaitze Indian Tribe
 Ketchikan Indian Corporation
 Native Village of Kiana
 King Island Native Community
 King Salmon Tribe
 Native Village of Kipnuk
 Native Village of Kivalina
 Klawock Cooperative Association
 Native Village of Kluti Kaah (aka Copper Center)
 Knik Tribe
 Native Village of Kobuk
 Kokhanok Village
 Native Village of Kongiganak
 Village of Kotlik
 Native Village of Kotzebue
 Native Village of Koyuk
 Koyukuk Native Village
 Organized Village of Kwethluk
 Native Village of Kwigillingok
 Native Village of Kwinhagak (aka Quinhagak)
 Native Village of Larsen Bay
 Levelock Village
 Lime Village
 Village of Lower Kalskag
 Manley Hot Springs Village
 Manokotak Village
 Native Village of Marshall (aka Fortuna Ledge)
 Native Village of Mary's Igloo
 McGrath Native Village
 Native Village of Mekoryuk
 Mentasta Traditional Council
 Metlakatla Indian Community, Annette Island Reserve
 Native Village of Minto
 Naknek Native Village
 Native Village of Nanwalek (aka English Bay)
 Native Village of Napaimute
 Native Village of Napakiak
 Native Village of Napaskiak
 Native Village of Nelson Lagoon
 Nenana Native Association
 New Koliganek Village Council
 New Stuyahok Village
 Newhalen Village
 Newtok Village
 Native Village of Nightmute
 Nikolai Village
 Native Village of Nikolski
 Niinilchik Village
 Native Village of Noatak
 Nome Eskimo Community
 Nondalton Village
 Noorvik Native Community
 Northway Village

Native Village of Nuiqsut (aka Nooiksut)
 Nulato Village
 Nunakuyarmiut Tribe
 Native Village of Nunam Iqua (formerly the Native Village of Sheldon's Point)
 Native Village of Nunapitchuk
 Village of Ohogamiut
 Village of Old Harbor
 Orutsararmiut Native Village (aka Bethel)
 Oscarville Traditional Village
 Native Village of Ouzinkie
 Native Village of Paimiut
 Pauloff Harbor Village
 Pedro Bay Village
 Native Village of Perryville
 Petersburg Indian Association
 Native Village of Pilot Point
 Pilot Station Traditional Village
 Native Village of Pitka's Point
 Platinum Traditional Village
 Native Village of Point Hope
 Native Village of Point Lay
 Native Village of Port Graham
 Native Village of Port Heiden
 Native Village of Port Lions
 Portage Creek Village (aka Ohgsenakale)
 Pribilof Islands Aleut Communities of St. Paul & St. George Islands
 Qagan Tayagungin Tribe of Sand Point Village
 Qawalangin Tribe of Unalaska
 Rampart Village
 Village of Red Devil
 Native Village of Ruby
 Saint George Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)
 Native Village of Saint Michael
 Saint Paul Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)
 Village of Salamattoff
 Native Village of Savoonga
 Organized Village of Saxman
 Native Village of Scammon Bay
 Native Village of Selawik
 Seldovia Village Tribe
 Shageluk Native Village
 Native Village of Shaktoolik
 Native Village of Shishmaref
 Native Village of Shungnak
 Sitka Tribe of Alaska
 Skagway Village
 Village of Sleetmute
 Village of Solomon
 South Naknek Village
 Stebbins Community Association
 Native Village of Stevens
 Village of Stony River
 Sun'aq Tribe of Kodiak (formerly the Shoonaq' Tribe of Kodiak)
 Takotna Village
 Native Village of Tanacross
 Native Village of Tanana
 Tangirnaq Native Village (formerly Lesnoi Village (aka Woody Island))
 Native Village of Tatitlek

Native Village of Tazlina
 Telida Village
 Native Village of Teller
 Native Village of Tetlin
 Central Council of the Tlingit & Haida Indian Tribes
 Traditional Village of Togiak
 Tuluksak Native Community
 Native Village of Tuntutuliak
 Native Village of Tununak
 Twin Hills Village
 Native Village of Tyonek
 Ugashik Village
 Umkumiut Native Village (previously listed as Umkumiute Native Village)
 Native Village of Unalakleet
 Native Village of Unga
 Village of Venetie (See Native Village of Venetie Tribal Government)
 Native Village of Venetie Tribal Government (Arctic Village and Village of Venetie)
 Village of Wainwright
 Native Village of Wales
 Native Village of White Mountain
 Wrangell Cooperative Association
 Yakutat Tlingit Tribe

[FR Doc. 2010-24640 Filed 9-30-10; 8:45 am]

BILLING CODE 4310-4J-P

INTERNATIONAL TRADE COMMISSION

[Investigations Nos. 731-TA-308-310, 520, and 521 (Third Review)]

Carbon Steel Butt-Weld Pipe Fittings From Brazil, China, Japan, Taiwan, and Thailand

AGENCY: United States International Trade Commission.

ACTION: Institution of five-year reviews concerning the antidumping duty orders on carbon steel butt-weld pipe fittings from Brazil, China, Japan, Taiwan, and Thailand.

SUMMARY: The Commission hereby gives notice that it has instituted reviews pursuant to section 751(c) of the Tariff Act of 1930 (19 U.S.C. 1675(c)) (the Act) to determine whether revocation of the antidumping duty orders on carbon steel butt-weld pipe fittings from Brazil, China, Japan, Taiwan, and Thailand would be likely to lead to continuation or recurrence of material injury. Pursuant to section 751(c)(2) of the Act, interested parties are requested to respond to this notice by submitting the information specified below to the Commission;¹ to be assured of

¹ No response to this request for information is required if a currently valid Office of Management and Budget (OMB) number is not displayed; the OMB number is 3117-0016/USITC No. 11-5-224, expiration date June 30, 2011. Public reporting

Sample report from a prior language focused-culture camp:

Onee' Denaayeł Heneehaayh.

Come and talk to us.

Final Report

Yukon-Koyukuk School District proposes to hold Denaakkenaaga' and Benhti Kokhut'ana Kenaga' language gatherings in Fairbanks during the spring and summer of 2015. Denaakkenaaga' is our name for the Koyukon Athabascan language and Benhti Kokhut'ana Kenaga' is the name for the Lower Tanana language. The goal of this grant is for students (adults and children) to learn the language that can be spoken in a kitchen setting through weekly meetings and two summer language camps. The objectives will be to teach our languages through language gatherings, hold two summer camps and to develop a language curriculum that can be used in the kitchen setting.

This grant is limited to Denaakk'e and Benhti Kokhut'ana Kenaga' because those are the two languages spoken within the Yukon-Koyukuk School District.

Language Revitalization Activities

Goal: The goal of this grant is for students (adults and children) to learn the language that can be spoken in a kitchen setting through weekly meetings and two summer language camps.

Three language objectives will be set to achieve the goal of language fluency in the kitchen: weekly gatherings, summer camps, and documentation

1. Objective One: By the end of the language grant, two language gatherings will be held weekly (one hour on a week night, two hours on a weekend) with a total of at least ten participants per gathering. **Final: Benhti Kenaga' – three language meetings were held in Fairbanks with three learners and one professor. The participants worked on a draft book and discussed their interests (songs and literacy). Denaakk'e – eight language meetings were held in Fairbanks with 3-5 language learners and two consultants (Where Are Your Keys).**
2. Objective Two: By the end of the language grant, two language camps will be held in the summer (five days each) with a total of at least twenty participants per camp. **Final: One Denaakk'e language camp was held June 13-17, 2015 outside of Fairbanks with 23 participants. It was challenging to coordinate a Benhti Kokhut'ana Kenaga' camp due to conflicting schedules.**
3. Objective Three: By the end of the language grant, audio, video, photograph and MS Word files will be provided to Doyon Foundation to help with further language revitalization efforts. **Final – All photo and video files were shared with Doyon Foundation through online DropBox. The language lessons in Denaakk'e were video-taped so others could learn the language and the language teaching techniques. In addition, online flashcard files (BYKI) files were shared with Doyon Foundation so they could use them as a template for the other nine languages throughout the Doyon region.**

Objective One: Two language gatherings will be held weekly (one hour on a week night, two hours on a weekend) with a total of at least ten participants per gathering.

Final: Benhti Kokhut'ana Kenaga' – three language meetings were held in Fairbanks with three learners and one professor. The participants worked on a draft book and discussed their interests (songs and literacy). Denaakk'e – eight language meetings were held in Fairbanks with 3-5 language learners and two consultants (Where Are Your Keys).

The language gatherings focused on lessons that surround all language associated with the kitchen. The kitchen is a natural gathering place where our languages can be spoken every day. The kitchen is used as the starting point for reclaiming our domain. If we can only speak our languages in that one place, then we have a chance for our languages to live. In later lessons, the domain can be expanded to other rooms of the home.

The lessons were taught through interactive activities, such as the Where Are Your Keys (WAYK) method, singing modern songs that focus on kitchen phrases, and hands on language intensive cooking lessons. Students will first learn the phrases for basic kitchen utensils. The WAYK method requires students to speak in full sentences, use yes and no answers (answers that require a positive answer and a negative answer); uses questions that give choice – use “or” questions; and uses questions that ask who, what, where and how. A lesson is attached that demonstrates the type of language that will be used in a cooking lesson.

Fluent speakers met prior to the gatherings to decide upon the language that will be taught. Marie Yaska, a fluent speaker, attended three WAYK trainings. We met at her home to bake bread and make tea. In addition to these meetings, I taught students how to bake bread, make pizza, make cranberry jam, and moose soup as part of my regular Denaakk'e class at YKSD. What Marie taught me has been shared with many students. Marie was taught the WAYK method and was given lessons on effective language teaching strategies. The fluent speaker lessons will be important for the students to gain an appreciation and awareness of the beauty, complexity, and cultural knowledge that is contained in our languages.

Students learned in steps that they are comfortable with. If the lessons are too intense, they can stay at one level until they are ready to move on to the next step. The WAYK method requires more advanced students to help the beginners. So, in one session you may have students at five different levels. The language lessons are broken down into small bite-sized pieces. For example, “Genee gonee?” (What is this?) “Go ees boogee.” (This is flour.) is a beginning question at level one. A lesson at the fifth table would be: “Boogee ʔo gonee? Nedeenh, boogee eedlaa'aa, go ees saahle.” (Is this flour? No, it is not flour, it is sugar.)

At the end of every lesson, speakers and students reflect on what was positive and what they would like changed about the lesson. This is an opportunity to make the lessons flexible and to give voice to challenges that participants encountered. Students primarily reported that they thoroughly enjoyed the lessons, repetition, singing, and opportunity to make mistakes. Students were active participants in monitoring their own progress – slowing down the lessons if necessary.

When students have learned sufficient language to learn the ingredients and verbs to make something, then the lesson will be celebrated by actually following a recipe in Denaakk'e. In Athabascan languages, there are different verbs for pouring items into a bowl based on the texture, quantity, and size of an ingredient. For example, the verb for pouring in liquid oil is different than putting in solid lard. Each recipe will be worked out with the fluent speakers before the lesson begins.

Objective Two: By the end of the language grant, two language camps will be held in the summer (five days each) with a total of at least twenty participants per camp.

Final: One Denaakk'e language camp was held June 13-17, 2015 outside of Fairbanks with 23 participants. It was challenging to coordinate a Benhti Kokhut'ana Kenaga' camp due to conflicting schedules.

The Denaakk'e camp was originally planned for Howard Luke Gaaleeya Camp, across the Tanana River. We hauled supplies over, set up camp, and due to unsafe travel conditions due the extremely low water, the camp was moved to the private home of Joe and Barb Paskvan at Birch Lake, Mile 300 of the Richardson Highway. The Paskvan's did not charge us for the use of their cabin.

The primary language activities centered around the kitchen for breakfast, lunch, dinner, and snack cooking. Students practiced language lessons by planning, preparing, and eating the meals they cooked. We had at least five sessions per day, including basic vocabulary, the verbs for preparing food, cooking food, or eating the food. We had two dialects of Denaakk'e represented (Central and Upper), so students were separated by dialect if there were several differences in the pronunciation.

At the end of language gatherings, the fluent speakers were also be given an opportunity to teach a lesson that extends beyond the kitchen. Marie took the students at the Birch Lake camp on a nature walk, identifying the plants in the area and their medicinal uses. Elder Elizabeth Fleagle knows Inupiaq, Denaakk'e and English. She shared her life history and the ways they survived by putting up fish for the winter. The students learned the "story knife" technique, in which they had to retell parts of the story. This was a great strategy for oral storytelling because it drew out so much more information from both Elizabeth by students sharing their own stories of survival.

In between the stations, students were required to take brain breaks. These are the fun activities associated with summer camp, but will not be language intensive. They will include physical activities such as hiking, swimming, beading, carving and Native singing. The youth truly enjoyed canoeing and swimming in the lake.

As part of the camp, we were going to purchase t-shirts, but we decided to make aprons instead. Students wrote their recipes (in Denaakk'e) on their aprons so they could continue the lessons. The supplies included all the ingredients for the lessons, the aprons, and miscellaneous camp supplies like markers, sanitary items for the kitchen and home, and language prizes.

Objective Three: By the end of the language grant, audio, video, photograph and MS Word files will be provided to Doyon Foundation to help with further language revitalization efforts.

The language gatherings and camp were recorded both on digital recorders and video. The recordings were shared with Doyon Foundation for future language learners to use. The written WAYK lessons were also be documented. Notes will be taken before and after the lesson to determine if the lesson was effective or not and what modifications may be needed to make them effective. I didn't take time to take notes, but I mentally noted which lessons were challenging for the students. We played language games as a form of assessment. The youngest learners (about 10 years of age) were very quick in remembering the phrases and vocabulary. The games offered an opportunity for them to repeat the phrases over and over.

Personnel

Susan "K'etsoo" Paskvan, was the facilitator for this grant. K'etsoo is the daughter of Benedict and Eliza Jones of Koyukuk. She has taught Denaakk'e for eleven years at Yukon-Koyukuk School District and has taught Benhti Kokhut'ana Kenaga' for one year. She has intermediate fluency in three dialects of Denaakk'e and is learning Benhti Kokhut'ana Kenaga'. She has recorded and shared audio, video, and photographs that document phrases and lessons in our languages. K'etsoo has organized many language camps at local villages and district wide.

Fluent speakers: two speakers will be chosen for each of the languages. At the Birch Lake camp, we had two speakers, Marie Yaska and Elizabeth Fleagle. Marjorie Mayo visited one day and helped the upper Koyukon speakers with their dialect. Speakers were chosen who have advanced language fluency, willingness to learn about language teaching strategies, and have participated in language gatherings. Other fluent speakers may be consulted who have strong fluency but are unable to commit to regular gatherings due to health concerns.

Support staff: The youth that participated didn't cause any discipline problems, so a night time chaperone was not necessary. Ray Dewilde was hired for transportation and camp set up. Although we didn't use the Howard Luke Gaaleeya Camp, we incurred an expense because we had to set up the camp and we did haul all the supplies. A cook was not employed as the purpose of the language camp will be to learn the language that lives in the kitchen. We had many volunteers who helped shuttle supplies and people.

Students: The language learners were both adults and children. The lessons are designed to occur face to face. Some of the students who attend may be participants in existing classes at Y-KSD. Three Y-KSD students attended the camp. The learners must attend at least 50% of the language gatherings to attend the language camp. Families were encouraged to attend so the language can exist in the home. Three families went with their children.

Evaluation and Reporting:

The WAYK method recommends that each language gathering end with an evaluation. Participants state what they thought was positive about the session and what challenges or changes they would make. It is called the Plusses and Deltas. A recorder writes down each statement. This evaluation tool enables and gives validity to the participants that their concerns are heard. It also gives feedback to the teachers about the effectiveness of the lessons. The participants felt that the pace and instruction of the camp was very effective. Although the days were long (8 AM to 6 PM) the students

continued practicing Denaakk'e until they went to bed (11 PM). They couldn't get enough.

In addition to each session, there will be a sign in sheet so that a log can be kept to keep track of the number of participants.

An evaluation tool can be developed to assess the knowledge that the learners have on a topic prior to the lesson. Effective lessons start with the end in mind. One constantly asks this question: "What is it you want the learners to speak in our language?" Once you know that, you build your lessons from the basic to more complex. The evaluation tool may be a picture of a kitchen with many utensils and another picture that shows people cooking.

