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**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Indian Education Discretionary Grant Programs—Native Youth Community Program**

**CFDA # 84.299A**

**PR/Award # S299A220067**

**Grants.gov Tracking#: GRANT13600162**

OMB No. 1810-0722, Expiration Date: 06/30/2023

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## Project Abstract

Goldbelt Heritage Foundation (GHF), located in Juneau, Alaska, is a 501 (c)(3) not for profit organization, incorporated in 2001, whose mission is to advance culturally responsive education practices grounded in Tlingit values, traditions, and language. ***We qualify for Competitive Preference Priority 1 (5 points) Tribal Lead Applicants via attached Resolution and Letter of Support Authorizing Goldbelt Heritage Foundation to Utilize Alaska Native Status Of Goldbelt.*** GHF serves residents of Southeast Alaska, an area consisting of 35,138 square miles of mainland and island communities, not connected by a road system and are the ancestral home of the Tlingit, Haida, and Tsimshian tribes. Today, it is home to 71,616 people, approximately 40 percent of whom are Alaska Native. Nearly half of Southeast Alaska's population lives in Juneau where one in four students is Alaska Native (Juneau School District 2022).

GHF proposes ***Koo At Latóowux Guḡsatée Haa Yátx'I; Our children will become teachers*** grant initiative designed to promote the college and career readiness of American Indian/Alaska Native (AI/AN) youth. This grant consists of three woven strands *or outcomes* representing cultural values, student opportunity, and an investment in heritage language sustainability;

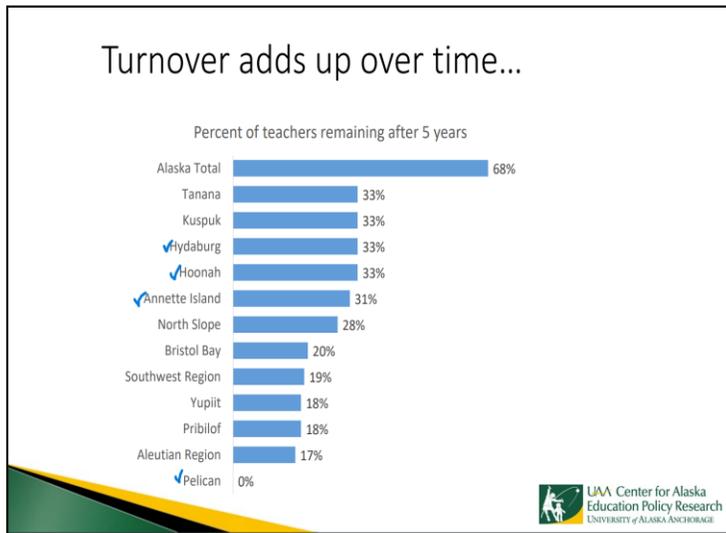
(1) a heritage language instructional framework that will feature proven language acquisition strategies and instructional methodologies rooted in Tlingit and Haida pedagogies and southeast Alaskan landscapes. This framework will work to serve existing language instructors, as well as support the new generation of language professionals.

(2) a high school level secondary course featuring the GHF cultural education framework in partnership with Dream Navigator's career exploring curriculum to build capacity and opportunity in culturally aware career readiness.

(3) a pathway for Indigenous High School youth to connect with the other educational programs including the Educators Rising Alaska Program. GHF will help Alaska grow the next generation of Indigenous teachers by providing opportunities to exploring other educational programs and methods.

***Koo At Latóowux Guḡsatée Haa Yátx'I; Our children will become teachers*** also meets ***competitive priority #3 Promoting Equity in Student Access to Educational Resources and Opportunities (7 points) by proposing a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.*** This grant's overall goal is to build the indigenous frameworks and pedagogies within our education systems for AN/AI youth to best support their identities, create pathway to secondary and post-secondary opportunities, and create stewards of heritage languages. This project will be implemented through community partnerships with Juneau School District, Educators Rising Alaska, University of Alaska Southeast, and Alaska Native elders, mentors, parents, and youth. and will serve a minimum of **1200** AN/AI students over the next 5 years at 2 middle schools and 4 high schools throughout two communities.