Budget Explanation:

The main expense of this grant will cover the Language Specialist salaries and summer camp logistics. After the first day of camp, I realized that we would not need to spend all the funds because we didn't need to hire extra support personnel, weren't charged for the use of the cabin, and didn't have as much transportation expense.

Revenue:

There will be no cost to attend the weekly language gatherings.

Language Camps: The camp participants were going to be charged a nominal fee to attend the camp, but with low expenses, their fees were returned. Gana-a' Yoo, Limited funded the fees for two youth. After we decided to not charge, they still wanted to donate.

We planned on selling t-shirts to raise money, but we made aprons instead for a nominal expense.

Personnel:

Grant Facilitator: Susan Paskvan is currently employed under contract with Yukon-Koyukuk School District as the Native Language Coordinator. All the weekly language gatherings will be in the evening and weekend. Susan donated her time to those events and to the summer camps.

Fluent speakers: Fluent speakers will be paid \$22.47 per hour in accordance with Language/Cultural Specialist classified salary schedule at YKSD. This grant will be run through YKSD.

Chaperone: not needed

Families: Families will be encouraged to participate with their children to encourage language learning together. Subsequently, with parents participating, additional chaperones won't be necessary.



Yukon Koyukuk School District

Language and Culture Camp Guidelines

by Susan Paskvan

The mission of the Yukon-Koyukuk School District, in active participation with its village members, is to provide our students with the skills and knowledge necessary to become contributing members of their families, communities, and society.

Introduction

Yukon-Koyukuk School District (YKSD) strives to improve student language skills in both English and their Native language. Languages spoken in YKSD areas are Koyukon Athabascan, Lower Tanana Athabascan, and Inupiaq (Kobuk dialect). To achieve this goal, students may participate in a language classes, culture camps or culture weeks with local elders. Culture camps are defined as off-site classes. Culture weeks take place at the school.

Parental and community involvement plays a key role in the education of indigenous students. Programs that allow parents and community members to participate actively and meaningfully in the educational planning process also improve student performance. In working closely with the community school committees (CSC), and tribal councils YKSD hopes to enlist the assistance of parents and community members in more effectively planning Native language and cultural heritage programs.

These guidelines are modeled after Alaska Rural Systemic Initiative's culture camp guidelines.

Yukon Koyukuk School District Culture Camp Objectives

- Develop student fluency in speaking their Native language (Koyukon Athabascan, Lower Tanana Athabascan or Inupiaq)
- Integration of Alaska Standards for Culturally Responsive Schools. “Standards have been developed by Alaska Native educators to provide a way for schools and communities to examine the extent to which they are attending to the educational and cultural well being of the students . . .” Cultural standards have been developed in five areas: students, educators, curriculum, schools and communities. For more information go to:
<http://ankn.uaf.edu/Publications/CulturalStandards.pdf>
http://www.eed.state.ak.us/standards/pdf/cultural_standards.pdf
- Integration of written English reflection and traditional knowledge and language
- Development of multi-media presentation (in English) that demonstrate their knowledge of Athabascan language and culture
- Involve families in Athabascan language and culture programs
- Involve community members in school programs

Who - Eligibility

The camps are open to Kindergarten through 12th grade students enrolled in the Yukon Koyukuk School District. At the teacher’s recommendation, parents of younger students may require a parent to overnight with their children.

Native Language/Cultural Specialists may be hired by Y-KSD. They must complete the hiring paperwork prior to the camp beginning. Please contact Susan Paskvan with a list of names one week prior to the initial work date to verify what paperwork needs to be completed. All temporary employees will be subject to a background check.

What -

The coordinator and/or teachers should decide as a group the thematic units that will be taught while in camp. The Native language teacher at each site can assist in planning the events. Please take into consideration the availability of Language Specialists.

Each unit must have a plan developed that includes a lesson plan with objectives, grade level expectations, materials, and assessment.

Where -

The location for the camp should take into consideration the goals of the camp, the thematic units which will be taught, the availability of resources, ease of access and input/volunteers from the community. The camps with the most community involvement were ones that were located within five miles of the community. If the camp will be set up on private land, written permission from the owners should be obtained.

In Koyukon culture, when the first meal is prepared a small plate of food is burned as an offering to those who have gone before us. We say "aanle", which means 'into the fire'. This is part of our cultural traditions when we go to a camp. The camp boss or elder is usually in charge of this.

When -

The weather, goals, and location should guide when to have the camp. Be prepared and have contingency plans for inclement weather. Bring appropriate clothing for the season. The best rule of thumb is to dress in layers. Plan on bringing extra sweaters, hats, gloves, and blankets in case a student is not prepared.

Camp Organization

Camp staff is made of the elders, teachers, parents and volunteers. Coordination among the staff is vital to the flow of the camp. In some cases the principal is in charge of all regular oversight duties and the language teacher is in charge of all the language and cultural classes. If the Tribal Councils contribute towards the camp they may provide a "camp boss", who is in charge of camp operations, safety, and logistics (transportation, supplies, workers).

Planning Meetings

Planning meetings that are held prior to the camp are important to plan the schedule, lessons, and supplies. Sample schedules from two YKSD camps are attached. This schedule allows for a teacher and elder to work together on an activity. Groups of students rotate through each activity. YKSD procedural manual recommends all travel be requested two weeks in advance.

Planning between the teachers and elders should be a priority. Together they decide what will be taught. The goal is to teach a culturally relevant activity in the Native language. If time permits, the Language Coordinator (Susan) may meet with elders prior to the first day of the camp.

It might be better to have too much scheduled than not enough. It is easy to edit activities. It is difficult to improvise in a remote location. Mentally walk through each event and imagine doing the activity, then make a list of what you will need.

Elders

Attached is a list of activities that elders may teach in camp, in family immersion sessions, or in the classroom. The projects you decide to have in the camp must be "do able". The supplies and resources must be brought to or found in the surroundings of the area. Elders and students can pick projects that can be enhanced in your camp setting. Some students will finish their projects during the camp, others will need to continue their projects in their village.

Curriculum

Brainstorm activities that the community would like students to know and learn. Use this as a guideline to what can be undertaken in a remote location.

There are several curriculum units available for integrating culture. YKSD teachers have developed the Athabascan Curriculum Units: Dog: Leek; Fish: Lookk'e; Moose: Deneege; Wetlands

and Waterfowl. The Association of Interior Native Educators (AINE) has also developed Athabascan units. A set of books is available at each school.

On the internet, there are numerous resources available. The Alaska Native Knowledge Network (ANKN) has a searchable database for Alaskan lessons. The website address is: <http://www.ankn.uaf.edu>

There are also several language lesson resources: Denaakk'e Teaching Activities, Songs & Stories with an accompanying CD. Denaakkenage for Children (in Lower Tanana Athabascan and Koyukon Athabascan). Denaakkenaage' Koyukon Grammar with accompanying CD. Please contact Susan Paskvan if copies are not available at your site.

Computers

Students are required to write in their journal about each activity they participated in. Rite-in-the-Rain journals should be provided for each student and the staff. Several cameras should be available for student and staff use. Make sure you have plenty of batteries. Students may then use their journal entries to make a final computer project, such as web page or school newspaper. Students may take digital photos during the camp and write captions at a later date.

Students will be encouraged to seek elder's assistance in translating the captions in the Native language. Many elders speak, but do not read or write in the Native languages. Eliza Jones an elder and Athabascan linguist, is available to write the captions in Denaakk'e (Koyukon Athabascan). Requests may be FAXed to EBV School in Koyukuk. A specialist can be contacted for writing in Benhti Kenaga' (Lower Tanana Athabascan).

Support Volunteers

Parents are encouraged to attend the camp with their children. Prior to the camp, please write a letter to all parents informing them of the upcoming camp and invite them to teach an activity.

Supporting organizations may be available to teach activities. There are tribal councils; the regional tribal organization, Tanana Chiefs Conference; state organizations – fish and wildlife, mental health, public health; federal organizations - fish and wildlife.

Please send thank you cards to your volunteers. Take blank paper into the field so students can make the cards and write in them.

Logistics

How will you prepare for medical emergencies?

What means of communication are available? Telephone, CB radio, etc?

If a bear event occurs, there are repercussions from many sources. An experienced person should be present whose judgment is respected.

What will be the student/instructor ratio? How many counselors will be needed?

When the student/instructor ratio is low, there is less need for rules and structure. At one camp, younger students were accompanied day and night by mothers, and grandparents. It worked wonderfully, giving a real sense of family.

How much structure will there be? A successful camp schedules every minute from getting up to bedding down. A loosely structured camp schedules three meals, let it all happen haphazardly, and hopes for the best.

Students should be in groups of five to seven with one group leader. The group leader is responsible for making sure his/her students are accounted for during the start and end of each activity. Choosing a group leader could be based on the student's academic or leadership skills; outdoor skills; or could even be an at-risk student who would benefit from being the chosen leader. Often times the at-risk student turned out to be the most responsible group leader.

Athabascan/Iñupiaq values form the basis for camp curriculum, rules, and respect of self, community and land. There is a greater sense of cooperation when camp authorities support the values

that are the basis for the local lifestyle. These values should be reviewed and posted at the schools and at camp.

Compliance with YKSD Insurance Policies

Boat

Any student traveling on a school sponsored trip can only travel in an OSHA approved and state registered boat. All students and employees must wear a life-jacket. Teachers and local experts should teach a lesson on boat safety prior to travel. All boats must have the required equipment. Go to this website for Alaska Boat Safety regulations.
<http://dnr.alaska.gov/parks/boating/>

Snowmachine

In order for snowmachine or boat drivers to be hired they must be properly licensed and insured. However, if the driver volunteers for a student activity then the student can be covered under YKSD insurance. YKSD can pay a stipend to cover the cost of gas, oil and wear and tear.

YKSD insurance policy requires all students on a school sponsored activity to wear a helmet. Student not wearing helmets will not be eligible for school travel.

Teachers and local experts should teach a lesson on snowmachine safety. Here is a website on snowmachine safety:

http://www.dot.state.ak.us/highwaysafety/assets/pdf/AK_Snowmobile_Laws_Rules_Regs_02-03.pdf

Students are not allowed to pass the lead snowmachine. Short trips should be scheduled so students can practice snowmachine safety rules. If they pass the lead snowmachine, they will not be allowed to go on long trips, unless they can demonstrate follow the rules on the shorter trips.

Tools/Materials/Equipment

Each instructor should create a materials list for each planned activity. There are some standard tools and materials that every camp should have. This list should grow and be modified each year. A list of items you may want to bring is attached. There is limited funding for supplies, so please let your community know that you may need to borrow some supplies.

Gun Safety Rules

By Darrell Hildebrand, Alaska State Trooper

1. Always treat the gun like it's loaded.
2. Make sure the gun is safe. Keep safety on.
3. Never let the muzzle cover any one. The muzzle is the end of the barrel.
4. Always have an adult present.
5. Always be aware of your target and what's beyond it. i.e. Never shoot through a wall because someone on the other side could be shot. When shooting a bull moose, be aware of what's behind the target.
6. Keep your finger off of the trigger.

7. After hunting, empty your magazine out the bank. It's called a magazine because it holds the ammunition.
8. Once you have the gun home, put the gun away safely (either in a high rack or in a gun case). Double check to make sure it isn't loaded. When cleaning a firearm, make sure it is unloaded. This is second most cause of accidents.

Additional advice:

1. Walk carefully.
 - a. Pocket Carry. When around many people, tuck the gun safely against you and the muzzle is pointing upwards. Do not carry with it resting on your shoulder. See pic.
 - b. Sling Carry. If you have open country or a good trail, you can carry it in your sling. If walking through the woods, do not use a sling because it might get hung up in a tree.
 - c. Front Down Carry. If you are the leader you can carry the gun pointing towards the ground.

Safety – the red dot (sometimes white dot) indicates that the gun is on safety.

Communication

- Staff meetings before, during and after camp are vital. The director should meet with the Elders, other instructors and counselors separately and jointly.
- Good communication is vital. Before camp begins, communication with the staff, students, parents, and schools must be very clear so that responsibilities are understood. "Who, where, what, when and how" are the key words. Reminders by mail or phone call are appropriate.
- Students are disappointed if their expectations of camp and their experiences are very different. Communicate clearly before the camp begins. Describe what will happen, how and why. It is wise to post an agenda as well as review it at the beginning of every day. At the end of the day, review with the participants, the positives of the day and the "deltas" – things they would like changed.
- On travel days, clear thorough communication is an absolute must. Radios, whatever it takes to have good clear communication will reduce stress tremendously. Responsible helpers are desperately needed on travel days.
- During camp, talking circles, "family groups" for students and journals are most helpful.

Evaluation

In order to properly grade your students, please plan on the type of evaluation you will use with your students. Decide if you would like to have a project rubric for traditional crafts, overall camp evaluation survey, and/or Native language immersion objectives. If students will be keeping a daily journal, write back in their daily journals. As a group, record what was positive and what participants would like changed.

Evaluate the camp in light of the stated goals. Record suggestions right after camp while they are fresh in people's minds. Save them for the planning meetings in following years.

Closing : Cover dish

Your camp should plan a closing cover dish for parents, community people, invited guests to

visit the camp and see the student's projects and cultural skills, like singing and dancing. After students return to site they should write articles about what they have learned from their camp experience. The students are encouraged to utilize digital photos and written articles to publish a newspaper or website.

Success Factors

1. While each camp has plans their own objectives and priorities; there are certain factors that contribute to positive results.
2. With the presence of elders, camps have stability, depth, content and focus. Elders are a precious resource that cannot be programmed. They don't always enjoy good health. Often the schedule calls for five elders and only one or two are able to attend.
3. If the camp is community based, with opportunity for everyone to interact, there is great support. Some camps with road access have enjoyed the flow of community members in and out as personal schedules allowed.
4. Camps that are based in traditional activities have strong support from the communities.
5. Early planning allows schools, teachers and students enough time to respond to all camp requirements before school is over in the Spring. Please schedule when you would like Susan Paskvan to visit your site. She will help coordinate your cultural camp.
6. Weather has a tremendous effect on outdoor camps. Study local weather patterns, and plan accordingly.
7. Camp location is very important. There are some activities that are natural in the woods, and others that are natural in a laboratory. The camp location should be consistent with camp goals. If it is a wilderness camp, it should be located in the wilderness.
8. If the students can roam away from the camp location, there is a greater need for chaperones.
9. Some form of "show & tell" at the end of camp enhances the experience for everyone.
10. Students like to take home a collection, a craft or something tangible. Memories and pictures are important, but a physical reminder of the events is significant.
11. One camp required students to earn one award after returning to the village. Under the supervision of a mentor, the camper had to present to a community group what he/she learned at the camp. This made an excellent connection between the camp, the student and the village.

Appendix

Parent Student Contract

Camp Supplies List

20XX Culture Camp Parent/Student Contract

Program Rules and Regulations:

1. I understand that there will be no overnight visiting with friends while participating in the Culture Camp.
2. I will follow the rules and regulations of my school and the lodging facility.
3. I will keep regular attendance at the Culture Camp classes and activities.
4. I will follow curfew regulations for the program.
5. I will not possess or use any drugs, alcohol, tobacco, or weapons while participating in the Summer Camp program.
6. I understand that violation of any state, federal, or municipal laws; such as stealing, shoplifting, etc., will result in my immediate removal from the Culture Camp program at my parent/guardian's expense.
7. I will show respect, honesty, courtesy, and cooperation toward my fellow students, and Culture Camp coordinators.
8. I understand that I will not be allowed to drive a motorized vehicle while participating in the Culture Camp.
9. I will practice good health and hygiene habits, including limiting sugary snacks.
10. I will use appropriate language at all times.

I CERTIFY THAT ALL OF THE INFORMATION IS CORRECT TO THE BEST OF MY KNOWLEDGE, AND THAT I HAVE READ AND UNDERSTAND THE ABOVE STATED RULES AND REGULATIONS. I REALIZE THAT ANY VIOLATION OF THESE RULES MAY RESULT IN MY BEING DISMISSED FROM THE PROGRAM AT THE PARENT/GUARDIAN'S EXPENSE.