**Need for Project (10 points) – (1) Extent specific gaps/ weaknesses in services, infrastructure, or opportunities have been identified and addressed by the proposed project (4 points);** A significant source of inequity and inadequacy in addressing AN/AI educational needs includes too few indigenous teachers in Alaska. Fewer than 5% of Alaska’s certified teachers are Alaska Native. However, Alaska’s indigenous students make up 80% of student enrollment in the state’s rural schools, and over 22% of the school population statewide. Moreover, 74 % of teachers hired by Alaska’s public schools come from outside the state.



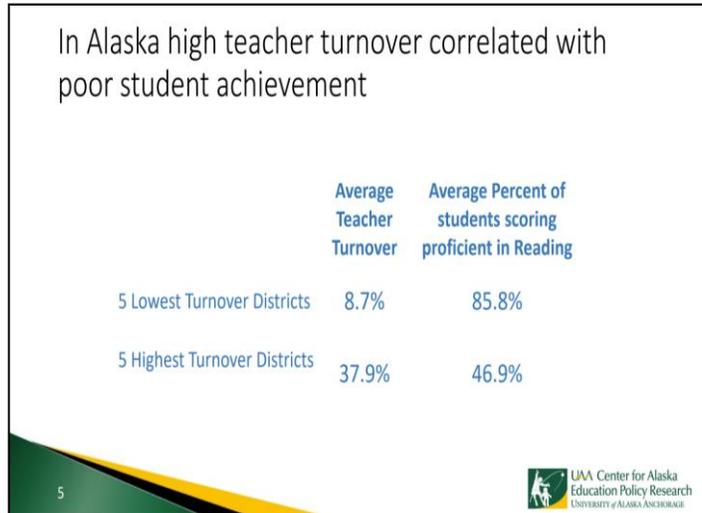
Teachers new to rural Alaska typically remains on the job just one or two years, and high turnover rates in Alaska are strongly correlated with poorer student learning outcomes<sup>i</sup> (Hill & Hirshberg, 2013). The chart “Turnover adds up over time” highlights the percentage of teachers

remaining after five years - checkmarks indicate communities in Southeast Alaska<sup>ii</sup> and show that a third or fewer teachers stay over 5 years.

Many community and education leaders believe rural schools could benefit from having more indigenous teachers, because they would likely stay on the job longer, be more familiar with their students’ communities and cultures, and provide more powerful role models for Alaska Native students<sup>iii</sup> (Tetpon, Hirshberg, Leary, Hill, 2015). There is a significant absence of

educators who are familiar enough with Indigenous Alaskan cultures to effectively include cultural content or context.

It is critical at the very least, for educators to acknowledge and support Native students' knowledge of who they are, where they come from, what experiences have shaped their perspectives, and the origin of the lands they inhabit. Without this context, this leaves both Native (and many non-Native



students) ill-equipped to think critically about the world they live in and lends itself to implicit bias against AN/AI students, which we see reflected in the disparities Indigenous peoples experience throughout their lives.<sup>iv</sup>

Alaska is experiencing a decline in the number of teachers produced by the University of Alaska (statewide system). Nationwide states and school districts are finding it increasingly difficult to retain educators and Alaska's efforts to recruit and retain teachers from outside Alaska are complicated by the state's unique characteristics, including geographic remoteness, vast cultural differences, and a challenging natural environment, a challenge that would be best addressed by developing educators for whom Alaska is already their home.<sup>v</sup>

**(2) Magnitude of the need for the services to be provided or the activities to be carried out by the proposed project (3 points) - GHF proposes to raise the status of educators in**

collaboration with Juneau School District, University of Alaska Southeast, Educators Rising Alaska and Dream Navigator, to support career programming which will increase the number of experienced, fully certified, AN/AI Teachers to serve their own communities.