Student Signature

Date

Parent/Guardian Signature

Date

PLEASE RETURN COMPLETED CONTRACT TO YOUR PRINCIPAL

Camping List

After years of bringing students camping, I've compiled this list with the help of other campers. I hope you find it useful for school or personal camping trips. It's organized by safety first (including survival gear); sleeping gear; personal use items; group camp gear and teaching items.

Safety

First aide kit:

hydrogen peroxide	rubbing alcohol	anti-biotic ointment
Tylenol	benadryl	eye wash
scissors	tweezers (good ones)	band aids (all sizes), bandage tape
rubber gloves	whistle	hand warmers (winter)
sanitation napkins (good for stopping excess bleeding, plus other uses)		
Roller Gauze		

Survival Gear (Hudson Sam of Huslia keeps all of this (except food) in a bag ready to go all the time.

packsack, hatchet, hand gun, shells, flashlight, extra batteries
rope - all sorts from ratchet rope to small rope; mosquito dope;
electrical tape, duct tape; surveyor's ribbon, flare, safety matches (in ziploc)
extra clothes in a ziploc bag with all the air taken out (socks, shirt, pants)
lunch - dry fish, dry meat, sardines, crackers, spam
tarp - 6' x 8', safety blanket
wire, spark plugs, pliers, nails, leatherman
compact knife, knife sharpener
first aid kit (see above)
my mom said a good Indian woman never travels without her betseedaakoge' (sewing bag) so I always travel with mine. Items to include in your sewing bag: needles (beading, sewing, and three-corner), thread, thimble, imitation sinew, scrap moose skin, and scissor

Sleeping Gear

tent – check it first to make sure you have everything and the zippers work.
sleeping bag – use winter sleeping bag if its cold.
sleeping pad

Personal Use Gear

extra clothes: (in addition to what's in the survival gear): shirt, pants, warm socks
warm clothes: hat, jacket, sweater, gloves, ski pants or carhartts, boots, rain gear
life jacket (if in boat)
tooth brush, tooth paste, dental floss, small hand towel, feminine products
plate, bowl, cup, fork, spoon, water bottle (save the environment)
medication – if you have allergies or medical condition bring your medicine
camera & extra batteries

Group Gear

tarp, wall tent (if large group, to be for kitchen area)
hand saw, chain saw, axe, shovel
water jugs, tea pot, tea, coffee, sugar
tissue, paper towel
trash bag, aluminum foil, Ziploc bags, dish cloth, dish soap,
grill, propane if using Coleman stove, matches or lighter
kitchen gear: plan your meals, then figure out what pots, pans & utensils you will need
big pot, frying pan, big fork and spoon, knife, sharpening file or stone, tlaahaas (or
maahaandenee)
spatula, can opener
mixing bowl (if making pancakes)
pitcher (if making juice for large group)
berry bucket, extra bucket or basin for washing up
permanent markers

Food Think about all of your meals and visually think of what you will need to cook it

Traveling Food

dry fish, dry meat, sardines, crackers

Breakfast

Pancakes (mix, mixing bowl, large spoon, frying pan, oil, spatula, plates, forks, butter, syrup)
Eggs (if it will be bumpy, consider boiling your eggs before you leave home)
Meat (spam, can hash, bacon or ham)
Condiments: salt, pepper, sugar, ketsup,ketchup, mustard

Lunch

Sandwiches (bread, mayonnaise,mayonnaise, meat, peanut butter & jelly)
snack (chips, granola bars, apples)
salmon strips, dry meat
hot dogs and/or hamburgers plus buns

Dinner

spaghetti (pot to boil spaghetti, frying pan, ground meat, spaghetti, sauce, spices, large spoon
fried meat (oil or Crisco, meat, salt & pepper)
mac & cheese (pot, macaroni, cheese, milk, butter)
potatoes, onions

Drinks & Snacks

juice (pitcher if large group), tea, coffee, hot chocolate

marshmallows, chocolate and graham crackers

Teaching Gear

Think about what lessons you will teach or a community member will teach.

Here are some ideas:

gun safety (need guns and extra shells so students can practice shooting)

boat safety (each student should know how to start & operate the boat)

food safety (bear proofing the camp, keeping stuff cold)

respect for land (keep camp clean, leave no trace)

winter survival (snow caves)

first aid

Teaching Units:

Bring writing paper, pencils, markers and crayons

Moose hunting, butchering (cultural permit for moose hunting - application takes advance notice)

Plants (learn about traditional uses of plants, trees and berries)

Wood (harvesting birch bark or wood)

Cooking (share cooking chores). I brought a meat grinder and the kids (especially little ones had so much fun grinding meat)

Fishing (net, rope, poles, hooks, needle nose pliers)

Hunting (license, butcher knife, file, rope, tarp, bags)

Fun Activities

cards

moose calling contest (have someone teach the kids)

firemaking (and/or tea making) contest – only allowed 3 matches

On school trips, iPods and money are not allowed. Students should be listening to movement in the woods, not to the music.

Guns:

Students who wish to participate in hunting may bring a gun that they will check in with the vehicle and boat driver. Guns will be stored in a tent with the camp boss or teacher. Students can check gun out when heading out. Students must complete a gun safety course prior to first outing. Students will handle gun safely at all times.

Traditional Food

Donations of traditional food such as moose meat and fish will be appreciated.

Camp Coordinator

These are items to prepare beginning at least two months before a major camp.

Location

When

Where

Who

Confirm schedule with other agencies (i.e. MapTEACH)

Solicit teacher applications

Make flyer to promote camp to students

Budget

Prepare a budget that includes

Transportation

Student:

If necessary, compare regular flight and charter flight costs. Arrange for a chaperone for every flight. For budget purposes, budget at least three students from each site.

Ground transportation:

Contact river boat operators and request a bid. Provide them with the number of miles and number of days you will need their service. Ask how many life jackets you will need to supply.

For snowmachines: contact drives to make sure you have enough helmets. YKSD has helmets stored at two schools: Jimmy Huntington School and Kaltag School.

If you must rent the land, prepare agreements in advance.

Using the Camp Supplies list, prepare a budget based on the number of days and number of people you will be bringing. Consider hiring a cook. It will make life so much easier if you don't have to worry about cooking. Ask the cook to prepare a menu and budget accordingly.

For large camps, consider hiring a night chaperone. This person works from 8 PM to 4 AM. Well worth the extra sleep!

Evaluation

There are different type of evaluations

Group	Deneege 'moose'	Bedzeyh 'caribou'	Telele 'eagle'	Deldoole 'crane'
6:30	Activity/Teacher - morning run			
7:00 - 8:00	Breakfast, Kitchen Duty: rotate group			
8:00 - 8:30	Singing, Athabaskan Values w Elders			
8:30 - 9:30	Activity with Teacher A and Elder A	Activity with Teacher B and Elder B	Activity with Teacher C and Visitor C	Activity with Teacher D and visitor D
Cultural Session One				
9:30 - 10:30	Activity with Teacher D and visitor D	Activity with Teacher A and Elder A	Activity with Teacher B and Elder B	Activity with Teacher C and Visitor C
Cultural Lesson Two				
10:30 - 10:45	Break			
10:45 - 11:45	Activity with Teacher C and Visitor C	Activity with Teacher D and visitor D	Activity with Teacher A and Elder A	Activity with Teacher B and Elder B
Cultural Session Three				
11:45 - 12:30	Lunch and break, kitchen duty: rotate group			
12:30 - 1:30	Teacher B and Elder B	Teacher C and Visitor C	Teacher D and visitor D	Teacher A and Elder A
Cultural Session				
Keynote Event 1:30 - 3:00	All: visitor presentation, field trip to pick berries, gather plants etc.			
3:00 - 3:15	Journal Writing One			
3:15 - 3:30	Break			
3:30 - 5:30	All: field trip, safety skills, gun safety etc.			
Keynote Event B				
5:30 - 6:30	Dinner			
6:45 - 7:30	Fun Event A	Fun Event B	Fun Event C	Fun Event D
7:30 - 8:30	Team building activities (team games, individual games, board games)			
8:30 - 9:00	Singing, Athabaskan Values			
9:00 - 10:00	Elder story time. Students spend time in small groups with elders. Elders will tell traditional stories of survival or teach traditional games or skills.			
10:00 - 11:00	Tent time: Quiet hour. Students read, journal write or play board games			
11:00	No leaving the tent			
Groups	Deneege 'moose'	Bedzeyh 'caribou'	Telele 'eagle'	Deldoole 'crane'
Leader				
Students				

Student's Name: _____ Date: _____

Teacher: _____

Part 1: Vocabulary Comprehension

Listening Speaking

Listening Speaking

A. **Dzaatsen' hoolaanh.**
It is cloudy. _____

G. **eena'a'e**
mom _____

B. **Elkonh.**
It is raining. _____

H. **eetaa'e**
dad _____

C. **Elkonh dehoon hek'edee'onh.**
It is raining while sun is shining

I. **sode**
older sister _____

D. **Elyol.**
It is snowing. _____

J. **seketl'e**
younger brother _____

E. **Yokku' hoolaanh.**
It is partly cloudy. _____

K. **k'eelekk'ee**
one _____

F. **Hedeets'eeyh.**
It is windy. _____

L. **tokk'ee**
three _____

Part 2: Sentence Comprehension

Listening

Speaking

A. **Leek dets'eege neel-'aanh.**
The dog is looking at the calf moose. _____

B. **Leek dekehone neel-'aanh. (C); Leek noone neel-'aanh. (U);**
Leek legedze neel-'aanh. (L)
The dog is looking at the porcupine. _____

C. **Dekehone noye'e neel-'aanh. (C); Noone noye'e neel-'aanh. (U);**
Legedze noye'e neel-'aanh. (L)
The porcupine is looking at the beaver. _____

D. **Noye'e ledol.**
The beaver is sitting. _____

E. **Debee lehaanh.**
The sheep is standing. _____

F. **Sode neteekk'ee est'aanh.**
I have two older sisters. _____

CULTURE IN THE CLASSROOM

Indicators and Evidences for Evaluating Culturally Responsive Teaching
Using the Alaska Cultural Standards for Educators



SERRC
ALASKA'S EDUCATIONAL
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CULTURE IN THE CLASSROOM

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A PUBLICATION OF SERRC - ALASKA'S EDUCATIONAL RESOURCE CENTER



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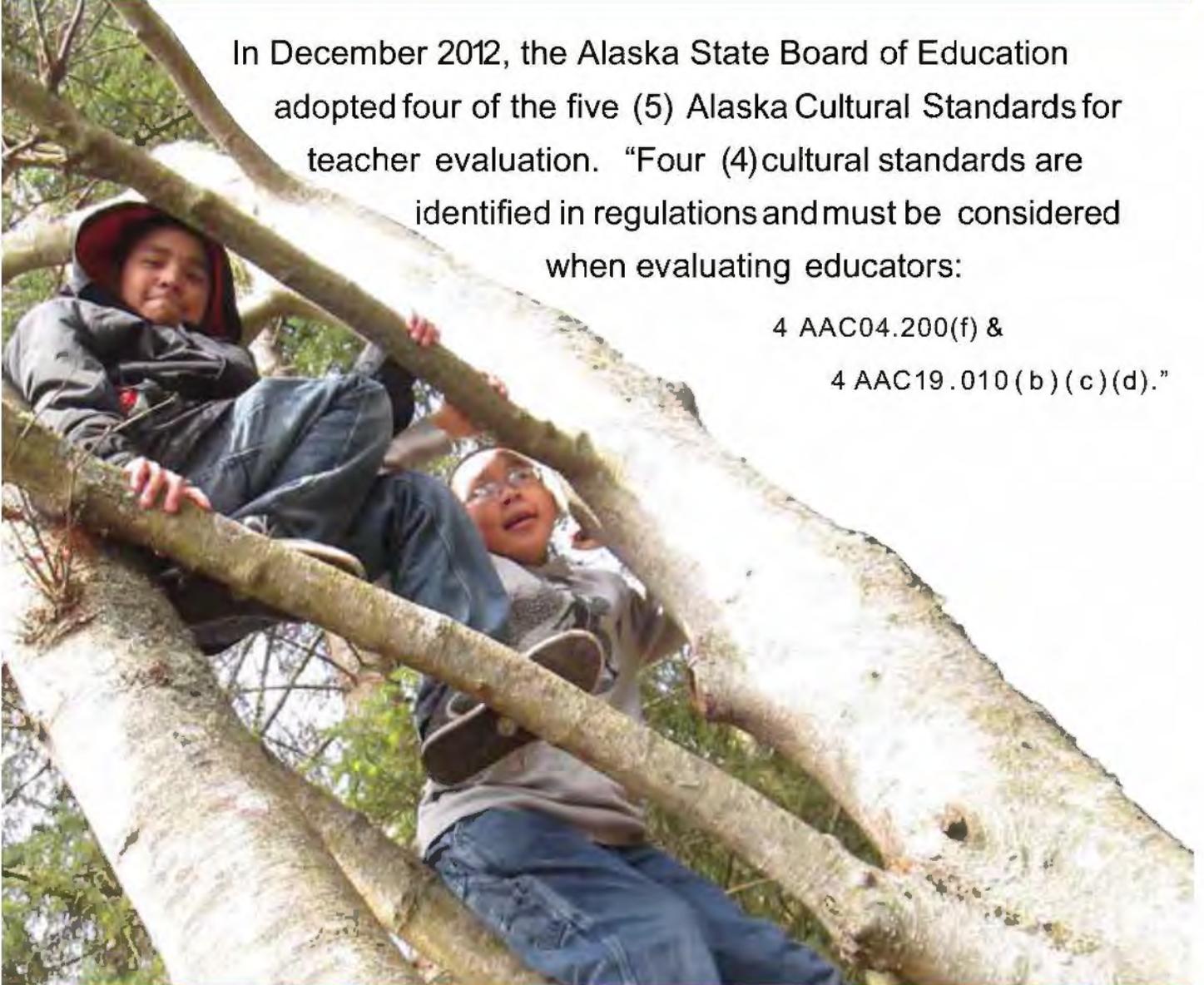
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PREFACE

In December 2012, the Alaska State Board of Education adopted four of the five (5) Alaska Cultural Standards for teacher evaluation. “Four (4) cultural standards are identified in regulations and must be considered when evaluating educators:

4 AAC04.200(f) &

4 AAC19.010(b)(c)(d).”



At the time of adoption, processes and tools to evaluate teachers on the cultural standards did not exist. The Guide to Implementing the Alaska Cultural Standards for Educators, had been prepared and published in collaboration with the Alaska Department of Education & Early Development, the Alaska Comprehensive Center, Alaska Native Educators, and Education Northwest in May 2012. This document, however, by its own declaration, was never meant for evaluation or comparison of teachers.

Therefore, Alaska Cultural Standards for Educators: Indicators and Evidences for Evaluating Culturally Proficient Teaching was created for the purpose of evaluation and comparison of teachers.

This document was developed as part of SERRC's Project CREATE (Culturally Responsive Evidences for Alaska Teacher Effectiveness) to develop and support a teacher evaluation framework based on Alaska Teacher Standards and Alaska Cultural Standards for Educators.

The Alaska Cultural Standards for Educators complement other state standards by orienting the school community to its role in helping students become responsible, capable, and whole human beings. The Cultural Standards emphasize a strong connection between what students experience in school, and their lives out of school, by providing in-depth, experiential learning in real-world contexts.

School Districts and personnel will find this document useful in assisting educators in the teacher evaluation process. It defines what culturally responsive instruction and practice could look like. Teachers will also find it helpful in planning for meaningful, effective lessons, activities, and strategies that meet the Alaska Cultural Standards for Educators.

This document applies to all evaluation and instructional frameworks, and is inclusive of all cultures. Evidences and indicators are broad enough to allow for each teaching site to localize activities, lessons, and practices to fit their specific and unique needs.



OVERVIEW

Research has established the importance of cultural proficiency in improving students' academic and behavioral outcomes. Effective educators recognize that culture influences their actions as well as the thoughts and behaviors of their students (Nuri-Robins, Lindsey, Lindsey & Terrell, 2012). To ignore the impact of one's culture is to ignore the opportunities and challenges within the instructional teaching and learning environment. Culturally responsive teaching practices can assist educators in bridging differences in language, heritage, race, socio-economic status, trauma history, and ability. As a result, educators are realizing the need to intentionally focus on identifying effective methods for developing culturally responsive practices.