Alaska's demand for teachers is met with challenges, making some jobs more difficult to fill than others. Positions, including special education, secondary math and science are among the hardest to fill<sup>vi</sup>. Additionally, there is a crucial need to create enough Tlingit language fluency revitalization efforts to carry on into the future and there currently aren't enough qualified Tlingit language teachers to meet the Alaska Native Language Preservation Council's goal of creating 3,000 fluent speakers to be achieved by 2050.<sup>vii</sup> These efforts are vital to the survival of our indigenous language, which is the soul of our cultural ways of knowing and holds within it our way of life.

Diane Hirshberg, PhD, Professor of Education Policy and Director of the Institute of Social & Economic Research, University of Alaska Anchorage, in testimony before the Alaska State Legislature Education Committee, provided the context within which Alaska's teacher turnover occurs. She reported that in 2020, the workforce was composed of 7,900 teachers, of which 15 percent were new to Alaska in 2017-2018. Furthermore, inexperienced (first year) teachers are 2.5 times more likely to be in high-poverty than low-poverty schools. All of which drives educator turnover. In Alaska, high teacher turnover is correlated with poor student achievement<sup>viii</sup> (Hirshberg, D. 2019). We know that teachers trained in Alaska stay longer.

**(3) The extent to which the proposed project will provide services or otherwise address the needs of the students at risk of educational failure (3 points).**

Currently, Alaska Natives make up 25% of the Alaskan student body, though less than 5% of the Alaskan teaching force (Hirshberg, et al 2019). Identified barriers to academic success for Alaska Native children begin in preschool or kindergarten, and continue through high school and beyond (McDowell Group, 2001)<sup>ix</sup>. Based on a statewide study of Alaska Native values and opinions about education in Alaska (McDowell Group, 2001), barriers include:

- 1) Unstable home environment, stemming from adverse childhood experiences manifesting in substance misuse and other health, and welfare problems
- 2) Lack of knowledge of the Native culture among teachers and other school staff
- 3) Language and culture differences among students, parents, and school staff
- 4) Curriculum and teaching styles that do not relate to the Alaska Native experience
- 5) Differences in learning styles between Alaska Native and non-Native students
- 6) Lack of educational role models and parents' attitude toward education

We also know that classroom instruction that is aligned with students' cultural experiences increases the likelihood of success, and that Indigenous teachers positive impact includes

- a) Learning is enhanced when teacher and student share the same language and culture
- b) Indigenous teachers enhance the teacher-student relationship for Indigenous youth and increase the desire of students to remain in school
- c) Indigenous teachers are important role models for Indigenous youth
- d) Indigenous teachers provide connectivity to Indigenous students' lives and
- e) Indigenous teachers are likely to be aware of Indigenous learning styles and utilize this information to improve teaching styles<sup>x</sup> (Manuelito, 2003, p.1)

(b) **Quality of Project Design** (37points) - *(1) Design for implementing and evaluating the project results in information to guide possible replication of project and strategies, including information about the effectiveness of the approach or strategies employed by the project. (10 points)* - The empirical research design of *Koo At Latóowux Guḡsatée Haa Yátx'I ;Our children will become teachers* and the research methodologies and documentation to be employed by the expert Ph.D. External Evaluator will make evident the program models and methods which yield validity and success in the program implementation.

Our Field-Testing of the program over five years and the careful documentation of the modifications and improvements made for program effectiveness will ensure reliability for replication in other settings which serve AN/AI students. The place-based models and methods of academic and cultural rigor and our expectations of high student achievement will create academically rigorous programs which produce college and career readiness for both student participants and student participants.