Cultural proficiency is a mindset. When considered this way, it becomes an active, evolving journey that school leaders and educators undertake to cross philosophical barriers toward thoughtful and reflective school change. Systematic change has the best chance of creating and sustaining learning environments where students achieve and realize their full educational potential, and educators can self-reflect to ensure their beliefs and attitudes are free of bias.

From 2012 to 2015, SERRC partnered with Bering Strait School District (BSSD) to develop tools, protocols, and training to evaluate teachers on culturally-responsive skills and practices. This work was conducted through an Alaska Native Education Program (ANEP) grant, Project CREATE.

Project CREATE has elaborated on the Alaska Cultural Standards for Educators to develop indicators and evidences upon which teachers can be evaluated for culturally-responsive instruction.

To develop the description, focus statement, desired effect, and indicators for each of the cultural standards, Project CREATE staff met face-to-face and via teleconference with consultants over the course of several years. These consultants included individuals who also helped to develop the original publication, Cultural Standards for Educators, published in 1998. By bringing in authors from the original publication and body of knowledge, Project CREATE has ensured intent and content continuity between the works, and upheld the integrity of the Standards.

In the final year of the grant, more consultants joined Project CREATE and together the group crafted the teacher and students evidences listed for each standard indicator. All of the work was vetted for reliability and validity at each stage of development. This effort culminated with the publication of Alaska Cultural Standards for Educators: Indicators and Evidences for Evaluating Culturally Proficient Teaching.

ACKNOWLEDGEMENTS

On behalf of Southeast Regional Resource Center (SERRC), and Project CREATE we take great pleasure in thanking the consultants who worked with Project CREATE staff to create the cultural descriptions, indicators, and evidences.

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Sperry Ash – Educator: Cultural Specialist: Nanwalek
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Alaska Cultural Standards and Indicators for Teacher Evaluation

Cultural Standard A Culturally responsive educators incorporate local ways of knowing and teaching in their work.	Cultural Standard B Culturally responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.	Cultural Standard D Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.	Cultural Standard E Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.
CA1 The educator plans lessons that incorporate knowledge of students' cultural background/practices into the teaching of content.	CB1 The educator has a planning process that incorporates the linking of the local environment, community resources, and issues to instructional content.	CD1 The educator plans culturally sensitive ways to build relationships with parents/guardians to achieve complementary expectations of students.	CE1 The educator plans for academic rigor that will challenge each student regardless of cultural background.
CA2 The educator integrates and connects traditions, customs, values, and practices of the students when interacting with new content.	CB2 The educator engages students in learning experiences that integrate the local environment, community resources, and issues when interacting with content.	CD2 The educator communicates with homes to better understand the student's educational needs, concerns, and strengths.	CE2 The educator provides rigorous learning opportunities for students that combines higher order thinking skills and student autonomy (from teacher-directed to student-directed).
CA3 The educator's uses the students' cultural traditions, customs, values and practices when designing the classroom environment.	CB3 The educator reflects on the effectiveness of using the local environment, community resources, and issues to help students connect content to their daily lives.		CE3 The educator demonstrates value and respect for all students of all cultures and challenges them to strive for educational excellence.
CA4 The educator uses students' traditions, customs, values, and practices to engage them in their learning.	CB4 The educator seeks guidance regarding the local environment, community resources, and issues and how it connects to the everyday lives of the students		CE4 The educator reflects on student performance based assessments, both formative and summative to identify areas for academic rigor.
CA5 The educator reflects on the effectiveness of applying their knowledge of students' traditions, customs, values, and practices when teaching.			
CA6 The educator seeks guidance regarding knowledge about and use of students' traditions, customs, values, and practices when teaching.			

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

Standard B: Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

Standard C: Culturally-responsive educators participate in community events and activities in appropriate and supportive ways. (Standard C is not mandated for evaluation since it cannot be observed in the classroom. Nevertheless, many school districts have adapted Standard C as part of their teacher evaluation.)

Standard D: Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

Standard E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

Alaska Cultural Standard A

Cultural Connections

A. Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

Description of the Standard:

Cultural Standard A addresses incorporating knowledge of students' culture into an educator's pedagogical practice. Educators should strive to know about the cultural background and heritage of the students they teach. The educator uses this knowledge in their teaching practice to engage and anchor students in their learning. Knowledge of students' background and heritage should guide the choices educators make about strategies and practices they use with their students.

Focus Statement	Desired Outcome
The educator uses students' cultural traditions, customs, values, and practices in their teaching.	Educators are guided by their knowledge of students' background and heritage when making decisions about strategies and practices they will use in their teaching.

Indicator #	Cultural Indicator	Reflection Question
CA1	The educator plans lessons that incorporate knowledge of students' cultural background/practices into the teaching of content.	How will I include more cultural traditions, customs, values and practices of the students in my classroom when I plan?
★CA2	The educator integrates and connects traditions, customs, values, and practices of the students when interacting with new content.	How will I incorporate the local traditions, customs, values and practices when teaching new content?
★CA3	The educator's uses the students' cultural traditions, customs, values and practices when designing the classroom environment.	What can I do to make my classroom environment more representative of the culture(s) of my students?
★CA4	The educator uses students' traditions, customs, values, and practices to engage them in their learning.	What more can I do to use the cultural traditions, customs, values, and practices of my students to effectively engage them?
CA5	The educator reflects on the effectiveness of applying their knowledge of students' traditions, customs, values, and practices when teaching.	What evidence do I have that incorporating the students' culture into my lessons is effective?
CA6	The educator seeks guidance regarding knowledge about and use of students' traditions, customs, values, and practices when teaching.	How and from whom will I seek advice for the appropriate use of students' traditions, customs, values, and practices in my teaching?

★ Denotes indicators that can be observed in the classroom.

Indicator #	
CA1	The educator plans lessons that incorporate knowledge of students' cultural background/practices into the teaching of content.
Desired Outcome	
Educators' plans include references and/or activities and assignments that connect to students' backgrounds and heritage for the purpose of improving student achievement and increasing student engagement.	
Example Evidences of Planning	
<ul style="list-style-type: none"> <input type="checkbox"/> Educator's unit plans include specific activities and assignments that connect students' backgrounds and heritage to the content. <input type="checkbox"/> Educator can show evidence of data collection, related to students' backgrounds and heritage. (i.e. parent surveys, student bios, etc.) <input type="checkbox"/> Educator analyzes data collected about students' backgrounds and heritage and uses it for planning. <input type="checkbox"/> Educator planning includes scheduling of community members to support connecting students' backgrounds and heritage to the content. <input type="checkbox"/> Educator can explain the process used to gather information about students' cultural heritage and backgrounds. <input type="checkbox"/> Educators incorporate information gathered about students' cultural backgrounds into written lesson plans. 	

Rating Scale			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator's plans do not incorporate knowledge of students' cultural background(s)/practices into the teaching of their content.	The educator incorporates knowledge of students' background into the planning process, however there isn't a statement of how the activity, lesson, or reference will connect to the content.	The educator incorporates knowledge of students' background into the planning process, and there is a statement of how the activity, lesson, or reference will connect to the content.	The educator's plans use the students' cultural background(s) in unique and creative ways to make connections to the content.

Indicator #	
★ CA2	The educator integrates and connects traditions, customs, values, and practices of the students when interacting with new content.
Desired Outcome	
Students make connections between their cultural backgrounds and new content.	
Example Student Behaviors	Example Educator Behaviors
<ul style="list-style-type: none"> <input type="checkbox"/> Students discuss their traditions, customs, values, and practices and how it relates to new content. <input type="checkbox"/> Students are highly engaged. <input type="checkbox"/> Student artifacts demonstrate cultural connections to the content being taught. <input type="checkbox"/> Students can explain how the content connects to their cultural background and heritage. 	<ul style="list-style-type: none"> <input type="checkbox"/> Educator uses previewing activities and or relevant "hooks" to help students make connections between content and their traditions, customs, values, and practices. <input type="checkbox"/> Educator involves community guests to illuminate connections between content and the students' traditions, customs, values, and practices. <input type="checkbox"/> Educator can describe how cultural connections within the unit contribute toward understanding of the content. <input type="checkbox"/> Educator integrates cross-curricular cultural connections to content. <input type="checkbox"/> Educator asks questions of students that require students to make inferences between their cultural background and content.

Rating Scale			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator's use of cultural traditions, customs, values, and practices was not appropriately connected to the introduction of new content.	The educator makes cultural connection(s) to the content but the majority of the students cannot state how the connection relates to their cultural traditions, customs, values, and practices.	The educator makes cultural connection(s) to the content and the majority of the students can state how the connection relates to their cultural traditions, customs, values, and practices.	The educator makes cultural connections to the content in unique and creative ways so that all students were able to state how the content connects to their cultural backgrounds.

Indicator #	
★ CA3	The educator's uses the students' cultural traditions, customs, values and practices when designing the classroom environment.
Desired Outcome	
Students can recognize representation of their culture in the physical environment of the classroom	
Example Student Behavior	Example Educator Behaviors
<ul style="list-style-type: none"> ❑ Students can describe how their traditions, customs, values, and/or practices are represented in the classroom, i.e. work products, posters, routines, etc. ❑ Students can explain how the classroom environment makes them feel comfortable, safe, included, valued, and respected. 	<ul style="list-style-type: none"> ❑ Educator involves members of community to participate in classroom design. ❑ Educator displays interpretations and/or cultural products of student work that reflect the students' traditions, customs, values, and practices. (student work) ❑ Educator incorporates the traditions, customs, values, and practices of students represented in the classroom in their visual displays and decor. (i.e. posters) ❑ Educator includes the traditions, customs, values, and practices of students into the development of classroom routines and rules. ❑ Educator provides cultural resources on a regular basis, i.e., books, web sites, brochures, speakers, that students can access.

Rating Scale			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator's use of students' cultural traditions, customs, values and practices in the design of the classroom environment was not used appropriately.	The educator uses cultural knowledge of students' cultural traditions, customs, values and practices in the design of the classroom, but the majority of students cannot recognize representation of their culture in the physical environment of the classroom.	The educator uses cultural knowledge of students' cultural traditions, customs, values and practices in the design of the classroom, and the majority of students can recognize representation of their culture in the physical environment of the classroom	The educator uses knowledge of students' cultural traditions, customs, values and practices in unique and creative ways in the design of the classroom, and all students recognize representation of their culture in the physical environment of the classroom.

Indicator #	
★CA4	The educator uses students' traditions, customs, values, and practices to engage them in their learning.
Desired Outcome	
Students are highly engaged and motivated to learn as a result of connections to their traditions, customs, values, and practices.	
Example Student Behavior	Example Educator Behaviors
<ul style="list-style-type: none"> <input type="checkbox"/> Students participate in activities that incorporate their traditions, customs, values, and practices with learning content. <input type="checkbox"/> Students can tell how making cultural connections to content is engaging. <input type="checkbox"/> Students' non-verbal body language expresses engagement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Educator uses activities related to traditions, customs, values, and practices of the students in their class, i.e. music, language, foods, etc. <input type="checkbox"/> Educator demonstrates awareness of the nonverbal communication appropriate to the customs of the students in their classroom. <input type="checkbox"/> Educator has discussions with students about topics in which they are interested. <input type="checkbox"/> Educator builds student interests into lessons.

Rating Scale			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator does not use students' traditions, customs, values, and practices to engage students with the content.	The educator uses the students' traditions, customs, values, and practices, but the majority of students do not display engagement and/or motivation to learn.	The educator makes connections between the students' traditions, customs, values, and practices, and the majority of the students are engaged and motivated to learn.	The educator uses cultural connections to students' traditions, customs, values, and practices in unique and creative ways so that all students are engaged and motivated to learn.

Indicator #	
CA5	The educator reflects on the effectiveness of applying their knowledge of students' traditions, customs, values, and practices when teaching.
Desired Outcome	
Through reflection, educators can identify ways to become more culturally responsive in their teaching.	
Example Evidences	
<ul style="list-style-type: none"> <input type="checkbox"/> Educator identifies this indicator as an area for personal growth. <input type="checkbox"/> Educator documents the steps they have taken toward personal growth in this indicator. i.e.. logs, journals, actions plans, etc. <input type="checkbox"/> Educator identifies observable measures that would demonstrate growth in this indicator. i.e. benchmarks, timelines, student data. <input type="checkbox"/> Educator identifies a goal(s) for this indicator. 	

Rating Scale			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator lacks reflection on his/her teaching and therefore does not identify ways to become more culturally responsive in their teaching.	The educator reflects on how to use students' traditions, customs, values, and practices but does not identify specific ways to become more culturally responsive.	The educator reflects on how to use students' traditions, customs, values, and practices and identifies specific ways to become more culturally responsive.	The educator reflects on how to use students' traditions, customs, values, and practices and how to adapt culturally responsive practices in order to reach all students in the classroom.

Indicator #	
CA6	The educator seeks guidance regarding knowledge about and use of students' traditions, customs, values, and practices when teaching.
Desired Outcome	
The cultural content is accurate and credible, and the delivery correctly follows cultural protocols.	
Example Evidences	
<ul style="list-style-type: none"> <input type="checkbox"/> The educator understands that they need to seek out protocols for guidance in cultural knowledge. <input type="checkbox"/> The educator adheres to the cultural and intellectual property rights that pertain to all aspects of the local knowledge by citing and documenting resources. <input type="checkbox"/> The educator keeps a record of specific instances when and from whom they sought mentorship. <input type="checkbox"/> Educator consults with community members to guide and support planning that incorporates students' cultural backgrounds and heritage with the content. <input type="checkbox"/> Educator collaborates with staff when planning to incorporate students' cultural backgrounds in their teaching. 	

Rating Scale			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator does not seek guidance in the use of or the knowledge of students' cultural traditions, customs, values, and practices.	The educator seeks guidance in the use of cultural information relating to students' traditions, customs, values, and practices but the information used is not accurate or the delivery of the lesson does not follow cultural protocols.	The educator seeks guidance in the use of cultural information relating to students' traditions, customs, values, and practices and the information used is accurate and the delivery of the lesson does follow cultural protocols.	The educator seeks guidance and collaborates with peers and community members to ensure accurate information of cultural content in their teaching.

Alaska Cultural Standard B

Authentic Local Resources

B. Culturally responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

Description of the Standard:

Cultural Standard B addresses the educator using the authentic environment on regular basis as a bridge to new learning. The authentic environment is the local community that all students are members of regardless of their cultural heritage. The resources available for an educator may include people, environment, businesses, and organizations (hospitals, clinics, corporations, etc.). Educators that successfully link the authentic environment with the curriculum help students develop connections between content and their everyday lives.

Focus Statement	Desired Outcome
The educator regularly uses local resources helping students make connections between the content and their everyday lives.	Students connect classroom learning to their daily lives.

Indicator #	Cultural Indicator	Reflection Question
CB1	The educator has a planning process that incorporates the linking of the local environment, community resources, and issues to instructional content.	How can I improve my planning process to be more inclusive of the local environment, community resources, and issues with instructional content?
★ CB2	The educator engages students in learning experiences that integrate the local environment, community resources, and issues when interacting with content.	What can I do to broaden my understanding of the local environment and community resources so that I can help my students interact with knowledge/content more effectively?
CB3	The educator reflects on the effectiveness of using the local environment, community resources, and issues to help students connect content to their daily lives.	What evidence do I have that incorporating the local environment, community resources, and issues are helping my students connect content with their everyday lives?
CB4	The educator seeks guidance regarding the local environment, community resources, and issues and how it connects to the everyday lives of the students.	How and from whom will I seek guidance about the appropriate use of local resources?

★ Denotes indicators that can be observed in the classroom.

Indicator #	
CB1	The educator has a planning process that incorporates the linking of the local environment, community resources, and issues to instructional content.
Desired Outcome	
Educator's plans include references and activities connecting content to the local environment.	
Example Evidences	
<ul style="list-style-type: none"> <input type="checkbox"/> Educator's plans reflect using the local environmental resources on a regular basis; i.e. speakers, field <input type="checkbox"/> Educator's plans integrate the content standards with cultural standards utilizing local resources. <input type="checkbox"/> Educator's plans reflect the use of the local environment's seasonal activities; i.e. traditional uses of resources for different seasons. <input type="checkbox"/> Educator's plans includes elements to make connections between the students and the local environment, i.e. field trips, guest speakers, out of doors, activities, etc. 	

Rating Scale			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator's plans do not incorporate knowledge of the students' local environment, community resources, and issues in the teaching of their content.	The educator incorporates knowledge of students' local environment, community resources, and issues into the planning process, however there isn't a statement of how the activity, lesson, or reference will connect to the content.	The educator incorporates knowledge of students' local environment, community resources, and issues into the planning process, and there is a statement of how the activity, lesson, or reference will connect to the content.	The educator's plans use the students' local environment, community resources, and issues in unique and creative ways to make connections to the content.

Indicator #★ **CB2**

The educator engages students in learning experiences that integrate the local environment, community resources, and issues when interacting with content.

Desired Outcome

Students make connection between their local environment, community resources, community issues and the content.

Example Student Behaviors

- Student artifacts reflect the knowledge of the local environment.
- Students demonstrate interest and engagement when using the local environment and or resources.
- Students' attitudes and or behaviors demonstrate respect for the local community resources; i.e. respecting land area, personal property, other persons, etc.

Example Educator Behaviors

- Educators' activities/ assignments facilitate making connections to the local environment and culture.
- Educator uses the local environment, i.e. out-of-doors lessons, field trips, place based investigations, etc.
- Educator organizes students to interact with the local resources being presented; i.e. groups, prepared questions, graphic organizers, etc.

Rating Scale

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator's use of the local environment, community resources, and/or issues was not appropriately connected to the introduction of content.	The educator makes cultural connection(s) to the content but the majority of the students cannot state how the connection relates to the local environment, community resources, and/or issues.	The educator makes cultural connection(s) to the content and the majority of the students can state how the connection relates to the local environment, community resources, and/or issues.	The educator makes cultural connections to the content in unique and creative ways so that all students are able to state how the content connects to the local environment, community resources, and/or issues.

Indicator #	
CB3	The educator reflects on the effectiveness of using the local environment, community resources, and issues to help students connect content to their daily lives.
Desired Outcome	
Educator monitors effectiveness of using authentic local resources as a result of student learning.	
Example Evidences	
<ul style="list-style-type: none"> <input type="checkbox"/> Educator can explain the effectiveness of strategies used to make cultural connections. <input type="checkbox"/> Educator maintains records on how the local environment, community resources, and issues are being incorporated into lessons. <input type="checkbox"/> Educator uses informal student assessments to evaluate the effectiveness of incorporating the local cultural environment and/or resources. <input type="checkbox"/> Educator debriefs with peers, presenter, students, etc. to gain feedback on successes, challenges, or changes. 	

Rating Scale			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator lacks reflection on his/her teaching and therefore does not identify ways to become more effective in using the local environment, community resources, and/or issues to connect content to students' daily lives.	The educator reflects on how to use the local environment, community resources, and/or issues but does not identify specific ways connect content to students' daily lives.	The educator reflects on how to use the local environment, community resources, and/or issues and identifies specific ways to connect content to students' daily lives.	The educator reflects on how to use the local environment, community resources, and/or issues and how to adapt them to connect content to students' daily lives.in order to reach all students in the classroom.

Indicator #**CB4**

The educator seeks guidance regarding the local environment, community resources, and issues and how it connects to the everyday lives of the students.

Desired Outcome

Educator accurately uses authentic community resources and cites sources used.

Example Evidences

- Educator maintains records of their efforts to seek guidance on using authentic local resources.
- Teacher participates in continuing education courses and/or workshops that help them learn about local resources and issues.
- Educator has a mentor that shows or tells them what is the correct use of local areas and/or resources.
- Educator meets with the guest presenters in advance of their visits to preview content and/or to clarify expectations.

Rating Scale

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator does not seek guidance in the use of or the knowledge of the local environment, community resources, and/or issues.	The educator seeks guidance in the use of cultural information relating to the local environment, community resources, and/or issues but the information used is not accurate.	The educator seeks guidance in the use of cultural information relating to the local environment, community resources, and/or issues and the information used is accurate.	The educator seeks guidance and collaborates with peers and community members to ensure accurate information of the local environment, community resources, and/or issues in their teaching.



Standard C is not mandated for evaluation since it cannot be observed in the classroom. Nevertheless, many school districts have adapted Standard C to make it a part of their teacher evaluation.



Alaska Cultural Standard C

Community Connections

C. Culturally-responsive educators participate in community events and activities in appropriate and supportive ways.

Description of the Standard:

Cultural Standard C addresses the importance of educators being connected to their students' environments, and developing relationships with the people who interact with them in those environments. Although this standard isn't part of an educator's evaluation because it isn't observable in the classroom, it is the cornerstone standard. All four of the other cultural standards depend upon the educator building a knowledge base about their students and developing meaningful relationships within the community so the educator is perceived as a contributing member who respectfully gleans knowledge about the students' "place".

Indicator #	Cultural Indicator
CC1	Become active members of the community in which they teach and make positive and culturally appropriate contributions to the well being of that community.
CC2	Exercise professional responsibilities in the context of local cultural traditions and expectations.
CC3	Maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community.



Alaska Cultural Standard D

Home Connections

D. Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

Description of the Standard:

Cultural Standard D addresses the collaboration between home and school so there is mutual support for the expectations of the student. The word complementary in the standard is defined as, combining in such a way as to enhance the qualities of each other. Based on this definition, both the educator and the parent share a responsibility in communication and support of the student's educational expectations. The educator seeks parent/guardian input and acts upon their concerns so that the student's educational needs are met and supported. Educators should maintain open communication with parents regarding educational expectations for students and feedback on student progress. It is the educator's responsibility to persistently work with all parents, including those who are less involved with the educational process, to provide suggestions/resources to parents, which help promote student success.

Focus Statement	Desired Outcome
The educator works collaboratively with parents in coordinating efforts to support student expectations.	Parents and the educators cooperate to support the child's education.

Indicator #	Cultural Indicator	Reflection Question
CD1	The educator plans culturally sensitive ways to build relationships with parents/guardians to achieve complementary expectations of students.	What will I do to strengthen my relationship with parents/guardians to ensure that expectations set for students are mutually supported and understood?
CD2	The educator communicates with homes to better understand the student's educational needs, concerns, and strengths.	How will I collaborate with parents/guardians to learn about student strengths and discover areas of need or concern?

Indicator #	
CD1	The educator plans culturally sensitive ways to build relationships with parents/guardians to achieve complementary expectations of students.
Desired Outcome	
Educator learns and uses culturally sensitive ways to develop relationships with all parents.	
Example Evidences	
<ul style="list-style-type: none"> <input type="checkbox"/> Educator communicates with parents in ways that are culturally responsive. (i.e. translators, web based translation of newsletters) <input type="checkbox"/> During teacher/parent interactions, parents are informed of upcoming plans, and are invited to participate. <input type="checkbox"/> Parents visit the classroom. <input type="checkbox"/> Classroom physical environment reflects an attitude that parents are welcome. <input type="checkbox"/> Parents contribute as classroom helpers, etc. <input type="checkbox"/> The educator demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust when building relationships with parents. <input type="checkbox"/> Educator responds to parent requests for support, assistance and/or clarification regarding their child in a timely manner. <input type="checkbox"/> The educator uses technology to build collaborative relationships between home and school. <input type="checkbox"/> Educator can produce evidence of furthering their understanding of the culture, ie. reading material, classes, professional learning groups, etc. 	

Rating Scale			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator's plans do not reflect culturally sensitive ways to build relationships with parents/guardians.	The educator plans culturally sensitive ways to interact with parents/guardians, but does not work toward building complementary expectations with the parent for the student.	The educator plans culturally sensitive ways to interact with the majority of parents/guardians, and builds complementary expectations with the parent for the student.	The educator plans ways to interact with all parents/guardians and adapts culturally sensitive strategies that support and respect families in achieving educational outcomes for students.

Indicator #	
CD2	The educator communicates with homes to better understand the student's educational needs, concerns, and strengths.

Desired Outcome

The educator uses information about students' backgrounds to meet student needs.

Example Evidences

- Educator's plans show multiple ways to get input from families. (family night, emails, web site, conferencing, phone calls, surveys, etc.).
- Educator seeks to continuously learn about and build upon the cultural knowledge that students bring with them from their homes and community.
- Educator plans for the needs of students who come from home environments that offer little support for schooling.
- When assigning homework, the educator takes into consideration the students' family resources.
- Educator can describe instances when he or she interacted positively with students and parents.
- Students and parents can describe positive interactions they have had with that educator.
- When communicating with the home, the educator takes into consideration family and language resources.
- Educator maintains an web-based site where assignments, upcoming events, etc are posted for student-home access.
- Educator is culturally sensitive and consistent in communicating with the home regarding expectations, progress, and/or concerns.

Rating Scale

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator communicates with homes but does not gather information about the home environment.	The educator communicates with homes and gathers information about the home environment, and uses that knowledge to meet some students' educational needs.	The educator communicates with homes and gathers information about the home environment, and uses that knowledge to meet the majority of the students' educational needs.	The educator communicates with <i>all</i> home environments, and uses that information to meet the educational needs of <i>all</i> students.

Alaska Cultural Standard E

High-Unbiased Expectations

A. Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

Description of the Standard:

Cultural Standard E addresses the belief by the educator that all children can learn. Educators support high expectations for all students by recognizing the cultural integrity and identity students bring with them into the classroom, and by reflecting on their own practices and beliefs. The educator engages students with respect, cultural sensitivity, and confidence in each student's ability to learn. Educators maintain high expectations for all students by: resisting making judgments based on stereotypes; using strategies that support all learners; and monitoring all students for achievement of the learning goals.

Focus Statement	Desired Outcome
The educator recognizes all students of all cultures can achieve and will provide rigorous academic challenges for them.	All students believe they can achieve and will strive to meet the challenges of academic rigor.

Indicator #	Cultural Indicator	Reflection Question
CE1	The educator plans for academic rigor that will challenge each student regardless of cultural background.	What will I do to better understand the full potential of each of my students in order to challenge their learning?
★CE2	The educator provides rigorous learning opportunities for students that combines higher order thinking skills and student autonomy (from teacher-directed to student-directed).	How can I guide and support all students of all cultures to demonstrate higher order thinking skills and develop student autonomy?
★CE3	The educator demonstrates value and respect for all students of all cultures and challenges them to strive for educational excellence.	How can I cultivate a classroom environment that encourages all students to strive for academic excellence and show pride in their culture?
CE4	The educator reflects on student performance based assessments, both formative and summative to identify areas for academic rigor.	How do I differentiate my instruction to support diverse student learning needs?

★ Denotes indicators that can be observed in the classroom

Indicator #		
CE1	The educator plans for academic rigor that will challenge each student regardless of cultural background.	
Desired Outcome		
The educator delivers instruction that is scaffolded and differentiated to challenge and meet the needs of all students.		
Example Evidences		
<ul style="list-style-type: none"> <input type="checkbox"/> Educator's plans have differentiation strategies that reflect cultural sensitivity. (i.e. wait time, grouping, environment, learning styles) <input type="checkbox"/> Educator's plans regularly include cultural connections to students in the classroom. <input type="checkbox"/> Educator's plans include assessment strategies to measure student progress that accommodate cultural diversities. <input type="checkbox"/> Educator's plans build on student background knowledge to address cognitive complexity. <input type="checkbox"/> Educator designs strategies/activities that explicitly use the verbs associated with complexity. ie., Bloom's Taxonomy. 		

Rating Scale			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator's plans do not reflect strategies and activities that are rigorous and/or culturally sensitive to challenge and meet the needs of all students.	The educator 's plans reflect strategies and activities that are culturally sensitive but lack rigor in order to challenge and meet the needs of students.	The educator 's plans reflect strategies and activities that are rigorous and culturally sensitive to challenge and meet the needs of the majority of students.	The educator 's plans reflect strategies and activities that are rigorous and culturally sensitive to challenge and meet the needs of all students.

Indicator #			
★ CE2	The educator provides rigorous learning opportunities for students that combines higher order thinking skills and student autonomy (from teacher-directed to student-directed).		
Desired Outcome			
Students exhibit higher order thinking and increased student autonomy.			
Example Student Behaviors		Example Educator Behaviors	
<ul style="list-style-type: none"> <input type="checkbox"/> Students participate in large and small groups and in various roles within those groups. <input type="checkbox"/> Students are engaged in higher order activities (i.e.problem based learning or project based learning) <input type="checkbox"/> Students engage in critical thinking discussions that connect various cultural perspectives to the topic. 		<ul style="list-style-type: none"> <input type="checkbox"/> Educator organizes students in various ways to interact with content. <input type="checkbox"/> Educator uses strategies that challenge students to apply their knowledge in creative ways, ie. problem solving, examining similarities and differences, etc. <input type="checkbox"/> Educator facilitates culturally responsive discussions allowing students to apply critical thinking skills. 	

Rating Scale			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator does not structure learning opportunities for students to demonstrate higher order thinking skills and/or student autonomy.	The educator structures learning opportunities for some students to demonstrate higher order thinking skills and develop student autonomy.	The educator structures learning opportunities for the majority students in order for them to demonstrate higher order thinking skills and develop student autonomy.	The educator structures unique and creative learning opportunities for <i>all</i> students in order for them to demonstrate higher order thinking skills and develop student autonomy.

Indicator #		
★CE3	The educator demonstrates value and respect for all students of all cultures and challenges them to strive for educational excellence.	
Desired Outcome		
All students feel capable, worthy, and accepted by the educator.		
Example Student Behaviors	Example Educator Behaviors	
<ul style="list-style-type: none"> <input type="checkbox"/> Students take risks. (i.e. ask questions, participate in discussion, volunteer) <input type="checkbox"/> Students state the teacher cares about them. <input type="checkbox"/> Students exhibit a willingness to learn. <input type="checkbox"/> Students avoid negative thinking about their abilities, attitudes, and actions. <input type="checkbox"/> Students are willing to accept challenges. <input type="checkbox"/> Students persevere with higher order learning activities. <input type="checkbox"/> Students demonstrate respect toward others and property. <input type="checkbox"/> Students display positive attitudes and actions in the classroom. 	<ul style="list-style-type: none"> <input type="checkbox"/> Educator treats all students fairly. <input type="checkbox"/> Educator interacts with students in culturally responsive ways, ie. smiles, makes appropriate physical contact, understands nonverbal signs, etc. <input type="checkbox"/> Educator promotes inclusion of diverse cultures. <input type="checkbox"/> Educator models respect for all students. <input type="checkbox"/> Educator encourages students to achieve their full potential through scaffolding and/or differentiation. <input type="checkbox"/> Educator addresses students in a manner they perceive as culturally respectful, i.e. using their Native name (if appropriate), not talking too loudly, not demanding eye contact, playful dialogue, etc. <input type="checkbox"/> Educator maintains an environment that is safe. <input type="checkbox"/> Educator does not allow negative comments about student' abilities and provides strategies for students to use to avoid negative thoughts and actions. 	

Rating Scale			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator encourages some of the students to persist in difficult and challenging learning experiences and interacts with them fairly and equitably.	The educator encourages the majority of the students of <i>all</i> cultures to persist in difficult and challenging learning experiences and interacts with them fairly and equitably.	The educator encourages <i>all</i> students of <i>all</i> cultures to persist in difficult and challenging learning experiences and interacts with them fairly and equitably.	The educator uses unique and creative ways to encourage <i>all</i> students of <i>all</i> cultures to develop leadership skills while collaborating with peers to solve real world problems.

Indicator #	
CE4	The educator reflects on student performance based assessments, both formative and summative to identify areas for academic rigor.
Desired Outcome	
Educator analyzes formative and summative assessments and differentiates instruction to challenge and meet the needs of all students.	
Example Evidences	
<ul style="list-style-type: none"> <input type="checkbox"/> Educator reflection journals. <input type="checkbox"/> Educator pulls from multiple sources of data to create an Individual Learning Plan that includes the student's culture. <input type="checkbox"/> Student growth goals. <input type="checkbox"/> Educator tracks student progress toward specific goals. <input type="checkbox"/> Educator engages in purposeful conversations about the students to identify areas of need and possible solutions/interventions. (i.e. former teachers, parents, paraprofessionals, cooks, janitors, other school staff as appropriate, RTI process.) 	