The school and community collaborative support systems in-place, and to be further developed and documented by this program to increase community stakeholder collaborative efforts, will robustly promote college and career readiness of Indian children, and will be a replicable model to guide AN/AI serving schools in developing academically challenging classes and programs with the supports necessary to arrange success for their students. **Please see Evaluation Section**

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**(2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 points)** – The Goals, Objectives, and Outcomes for *Koo At Latóowux Guḡsatée Haa Yátx'I ;Our children will become teachers* builds upon the historical work of the Goldbelt Heritage Foundation (GHF) in Tlingit language revitalization and youth programming designed to engage students and prepare them for college and career training while raising awareness of the need and value of Indigenous educators and meets **competitive priority #3 Promoting Equity in Student Access to Educational Resources, Education Internships, and Opportunities (7 points)**. Please see the appendix, **section XXX** for theory of action, or logic model to include inputs, outputs, and outcomes.

Overall Goal: *To promote indigenous frameworks and pedagogies within our education systems for AN/AI youth to best support their identities, create pathways to secondary and post-secondary opportunities, and create stewards of heritage languages and cultures.*

**GPRA Objective 1:** The percentage of the annual measurable objectives, as described in the application, that are met by grantees.

The program will carry out and meet 100% of the proposed objectives.

**GPRA Objective 2:** The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.

The program proposes to begin with Juneau School District, University of Alaska Southeast, Educators Rising Alaska and Dream Navigator community collaborators, and increase collaboration each year by 25%.

**Project Objective 1:** GHF will create a heritage language instructional framework that will feature proven language acquisition strategies and instructional methodologies rooted in Tlingit and Haida pedagogies and southeast Alaskan landscapes. This framework will work to serve existing language instructors, as well as support the new generation of language professionals.

1. Providing 200 hours of Heritage Language Instruction for future language educator for beginning to intermediate Tlingit language students annually to a minimum of 10 active learners and instructors over 48 months in middle and high school.
2. Providing 15 hours per semester of Heritage Language support for educators.
3. Provide no fewer than 3 hours monthly of Heritage Language instruction during orientation and in-service trainings for development of Language Apprentices working culture camps and out-of-school programs.

**Description:** This framework will work to serve existing language instructors, as well as support a new generation of language professionals. **Performance Indicators/Measures:** Number of in-school local educators participating, number of in-school middle school students participating, and number of hours per semester of Heritage Language support provided to teachers and students; Number of out-of-school programs and cultural camps provided, number of staff, and Interns at each training, number of hours of monthly Heritage Language instruction provided; Number of beginning to intermediate Tlingit student participants from alternative schools and programs, number of hours of Heritage Language Instruction provided annually to a minimum of 10 active learners and instructors over 48 months.

**Project Objective 2:** GHF will create a high school level secondary course featuring the GHF cultural education framework in partnership with Dream Navigator's career exploring curriculum

to build capacity and opportunity in culturally aware career readiness for no fewer than 125 AN/AI students annually from Alternative Schools: Yaakoosge Daakahidi Alternative HS, High Schools Juneau Douglas HS, Thunder Mountain HS and surrounding localities to include Angoon, a village located on an island in the Alexander Archipelago in Southeast Alaska;

**Description:** GHF's Cultural Education Integration Specialists (certified teachers) supports students by providing student-centered services and resources including Dream Navigator workbooks and software licenses for interactive program elements, support navigating Dual Credit courses (1-4 credits) with cooperating institutions -to include UAS (for courses including, but not limited to Orientation to the Teaching Profession, Introduction to Alaska Native Studies, and Child Development) and JSD ( Creation of a secondary course for Dream Navigator's career exploring curriculum for aspiring teachers for exploring Indigenous learning styles and educational needs) and support their path for meeting goals for graduation and beyond.

**Performance Indicators/Measures:** The number of students informed and mentored, the number who participate in the opportunities for dual enrollment and career explorations, internship placements, and other grant college and career ready initiatives each year of the grant project; The number of students in dual enrollment classes, the number of youths participating in career exploration, the number of youths in internship placements.

**Project Objective 3:** a pathway for Indigenous High School youth to connect with the other educational programs including the Educators Rising Alaska Program. GHF will help Alaska grow the next generation of Indigenous teachers by providing opportunities to exploring other educational programs and methods.