Rating Scale			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Exemplary</i>
The educator reflects on students' assessments but lacks follow through to develop strategies that consider the student's culture when identifying strategies for increasing academic rigor and identifying areas of need.	The educator reflects on student's assessments to determine the effectiveness of instruction, but does not develop strategies that consider the student's culture when identifying strategies for increasing academic rigor and identifying areas of need.	The educator reflects on students' assessments and determines the effectiveness of specific strategies and considers the student's culture when identifying strategies for increasing academic rigor and identifying areas of need.	The educator is creative and innovating in developing an Individual Learning Plan for each student based upon assessments and the student's culture.



www.serrrc.org
www.culturallyproficientschools.org

Storybook Slam a Key Grant Component - Details and Milestones

-2-day Onsite Workshop, schools will provide the following:

- Apple Computer option - Enough Apple computers with current operating system and iBook Author for all participants with the following apps installed: Pages or Word (for script writing), GarageBand (for audio editing), iBooks Author (free app for digital book design and layout).
- iPad option - Enough iPads for all participants loaded with Book Creator

Meeting Room with VTC system for work and collaboration during school hours, evenings.

- Art Supplies (paper, colored pencils, markers, crayons, paint, brushes, etc.)
- Scanner (to scan finished artwork)
- Designated staff member to act as project leader
- Designated adult(s) with indigenous language knowledge to act as cultural project advisor(s) to ensure the accuracy of the traditional story and language. The above resources should be available and/or scheduled prior to the Onsite Workshop

WORKFLOW CHECKLIST:

Identify Key Project Participants: Define their roles and responsibilities.

- Project Leader : Serves as liaison to all community and school stakeholders and district departments; coordinates project logistics and all language translation processes (including getting an approved translation acceptable in each community and linguistically accurate for each local site.
- Site Project Leader: Takes care of all local logistics and school development of any pre-workshop work.
- Establish Timelines and Deadlines: Use the Onsite Workshop dates to back-schedule deadline dates.
- Condense Story: 10 pages total - 8 story pages (about 20 words per page), 1 cover page, and 1 credits page.

- Create Storyboard: Create page-by-page text with sketches illustrating the story flow.
- Designate Interactive Touch Zones: Decide which words & sounds will be triggered when specific areas of a page (such as images, characters, etc) are clicked or tapped.
- Create Page Art: Assign pages to participants. When illustrating pages, leave room for text and touch zone areas. Refer to the storyboard to determine how much text is on each page. Make backgrounds for the Title page and Credits page.
- Scan Page Art: Using a scanner, scan the completed page art Illustrations to digital files. Name each file and include the page number in the title. Place the page art files in a folder.
- Record Audio: Record narration with a smartphone or portable audio recorder. A quiet room is necessary for quality recordings. Decide who will narrate. Will there be a single narrator, or multiple narrators? Will different people narrate the parts of different characters in the story?
- Edit Audio: Use the GarageBand app to edit the audio files. Export the edited files from GarageBand, name each audio file, name each audio file and include the page number in the title. Place the completed audio files in a folder.
- Gather Touch Zone Sound Effects: Record or download audio for Touch Zone areas (such as words, sound effects, music, etc). Name each audio file and include the page number in the title. Place the completed audio files in a folder.

COMPLETED DIGITAL STORYBOOK WILL INCLUDE:

Page Format • Approximately 10 illustrated pages (excluding 1 Title page and 1 Credits page) • About 20 words per page (approximately 200 words total)

Page Layout and Design • Page illustrations hand-created by students using art supplies • Page Illustration size: 8.5" x 11" horizontal orientation-Audio Features • Story narration recorded by students, teachers, and/or adult participants. • Sound effects **activated by "Touch Zones"**

Gina L. Hrinko

(b)(6)

QUALIFICATIONS

Extensive and diverse experiences working with students, parents, community and staff members to implement and support educational programs.

EDUCATION

2008 – Current:

University of Alaska Anchorage
Educational Leadership Program

1992 - 1996

Wright State University; Dayton, OH
Science Education

1990 – 1992

University of Toledo; Toledo, OH
Major: Elementary Education (1-8), graduated August 1992
Minor: Social Studies
Bachelor of Education
Teacher Certification: Ohio, Alaska
Highly Qualified: Elementary Education, Middle School Science, Reading/Language Arts

1986 – 1990

University of Cincinnati; Cincinnati, OH
Major: Elementary Education (1-8)

PROFESSIONAL EXPERIENCE

July 2012 – Current: Yukon-Koyukuk School District, Fairbanks, AK; Assistant Superintendent (school operations).

July 2008 – Current: Yukon-Koyukuk School District, Fairbanks, AK; State and Federal Programs Director (grants, accreditation, CTE)

August 2003 – June, 2008: Yukon-Koyukuk School District, Fairbanks, AK; Grant Coordinator, Accreditation, Career and Technical Education, Tech Prep Programs

August 1997 – July 2003: Contract with non-profit organizations & school districts in AK as a grant writer.

March 2003 – May 2003: Open Arms Lutheran School, Fairbanks, AK; Substitute Teacher for K-1

July 2001 – June 2002: Yukon-Koyukuk School District, Fairbanks, AK; Grant Writer, CTE Coordinator & Accreditation Coordinator for 11 sites.

July 1999 – June 2001: Yukon-Koyukuk School District, Fairbanks, AK; School Principal for Wiseman Charter School/Wiseman School & CTE Coordinator.
December 1996 – June 1997: Fairbanks North Star Borough School District, NPE School: Fourth grade Teacher Aide.
September 1996 – December 1996: Fairbanks North Star Borough School District: Substitute Teaching, all grade levels.
Summer 1996: Wright State University: Taught graduate level Biology Inquiry class.
August, 1995 – 1996: Vandalia-Butler City Schools, Vandalia, OH: Helke Elementary Grade 4: Language Arts, Math in a.m., 4 sections of Science in p.m.
August, 1994 – 1995: Trotwood-Madison City Schools, Trotwood, OH: Olivehill Elementary: Grade 2: Entire Curriculum
August, 1993 – 1994: East Dayton Christian School, Grade 5: Entire Curriculum
August, 1992 – 1993: Norwood Baptist Christian School, Grade 5 – Entire Curriculum

ADDITIONAL PROFESSIONAL ACTIVITIES

September 2004 – Current: Board member, rural school district representative for secondary - Alaska Tech Prep Consortium.
September 2004 – Current: Board member, Co-Chairperson, First Book, Fairbanks Chapter
June 1999 – Current: Participant of many professional development classes & workshops through the Yukon-Koyukuk School District & University of Alaska.
October 1998 – June 1999: Contracted with the Yukon-Koyukuk School District as a grant writer. Funding was secured for many grants that were written and submitted.
February 1999: Wrote a Charter School Proposal and Grant to develop and implement a charter school in Wiseman, AK. This endeavor was successful and a school opened in September 1999.
Summer 1996: Taught graduate level science-inquiry course for educators at Wright State University.
Summer 1996: Participated in a geology field study in Dubois, WY
School Year 1995 – 1996: Teaching Science with TOYS participant & Science and Language Arts participant at Miami University

PROFESSIONAL MEMBERSHIPS

First Book, Fairbanks Chapter, Board Co-Chair
Parents as Teachers International Affiliation, member
National Tech Prep Network, member
Alaska Tech Prep Consortium, Board Member, Secondary
Alaska Association for Career and Technical Education (AACTE), member

REFERENCES

References can be obtained upon request.

Susan "Kets'oo" Paskvan

(b)(6)

Office: 907-374-9405; Mobile Phone (b)(6) Fax: 907-374-9443 • E-Mail: spaskvan@yksd.com

Objective

To teach Denaakk'e (Koyukon Athabascan).

Experience

Native Language Coordinator, Yukon-Koyukuk School District June 2003 - Present

Coordinated the Native Language program for nine rural schools in Interior Alaska. Taught Denaakk'e (Koyukon Athabascan) and Benhti Khotana Kenaga' (Lower Tanana Athabascan) via video-conference and on-site visits. Develop curriculum and teaching materials for the two Athabascan languages within YKSD. Coordinated and taught professional development trainings to improve language proficiency and language teaching strategies. Documented stories, phrases, geographical place names, traditional songs, and genealogy of fluent speakers on a variety of media (audio, video, and photography). Administered a four-year U.S. Dept. of Education grant to improve Native Language proficiency and cultural knowledge.

Denaakk'e Instructor, Alaska Native Heritage Center August, 2013

Facilitated and co-taught Denaakk'e (Koyukon Athabascan) at a summer language camp for 25 participants. I implemented the Where Are Your Keys technique, which includes laying out an agenda, American Sign Language, designing language buckets (lessons), and comprehension checks. Two fluent speakers led sessions on literacy and traditional songs.

Language Coordinator, University of Alaska Fairbanks Summers, 2000 - 2003

Co-taught Denaakk'e (Koyukon Athabascan) courses at the Athabascan Language Development Institute (ALDI) along with fluent speakers using the mentor-apprentice model. Designed course topics, selected materials, and consulted with other language coordinators.

Apprentice, Tanana Chiefs Conference, Inc. September, 1998 to June, 1999

Increased my personal oral and listening proficiency in Denaakk'e (Koyukon Athabascan). Coordinated language workshops for educators of Yukon-Koyukuk School District.

Education

Type M-Limited Teacher Certificate, Valid for Athabascan Language/Culture for Yukon-Koyukuk School District. Effective 10/10/2013 to 3/15/2019

M.A. student, Interdisciplinary in Linguistics and Alaska Native Languages September, 2000 – 2003*

Completed all course work and comprehensive exam for an interdisciplinary degree in Alaska Native Languages and Linguistics. *Thesis in progress: Native Place Names near Kaltag, Alaska.

Native Language Skills

Fluency

On the American Council of Teaching Foreign Language (ACTFL) scale, I rate my Denaakk'e (Koyukon Athabascan), in the four areas, as intermediate to advanced low. In Menhti Kenaga' (Lower Tanana Athabascan) I rate myself as a Novice high. The vocabulary and sentence structure between the two languages are similar, but it takes me longer to enunciate some phrases due to the tonal quality of Menhti Kenaga'.

Speaking: Intermediate Mid. Speakers are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture.

Writing: Intermediate High. Writers are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experience.

Listening: Advanced Low. Listeners are able to understand short conventional narrative and descriptive text with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details.

Reading: Advanced Low. Readers are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven.

Second Language Teaching Workshops

CoLang 2016, University of Alaska Fairbanks. Presenter and Student. I was a student in two week intensive courses in: archiving, copyright, consent, ELAN, Video Production, FLEX, and Database Design. I presented in plenary sessions and individual classes on my distance education teaching, traditional songs, and guide to Alaska.

Onee' Denaayeł Henechaayh 'come talk Denaakk'e', Summer 2015, Fairbanks. Taught an Denaakk'e immersion course that focused on cooking. Students (pre-K to grandparents) learned the vocabulary, verbs, and common phrases for preparing traditional foods and eating through the WAYK method, songs, games, cboral response, and partner activities. Students lived together for seven days in a remote location off the grid.

Total Physical Response and Where Are Your Keys?, Summer, 2013, Alaska Native Heritage Center. These language teaching techniques aid learners by allowing them to stay in the target language without resorting to translations.

American Indian Language Development Institute (AILDI), Summers 2009, 2010, University of Arizona, Tucson, AZ. Developed Native language workshops that use minimal materials; have high participation rates and allow learners to have fun in an engaging environment. Conducted many workshbops on how to use the immersion method of language teaching.



Technology skills for documentation: education and experience in oral history interview techniques; audio, visual and video recording and editing; ability to transfer analog files to digital format; developed interactive materials for language learners. Prepared digital materials (written Denaakk'e phrases, English translation, and audio files) for the Transparent Language software. Experienced in portrait photography and editing (Adobe Photoshop and Lightroom) and video production from filming to final video production using Final Cut Pro.

Boards and Committees

Doyon Foundation, Language Revitalization Committee. Provide policy guidance for the language program of the Doyon, Limited region, which includes nine Athabascan languages.

Alaska Native Heritage Center, Language Advisory Committee. Provide policy guidance for the language program of the Alaska Native Heritage Center, which includes all the languages within Alaska.

Advisory Board of Cultural Knowledge Bearers, Future Educators of Alaska, University of Alaska Fairbanks. Provide guidance to the Future Educators of Alaska program, which recruits junior high and high school students to the education field.

Volunteer and Presenter

Denaakk'e Instructor – Afterschool classes, 2005 – 2015. Taught classes in person, over YKSD's video-conference, and using video chat on Google +. Participants fluency range was primarily in the novice low stage for all skills (speaking, listening, reading and writing), but an occasional participant would be at the superior level for speaking and listening, but at novice-low for reading and writing.

Presented at several state and national bilingual conferences, state technology conferences, and local educational conferences on language immersion techniques; technology and language; technology and art; MapTEACH (a place based educational program that combines a students local history with geography, using a variety of mapping media); cultural knowledge and as a Native leader.

Robert Chane Beam

(b)(6)

cbeam@yksd.com

Professional Profile

Yukon Koyukuk School District, a rural district with nine schools and 350 students
Director of Teaching, Learning and Professional Development – Sept 2012 to present
Supervisor – Kerry Boyd,

- Lead district improvement plan via STEPP
- Oversaw STEPP school improvement plans of all ten schools in YKSD.
- Lead the transition of YKSD in the implementation of the state of Alaska's "New Work"
 - State Standards
 - Alaska's Measure of Progress (AMP)
 - Teacher Evaluation System using the Danielson Framework
- Lead the curriculum committees for the review and adoption of new instructional materials in Language Arts, Math and Science
- Managed and maintained federal grant of over \$1 million.
- Managed and maintained state school improvement grants of over \$100,000
- Lead the organization and implementation of the district wide in-service
- Lead the district Response to Intervention initiative

PEAK Learning Systems, an educational consulting firm based out of Colorado
Full time Education Project Leader - Consultant - 2008 to 2012
Part time 2004 to 2008

- Provided professional development, presented, mentored, observed, and coached teachers, administrators and superintendents in numerous districts (Spring, TX – Port St Lucie, FL – Charlotte, NC – Deary, ID – Muskegon, MI – Galena, AK – Chevak, AK – Copper River, AK – Yukon-Koyukuk, AK – Omaha, NE – DuBois, WY, Bonners Ferry, ID)
- Asked to return to every district/school for follow-up Professional Development 2008-2012
- Modeled effective, engaging strategies within all grade levels and content areas (e.g., language arts, math, science, and social studies)
- Assisted teachers in developing assessments aligned with state standards in Alaska and Texas
- Presented over 30 engaging strategies in training sessions
- Assisted teachers in various content areas in long term, course planning to include pre-instruction, focused instruction, and post-instruction
- Developed innovative presentation approaches that were implemented in the general sessions of PEAK Institutes and Advanced Training from 2008 to 2012
- Co-Lead presenter in general sessions of flagship PEAK Institutes from 2009 to 2012
- Sole presenter in four to six day general sessions of satellite PEAK Institutes - 2008 to 2012
- Led PEAK Advanced training in Vail, CO – Traverse City, MI – Spring, TX – Port St Lucie, FL

- Presented at several national and state conferences during from 2010 to 2012, each time with highly impressive evaluations from participants.
 - National Middle School Association - 2010, 2011, 2012
 - National Association of Secondary School Principals – 2011, 2012
 - Alaska Statewide Special Education Conference – 2012
- Led the Social Studies breakout sessions in over 25 PEAK Institutes from 2004 to the present
- Led the PEAK Social Studies team to become the fastest growing content area group
- Key contributor and editor of *Teaching For Excellence*
- Co-authored, compiled, and edited the *Social Studies Content Example Book* (companion book to *Teaching For Excellence*)

Pinellas County Schools, District of over 100,000 students and 8000 teachers

- Co-Leader of Transition To Teaching Staff Development while teaching at St. Petersburg High - 2005 to 2007
- Led the Social Studies Curriculum Team to develop curriculum for United States History, World History, Government, and Economics. – 2004 to 2005
- Social Studies Teacher at St. Petersburg High School 1988 to 2008
 - Advanced Placement United States History students consistently earned among highest scores in Pinellas County
 - Founder of Rho Kappa, the Social Studies Honor Society
- Athletic Director of St. Petersburg High School – 1998 to 2004
- Head Boys Basketball Coach – 1994 to 1998
- Head Girls Softball Coach – 1993
- Junior Varsity Boys Basketball Coach – 1985 to 1992

Education & Credentials

University of South Florida - Bachelor of Science in Secondary Social Studies Education
 National Board Certified Teacher, History/ Adolescence and Young Adult – December 2006 to December 2016
 Florida Professional Educators Certificate #601500 – 6-12 Social Science

ELIZA JONES maiden name was Eliza Peter. Her Native name is Neelteloyeeneelno, which means "mixed talent" or "having more than one project going at the same time". She was named by Grandma Cecilia Happy. She gave her the name because her grandma was a very talented person and she was a good seamstress, fisher person and made good dried fish. She was a good trapper and hunter so she gave Eliza the name as a way of carrying on the story of her life and also wishing Eliza would inherit some of her talent. Eliza was born February 28, 1938 in Cutoff. According to her baptismal record, she was probably born in a camp near Cutoff. Eliza's parents were Little Peter and Josie Peter. Eliza was raised near her grandparents, so she had considerable exposure to fluent Koyukon language speakers. She has been fascinated with the Koyukon language and traditional knowledge. From 1973 to 1990 Eliza worked at the University of Alaska Fairbanks Alaska Native Language Center. She co-authored the Koyukon Athabascan Dictionary (J. Jette and E. Jones, 2000, Alaska Native Language Center, Univ. of AK, Fairbanks, 1118pp). In recognition of her language contributions, in 1990 Eliza received her honorary doctorate degree from University of Alaska. She remains active in the village of Koyukuk, serves on the tribal council and works as a Koyukon studies teacher in the school.

John C. Beardsley

Experience

2008 – present Federal Grants Evaluator

2004 - 2012

Executive Director of Central Kentucky Special Education Cooperative (CKSEC) serves 23 school districts with enrollments of 112,000 students

1985 -2014 Federal Grants Evaluator

2008 – 2012

Program Coordinator and Instructor – University of Kentucky of Graduate Program for Director of Special Education Program and Masters Redesign Committee UK

1977 – 2004 Bourbon County Board of Education

- Assistant to the Superintendent
- Director of Federal Programs/ Acting Assistant Superintendent (2003-2004)
- Supervision of Special Education (Federal Programs Grant Development (1978-2003)
- Director of Bluegrass Cooperative Program for Exceptional Student Services (5 County Program until 1998)
- Supervision of Preschool/Head Start Services (1988 – 2003)
- Chief Information Officer (1996 – 2004)
- Director of Extended School Services (1991 – 2004)
- Supervision of budgets exceeding 6 million dollars (2000 – 2004)
- Supervision of 1.5 million dollar 21st Century Program and \$987,000 dollar Teaching American History grant (2002 –2005)
- Supervision of Community Education /Adult Education (2001 –2003)
- Director of Colonel Scholars Program (1991 – 2004)
- Director of School Guidance and Safety (1980 –1997)
Total Budget of Programs \$6.25 million
- Coordination of all county services to Exceptional Education students
- Directed Psychological Staff Services
Direct Comprehensive System of Personnel Development (CSPD)
School Psychologist 1977-1978

Dayton Independent School System

- School Psychologist 1976-1977
- Exceptional Education Teacher 1975-1976

Evaluator Experience

Member in good standing – American Evaluation Association
 External Evaluator with three ANE Federal Grants
 Evaluator for Federal Counselor Grant
 Evaluator for Federal Carol White Grant
 External Evaluator Safe Schools Grant
 External Evaluator for Safe Schools Drug Prevention Grant
 External Evaluator for Safe Schools Alcohol Abuse Prevention Grant
 External Evaluator for three Federal Teaching American History Grants
 External Evaluator for Federal Counselor Grant
 Evaluator Federal 21st Century Grant

Evaluator for Exceptional Children's Cooperative Grant
Evaluator for School Psychology Grant
Evaluator/facilitator for STEM Grant
Evaluator/program Coordinator for Federal Academies for
American History and Civics Grant Program
Federal Head Start Evaluator 2001 – 2004

Grant Developer Projects for over 58 million dollars
In projects

Education

1974-1976 University of Kentucky - Lexington, Kentucky

- *Graduate school*
- *School Psychology program 60 graduate hours*

1974-1975 Xavier University - Cincinnati, Ohio

- *Graduate school*

1969-1973 Asbury College - Wilmore, Kentucky

- *Undergraduate studies*
BA degree

**Professional
Memberships**

Professional Memberships:

- American Evaluation Association (current)
- Association for Supervision and Curriculum Development (Former Member)
- Council of Exceptional Children (Former Member)
- National C.A.S.E (Former Member)
- Kentucky Association of School Administrators (Former Member)
- American Society for Training & Development (Former Member)
- International Society for Technology in Education (Former Member)
- National Head Start Association (Former Member)
- Kentucky Head Start Association – Life time member

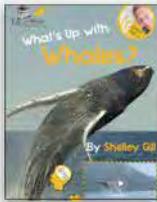
Steven Nelson

(b)(6)

STORYBOARD

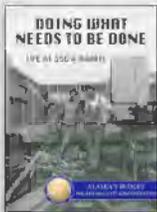


RECENT PROJECTS



Interactive Measured Reading eBook
What's Up with Whales?
By Shelley Gil

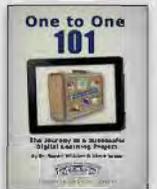
2015 Release



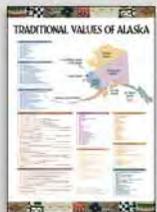
eBook
Governor Walker's Budget Book



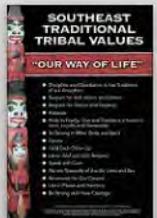
Interactive Apps
15 Alaska Native language story books



Interactive eBook
One to One 101



Poster
Traditional Values of Alaska



Poster
Southeast Traditional Tribal Values



Graphic Novel
Strong Man

PROFILE

Innovative, easy going, high producing team player that adapts to change. Delivers on-time results under tight deadlines. Ability to work with all types of people. Self-motivated quick learner. Detail oriented. Excellent communication, organization and technology skills. Energetic and dedicated, with a creative approach to coordinating projects and events.

EXPERIENCE

OWNER

Steven Nelson Consulting, LLC, 2015-Present

Accomplishments:

- Created *Governor Walker's Budget eBook* for Walker-Mallott Administration to promote public understanding and discussion about Alaska's budget gap.

PROJECT COORDINATOR

Consortium for Digital Learning, Association of Alaska School Boards, 2005-Present

Accomplishments:

- Co-developed *What's Up with Whales*, the first "Leveled Reading Interactive eBook" with three levels of selectable Lexile-measured English and Spanish language text/narration.
- Sponsored programs and workshops that connect youth and adults in real-world learning situations: America Bridge, Talk Story, Write Story and Broadband Strategies.
- Received the 2014 *Contributions to Literacy in Alaska* award for the first digital talking storybook series featuring Alaskan Native languages Alutiiq and Cup'ik.
- Sponsored the first "QBook Slam" resulting in the student produced interactive book app, *We Are Alaska: Student voices from our communities*.
- Co-authored *One to One 101*, a guidebook to school readiness for launching a successful 1:1 digital learning project.
- Initiated Alaska digital repository of free K12 content through Alaska iTunes U.
- Managed statewide 1:1 digital learning project involving 32 school districts, over 120 schools and 15,000 students and teachers.
- Developed strategic partnerships, participated in lobbying efforts, designed and implemented project support services, created multimedia presentations, and promotional materials, and organized demonstration events to assist Alaska school districts in transitioning to digital learning.

PROJECT & PUBLIC INFORMATION COORDINATOR

Initiative for Community Engagement, Association of Alaska School Boards, 2002-2010

Accomplishments:

- Designed and created a variety of compelling digital and print resource materials to promote educational excellence and increase statewide community involvement in helping young people succeed in school and life.
- *Kids These Days* statewide live radio call-in show and statewide newspaper focusing on parenting issues and featuring renowned national experts.
- Graphic novel, book and posters celebrating the cultures of Alaska's indigenous peoples, and promoting traditional values and youth success.
- Managed design, development and launch of online School Climate and Connectedness Survey (SCCS) instrument used annually by Alaska districts.

COMMUNICATIONS SPECIALIST

Office of Governor Tony Knowles 1994-2002

Accomplishments:

- Managed multimedia operations and location logistics for press events, Video documentation administration's activities in Alaska and abroad.
- Producer/videographer for news footage, special programs, live statewide broadcasts, PSAs and daily video satellite uplinks to state and national news organizations, television and cable companies.
- Designed and implemented technology solutions to improve statewide communication and Press Office functions.

PERSONAL

Wife

Nancy Seamount
Teacher, Counselor

Children

Alex (26)
Haley (24)
Rose (15) adopted
from China as infant

Musician

Keyboards, vocals.
Performed on TV, radio
clubs, music festivals, and
concerts in Alaska, USA,
Canada and Russia.

Classic Car Enthusiast

Restored 1956 Chevrolet
Nomad.

Member

Juneau Dipsticks Auto Club

EXPERIENCE

MARKETING DIRECTOR

Nugget Mall, 1994-95
Heritage Coffee Company, 1993-94
Mendenhall Mall, 1992-93

Accomplishments:

- Developed and implemented innovative local/regional marketing and promotion strategies.
- Produced television, radio and print advertising; placed time/space media buys in local/regional media.

PROJECT DIRECTOR

Foundation for Social Innovations - Alaska, 1991-92

Accomplishments:

- Served as musical emissary to Vladivostok Communist party leaders to negotiate the opening of a branch office.
- Facilitated cultural/business exchanges between Russian Far East and Alaska, and Juneau/Vladivostok Sister Cities program.
- Designed and coordinated travel itineraries for Russian and U.S. special interest delegations of 20-150 people.

INFORMATION OFFICER

Office of Governor Steve Cowper, 1989-91

Accomplishments:

- Coordinated State of Alaska video and photo documentation of Exxon Valdez oil spill.
- Managed Governor's media operations. Producer for administration's television news packages, position pieces
- Initiated daily satellite uplinks to distribute oil spill-related video and live interviews with Administration officials to state, national and international network television and cable news organizations.

COMMUNICATIONS SPECIALIST

Office of Governor Bill Sheffield, 1979-80

Accomplishments:

- Accompanied Governor Sheffield to a series of statewide Town Hall meetings to document public reaction to the recently established Permanent Fund. Producer/videographer for one-hour documentary of the events.

PRODUCER / DIRECTOR / HOST

KJUD TV (ABC) 1987-89

- Producer/Host of "The Overnight Club," a weekly late night television variety and talk show, award-winning television commercials.

Roark-Harmon & Associates Ad Agency, Juneau, Alaska 1980-87

- Producer/Director for nightly statewide legislative news show, radio/television programs and multimedia advertising campaigns.

KTOO Radio (PBS), 1976-79

- Producer for live event radio broadcasts, special programs and PSA's. Hosted blues, jazz, rock and classical radio programs.

KINY Radio & TV, 1975-76

- Hosted afternoon drive and evening radio programs. Director and on-air weatherman for live nightly local TV newscast.

References upon request.

Lisa A. Kerscher

Experience

Media & Program Director, WorldWide IDEA — 2005-present

Coordinate and lead Professional Development opportunities for educators, generally integrating pedagogy and technology; work with software engineers to develop software application features and User Experience design; serve as on-site trainer for teachers, administrators, and students for our software products, including our standards-driven lesson-planning software called ClassBright and our Student Support Card application; communicate directly with our communities of educators, educational staff, clients, and families, including both virtual and on-site, specializing in Native American and Alaska Native schools and communities; lead development of informational and marketing materials; coordinate with Executive Director and partners to write grant and other project proposals and reports; lead presentations and workshops at various education conferences.

Education Media & Curriculum Consultant, Rice University — 2010-present

Through the university's Center for Technology in Teaching and Learning, work with formal and informal educators on the STEMscopes project, developing Web-based STEM (Science, Technology, Engineering, and Mathematics) curriculum for middle and high school students, fully aligned to Texas Essential Knowledge and Skills science content and the Next Generation Science Standards (NGSS). The curriculum includes videos, interactive games, hands-on activities and experiments, incorporating classroom work, homework and independent activities. It also includes assessment and other student-level tools for teachers. Performed as group leader for Organisms and Environments area of middle school development, coordinating and editing components produced by other consultants. Also, directly assisted the high school development manager in a similar capacity, as well as responsible for writing the Web Surfing Science components for all science content areas (Biology, Chemistry, and Physics). Currently writing and co-publishing curriculum components aligned to NGSS middle school level.

Website Designer, Writer & Software Trainer — 2001-2013

Work with clients to build and maintain Web sites; provide various software training to individuals and groups. Programs primarily included Adobe Suite products and Mac OS.

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

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

International Wildlife Film Festival & Media Center — 2003-2005

Coordinated film festival entries, judging and film festival events for both the IWFF and MontanaCINE International Film Festival. Also in charge of creating most of the organization's print and online media products and managing the local computers and providing staff training as needed.

Team Leader, Institutes for Journalism & Natural Resources — 2001-2003

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

Online Assistant, The Missoulian — 2000-2001

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

Education

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

Memberships

- National Science Teachers Association
- Montana Web Designers & Developers Association
- Montana State Reading Council

JENNIFER L. LUTEY

(b)(6)

EDUCATION

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

Admitted to the Montana State Bar

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

Majors: History and Social Science

WORK and LEADERSHIP EXPERIENCE

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

Specific experience includes:

- 10/2013-Present: Project Director for Our Alaska's Cultural Heritage In Education is Vital for Excellence (ACHIEVE) grant which provides professional development for teachers serving native students in Alaska to implement culturally responsive learning opportunities.
- Multi-year, ongoing Professional Development training by Performance Education for All Kids (PEAK) model to better understand brain based research and evidence based strategies for successful student learning. I also have repeatedly attended PEAK Teaching for Excellence and Leading for Excellence institutes to better understand strategies to successfully implement and coordinate effective learning, school reform, student engagement and relationship-based strategies.
- Current Legal Associations: Admitted to the Montana Bar, member of the Legal Education and State Bar Technology committees, and member of the Western Montana Bar Association (WMBA); ongoing participant in the WMBA Pro Bono program.
- 8/2003-5/2004: University of Montana ASUM Legal Services Office, Legal Intern. Clinical assignment serving the legal needs of university students. Legal areas include criminal law, family law, landlord-tenant law, consumer protection and limited personal injury/insurance conflicts.

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

Member : ASCD and Montana ASCD

Member: State Bar of Montana Legal Education Committee

Member: State Bar of Montana Technology Committee

Member: University of Montana Client Counseling Team

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

Member: Women's Law Caucus

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

Member: Galena Breakfast Club, community development group

Lifeguard: Volunteer for local swimming pool activities

Board Member: Showcase Fine Arts Board

Board Member: Charlie Russell Country Tourism Region Board

Steering Committee Member: Boys mentoring program

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

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

Tutor: Paid and volunteer for underprivileged/emotionally troubled youth

Participant: local food and clothing drives

Member: Optimist Club International

JENNIFER L. (OBIE) LUTEY

HONORS

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

REFERENCES

Kerry Boyd

Superintendent

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

Carl Knudsen

Founder and Past President of WorldWide IDEA/ Retired Superintendent, Montana and Alaska
P.O. Box 1558
Seeley Lake, MT 59868
(907) 529-2717
Email: carlk@nemont.net

Hillary Wandler

Assistant Professor of Law

University of Montana School of Law
32 Campus Drive
Missoula, MT 59812

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Email: hillary.wandler@umontana.edu

Scott Pederson

Assistant Attorney General

Child Protection Unit
P.O. Box 3354
Billings, MT 59103
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Email: SPederson@mt.gov



THE STATE
of **ALASKA**
GOVERNOR BILL WALKER

**Department of Education
& Early Development**

SCHOOL FINANCE / FACILITIES

810 West 10th Street, Suite 209
P.O. Box 116500
Juneau, Alaska 99811-0500
Main: 907-463-8683
Fax: 907-463-5279
Email: Meredith.Boman@alaska.gov

March 10, 2017

Jenny Martens, Business Manager
Yukon/Koyukuk School District
4762 Old Airport Way
Fairbanks, AK 99709

Dear Ms. Martens:

The Alaska Department of Education & Early Development has been delegated the authority, by the U.S. Department of Education, to approve *Restricted Federal Indirect Cost Rate Proposals* pursuant to delegation agreement number 2014-180(A), effective until June 30, 2020. The FY2018 approved Restricted Federal Indirect Cost Rate for Yukon/Koyukuk School District is **9.38%**. The restricted Federal rate is effective from 7/1/2017 to 6/30/2018.

If you have any questions regarding this rate or the rate approval process, please contact me at (907) 465-8683 or meridith.boman@alaska.gov.

Sincerely,

(b)(6)

Meridith Boman
School Finance Specialist

Enclosure

**Yukon Koyukuk School District
School District Certification and Request for Authorized Indirect Rate
As submitted to the Department of Education & Early Development
FY2018 Federal Indirect Rate**

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

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward 9.38%

Henry M. Boyd
Superintendent's Certification

Dec 12, 2016
Date

EED USE ONLY

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward 9.38 %

This rate becomes effective July 1, 2017 and remains in effect until June 30, 2018 and will apply to all eligible federally assisted programs as appropriate.

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

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Alaska Department of Education & Early Development

3/10/17
Date

Attachment: Competitive Preference Priority One

Note: This document is only required if requesting consideration for Competitive Preference Priority 1. An applicant must include this information in Part 6 of its application as an uploaded document.

Competitive Preference Point One: Five points are awarded to an application for a project in which either the lead applicant or a partner receives, or is eligible to receive, a formula grant under title VI of the ESEA, and commits to use all or part of that formula grant to help sustain this project after conclusion of the grant period.

Name of entity with Title VI grant _____ Yukon Koyukuk School District _____

Title VI formula grant to LEAs Identification: PR# S060A1 _____

Current Application Cycle for SY 2017-2018:

Single-Year Application

Multi-Year Application

Continuing Multi-Year Application (Year ___ of 4)

Does your application type require a Parent Committee?

Yes

No

Describe the following:

1) What school year will the applicant begin using the Title VI formula grant funds to help support this project? SY FY18

2) What percentage of the Title VI grant will be used for this project? 10 %

3) If parent committee input and approval will need to be obtained, how will you communicate this to the parent committee, and what is the timeline for obtaining approval for the change in activities on the Title VI application?

All suggested changes will be presented to the parent committee for their input and acceptance. They will have final approval over all changes.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Alaska Native Educational Language Development for Enlightenment and Respect (AN ELDER) Budget Narrative

Category	Cost basis and narrative explanation for how each budget item supports the AN ELDER grant program.	Total Year 1	Total Year 2	Total Year 3	Grant Total
Personnel	with 3% increase in year 3				
Project Director -- See Gina Hrinko resume	.25 FTE based on \$115,910 annual wage in Year 1 = \$28,978. Certified employee. Directs program activities and services; supervises staff; authorizes purchase orders and contracts; oversees fiscal management with business office, oversees contractors; approves grant partners project expenditures; leads Management Council meetings; prepares agenda; notices on Management Council meetings; works with partners; attends Grant Directors meetings, provides partners ongoing information; collects data for evaluator. Also serves as the liaison to US ED NAL Program Manager assigned to grant. Year 1 wage requested amount: \$28,978 Year 2 wage requested amount: \$28,978 Year 3 wage requested amount (3% increase included): \$29,847	28,978	28,978	29,847	87,803

<p>Native Language Coordinator -- See Susan Paskvan Resume</p>	<p>.5FTE based on \$91,724 annual wage in Year 1 = \$45,862. Certified employee. Susan Paskvan, Native Language Coordinator for YKSD, will deliver the language program, oversee classroom implementation of AN ELDER, and design classroom teachers' Professional Development (PD) in respect to oral communication instruction and co-lead language camps. Susan's experience is key to continuing the current YKSD high quality program and to expand Native language acquisition focused activities. Will also oversee the Language Program Assistant. Paid as follows:</p> <p>Year 1 wage requested amount: \$45,862 Year 2 wage requested amount: \$45,862 Year 3 wage requested amount (3% increase included): \$47,238</p>	<p>45,862</p>	<p>45,862</p>	<p>47,238</p>	<p>138,962</p>
<p>Curriculum Development/Teacher Mentor Director -- See Chane Beam resume</p>	<p>.2 FTE based on \$120,951 annual wage in Year 1 = \$24,190. Certified employee. This position supports the YKSD's 10 village school sites with a district-based teacher mentor, and curriculum director to ensure/support cultural standards are implemented and to review teachers annually using the SERRC Cultural Indicators and Evidences document. This role is requested to help educators implement AN ELDER language program with Alaska Native students in the YKSD Villages to increase native language proficiency, achievement and graduation rates.</p> <p>Year 1 wage requested amount: \$24,190 Year 2 wage requested amount: \$24,190 Year 3 wage requested amount (3% increase included): \$24,916</p>	<p>24,190</p>	<p>24,190</p>	<p>24,916</p>	<p>73,296</p>

Native Language and Culture Specialists	<p>Hourly wages as needed to pay local Native Language and Cultural Specialists. Classified employees to teach at camps and local language acquisition and practice activities. Each site = approx. 8 hours/month x 9 school months + 30 hours for local culture week = 102 hours per site average/year x \$22.97/hour specialist rate = \$2343/ x 10 sites = \$23,429/year.</p> <p>Year 1 wages requested amount: \$23,429 Year 2 wage requested amount: \$23,429 Year 3 wage requested amount (3% increase included): \$24,132</p>	23,429	23,429	24,132	70,990
Language Program Assistant	<p>Approx. 25 hours/week position based on \$13.81/hour = \$17,953. Classified employee. Due to the vast distances, extensive communications, and hands-on assistance required, this position is designed to help with Murkutu software management, input and ongoing consultation with language committee to determine editing and restrictions of content loaded in Murkutu, language assessment delivery and data tracking, camp coordination assistance and general administrative support to the Native Language and Culture Director.</p> <p>Year 1 wage requested amount: \$17,953 Year 2 wage requested amount: \$17,953 Year 3 wage requested amount (3% increase included): \$18,492</p>	17,953	17,953	18,492	54,398
Total Personnel		140,412	140,412	144,625	425,449

Fringe Benefits					
Certified Employee Fringe Rate	Based on 2017-2018 rate of 53.89% of wages for YKSD Certified employees. Average Fringe rate includes TRS retirement contributions, health coverage, Unemployment, Worker's Comp, FICA/Medicare; and additional district-specific fringe benefits.	53,258	53,258	54,856	161,373
Classified Employee Fringe Rate	Based on 2017-2018 Classified Rate for Part Time Employees: 31.51% (no health/life). Rate includes PERS retirement contributions, Unemployment, Worker's Comp, FICA/Medicare; and additional district-specific fringe benefits.	13,039	13,039	13,431	39,510
Total Fringe		66,298	66,298	68,287	200,882
Travel					
Annual PD for teachers and local Native Language bearers to better learn how to apply Native Language Program Framework	<p>Teachers and community language bearers will learn how to apply AN ELDER including how to implement lesson plans and workbooks, and to gain skills to provide more culturally responsive and Native language-rich learning opportunities for students. each year of the grant. Training will be in Fairbanks for best access and cost effective travel. Total cost is based on 20 participants attending this annual two-day event.</p> <p>Cost estimates are based on average roundtrip airfare at \$600/person x 20 = \$12,000 per event Lodging for 4 nights x 20 attendees at \$130/night = \$10,400 per event. Per diem average = \$60/day x 4 travel days x 20 attendees = \$4,800 per event. Car Rental/parking/other transportation costs estimated at \$1200 per event.</p> <p>Total cost in Year 1 = \$28,400 Total Cost in Year 2 = \$28,400 Total Cost in Year 3 (includes a 3% increase) = \$29,252</p>	28,400	28,400	29,252	86,052

<p>Native Language Committee Work session</p>	<p>Annual Work session to be held in Fairbanks or other central location to bring Language Coordinator, Assistant, Language Consultants, local language specialists and 1 Brightways Learning curriculum developer together to refine Native Language program framework, develop the Book Slam and afterschool units and to design the workbook specifications. 3 work days + 2 travel days expected.</p> <p>Estimate 4 participants to travel to Fairbanks at average airfare of \$600/person = \$2400 Lodging at \$120/night x 5 nights x 4 people = \$2400 Per diem averaged at \$60 day x 5 days x 4 people = \$1200.</p> <p>Total travel for work session = \$6,000/year</p>	<p>6,000</p>	<p>6,000</p>	<p>6,000</p>	<p>18,000</p>
<p>Student Language-Focused Culture Camp</p>	<p>One camp in each sub-region help each year of the grant. Sub-regions include the Yukon River schools, the Koyukuk river schools and the road/other schools. Tanana Chiefs Conference will co-host the student camp with YKSD for maximum effectiveness, tribal influence and partnership support. Approximately 30 student plus chaperone participants will gather at a local camp. Transportation includes some boat travel and some plane travel.</p> <p>Transportation cost estimate: \$100/student x 30 = \$3000. Language Coordinator and Assistant air Travel to site: \$1200</p> <p>Total estimated camp travel cost = \$3200/year.</p>	<p>3,200</p>	<p>3,200</p>	<p>3,200</p>	<p>9,600</p>

Book Slam Travel	<p>Travel for Native Language Coordinator and Assistant to participate with local school and Tribal community members to work with students and the Alaska Association of School Boards facilitator to develop and publish stories in that village's native language.</p> <p>Years 1 -3 includes 8 book slams x 2 district staff to travel to hosting village school sites, estimated at total cost/trip at \$500 each x 16 = \$8,000</p>	8,000	8,000	8,000	24,000
Project Directors Annual Meeting	<p>Two people annually, to travel to Project Directors meeting in Washington DC.</p> <p>Lodging:4 nights x \$220/night x 2 rooms = \$1760 Taxi = \$60 Airfare = \$8000/ person x 2 people = \$1600 Per diem \$70/day x 4 days x 2 people =\$560</p> <p>Year 1 total: \$3,980 Year 2 total: \$3,980 Year 3 total (includes 3 % increase): 4,100</p>	3,980	3,980	4,100	12,060
Total Travel		49,580	49,580	50,552	149,712

Supplies					
Language Program printed materials and supplies	Consumables, art and cultural supplies for each village for ongoing lesson delivery and after school unit implementation, AFTER SCHOOL ACTIVITIES: can be both academic and cultural to include a variety of traditional crafts. Program will work with the local tribes so that the activities can be held off-site at teen rec centers or in their meeting space. Choice of cultural craft will be decided in collaboration with the local tribes. Estimated at \$1200/year/village school x 10 schools = \$12,000	12,000	12,000	12,000	36,000
Training Supplies	Training supplies per each annual PD event and art supplies for Book Slams. Training events include: 1 Language-themed culture camp, 1 Educator training, and 8 Book Slams per Year estimated at \$600/training x 10 trainings = \$6000/Year	6,000	6,000	6,000	18,000
Office Supplies	General office supplies such as books, pens, highlighters, note books, binders, paper, toner and other general office supplies each year estimated at \$500 use/month = \$6000 Additional costs in Year 1 include computing needs (computer or tablet) for program staff to deliver program at \$1200/staff x 2 staff =\$2400 Year 1 office and computing supplies = \$8400 Year 2 office supplies = \$6000 Year 3 office supplies = \$6000	8,400	6,000	6,000	20,400
Total Supplies		26,400	24,000	24,000	74,400

Contractual					
Evaluation Services/ Reporting --See John Beardsley resume in attachments	Evaluation services including program monitoring and advising, data analysis, assessment tool design and report generation. Cost does not include travel. Travel will be paid separately when required to attend ED Grant Director meetings or onsite program planning meetings. Additional meetings will be held with virtual participation to save on travel expenses. Comprehensive professional external evaluation services estimated at \$29,600/year.	29,600	29,600	29,600	88,800
Book Slam events	Book Slam facilitation and publication led by Alaska Association of School Boards (AASB) staff. Digital stories in the indigenous language will be developed by students, local Elders/community members and their teacher project leaders with support from AASB and using AASB's Book Slam model. The digital story books will incorporate and document the local indigenous Native language and culture and concepts related to student's webs of support. The cost of each Book Slam includes \$3000/Book Slam created + \$875 travel costs for AASB facilitator to conduct the activity at each local site, totaling \$3875 per Book Slam. 8 Book Slams at \$3,875 each = \$31,000 per Year	31,000	31,000	31,000	93,000
Tanana Chiefs Conference Sub-Regional Camp Co- Hosting	Co-Lead and host one Language-themed culture camp for 5-12 grade students per year. Teachers are local culture bearers hired by TCC. One camp each will be held for the Yukon river, Koyukuk and non-river schools in the YKSD. Camp coordinating and hosting rate \$5,000/year.	5,000	5,000	5,000	15,000
Local Culture Bearers Services to Teach at Camp	Cost for training services at camp and time and cost for professional development in advance to plan and refine materials to deliver at camp. Teachers/Culture bearers selected by TCC and Language Coordinator. Planning and teaching services allowance at \$3000/trainer x 4 trainers = \$12,000/year.	12,000	12,000	12,000	36,000

<p>Brightways Learning Partner services including Workbook development and Teacher Training, culturally responsive instruction Facilitation and planning services. -See Jennifer Lutey and Lisa Kerscher resume</p>	<p>1) Native language program framework and workbook curriculum development, design and publishing, with direction from Native Language Coordinator and committee. Year 1 will have most intensive time estimated at 160 hours x \$75/hour = \$12,000. Workbook layout design estimated at 15 hours x \$55/hour = \$825. Total Workbook and framework services Year 1: \$12,825 Years 2 and 3 revisions and updates at 80 hours x \$75/hour = \$6000.</p> <p>2) Program Development: bring speakers and teachers together to plan the language curriculum and workbook. Plan a teaching framework, chose the language phrases, and translated it into the three dialects of Denaakk'e and Benhti Kokhut'ana Kenaga'. Brightways to coordinate and facilitate with Susan Paskvan as lead teacher. Will also support integration of language teaching framework into lesson planning through ClassBright for easy future access for teachers regardless of turnover (for sustainability). Program development services from Lisa Kerscher and Jennifer Lutey at \$75/hour x 40 hours/year (80 hours total) = \$6000/year.</p> <p>3) Plan, facilitate, train at and assist with travel and logistics for annual Teacher and Community Culture Bearer training in Fairbanks services at \$5000/year.</p> <p>Year 1: \$22,825 Year 2: \$16,000 Year 3: \$16,000</p>	22,825	16,000	16,000	54,825
Total Contractual		100,425	93,600	93,600	287,625

Other					
Culture/Language Camp event allowance	\$15,000 flat rate budget for food, facilities rental, chaperone fees and misc. expenses. One camp/year at \$15,000	15,000	15,000	15,000	45,000
Travel for Contractors	Travel for external evaluator and non-YKSD personnel to travel to lead trainings. Each trip averaged at \$1800 to include airfare, 4 nights lodging and per diem x 2 trips/year. Total amount: \$3600	3,600	3,600	3,600	10,800
Stipends for Community Mentors	Stipends for: COMMUNITY MENTOR: Teachers who stay in our villages are ones who have a connection with the community. One way to do that is to pair them with a community mentor. The community mentor would bring them to the after school activities and be their mentor on learning local crafts. The mentor would also give them advice on cross-cultural communication. It would be great for them to meet before they travel to the village (maybe during new teacher inservice). (aids in effectiveness and sustainability). Stipends for 10 community mentors at \$150/month x 9 school months = \$13,500.	13,500	13,500	13,500	40,500
Total Other		32,100	32,100	32,100	96,300
Subtotal Direct Costs		415,215	405,990	413,163	1,234,368
Indirect Costs	Yukon Koyukuk School District approved 2017-18 Indirect Rate is 9.38%	38,947	38,082	38,755	115,784
Total Costs		454,162	444,072	451,918	1,350,152