- 1) GHF will provide a series of no fewer than two (2) Education Career Workshops for middle school and high school students and (2) field trips for teachers and students for high school students serving no fewer than 75 students annually.

**Description:** GHF will create an indigenous student cohort that expands on education programming and will explore indigenous frameworks in language instruction and teaching methodologies in concert with existing college and career readiness programming. **Performance**

**Indicators/Measures:** Number of Career Workshops and field trips for teachers and students offered, number of student and teacher participants at each workshop and field trip; number of SE chapters of Educators Rising cohorts convened and supported; number of families and participants from the greater community who attend Career Workshops; and number of Juneau School District youth and families served over the course of the Five-year grant period.

*(3) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. (7*

**points):** GHF did a thorough, high-quality review of the relevant literature and know that students are more engaged and effective learners and peers when they feel positive about their beliefs, languages, and cultures and feel valued and (accurately) included in instruction and other facets of their schooling experience<sup>xi</sup> (Ladson-Billings, G. 2014). Learning is enhanced when teacher and student share the same language and culture, they provide connectivity to indigenous students' lives, and Indigenous teachers are likely to be aware of indigenous learning styles and utilize this information<sup>xii</sup> (Manuelito, K.D. (2003).

GHF has worked closely with Southeast Alaska Native youth for over a decade and recognizes that the public and federal education systems and structures, which currently define the processes of knowledge production, legitimization, and dissemination need to be revised to include an AN/AI world view. During 2020, GHF created a Curriculum Pedagogy Oversight Committee (CPOC) to review our existing and newly developed curricula to ensure it is rooted in Indigenous thought and culture. The committee is made up of GHF Tlingit educators, elders, cultural experts, and heritage preservation professionals and the youngest Tlingit birth-speaker. The CPOC, together with a team of Native stakeholders, and the Dream Navigator team, created a high-quality intensive heritage language and cultural curriculum formed of an all-Indigenous methodology supporting college and career readiness. GHF and Dream Navigator will work together again to create an education emphasis to be implemented (grant years 2-5) raising awareness of career opportunities for Indigenous teachers and in the field of education.

GHF serves Tlingit and Haida, and other tribal citizens from the Southeast Alaska region and we invite and welcome the general public to all of our programs and events to strengthen cultural diversity and providing youth with a sense of belonging. In partnership, GHF and the Juneau School District have (a) raised two totem poles carved by master-apprentice carvers, (b) hosted traditional ceremonies planned and conducted by elders and local Tlingit clans. (c) Raised awareness and supported Tlingit language learners in JSD classrooms, and as part of Head Start programming. GHF has learned in reviewing the research regarding previous efforts to develop Indigenous educators that Alaska Native Organizations, have the capacity to connect our communities, providing a place for inclusiveness.

Through community outreach and targeted programming, GHF will work to raise the status of the teaching profession, awareness of the need for Indigenous educators, and use our resources to inspire the youth we work with as they emerge as culture bearers to consider what their role will be in educating Alaska Native Youth of the future. ***Goldbelt Heritage Foundation has the infrastructure and experience to manage grant funds and activities, as well as the institutional capacity to give oversight to the project.*** Our community partnerships and internal programs will provide structure for inclusive and improved pathways for Alaska Native youth to pursue education as a career. This is a project created in response to local community needs and thus will utilize and increase the existing community infrastructure and services to improve results.

***(4) The proposed project demonstrates a rationale (10 points)*** - In Spring 2012, the Alaska Board of Education adopted new guidelines for implementing the “Alaska Cultural Standards for Educators”<sup>xiii</sup> (AK EED, 2012). Intended to recognize and promote 115 Alaska Native ways of knowing, these guidelines have yet to result in widespread change in educational practices around the state and Alaska state curriculum standards do not explicitly reference Alaska Native cultures or ways of teaching and learning, and districts rely on curriculum packages developed outside Alaska.<sup>xiv</sup>

Historically, many education reform strategies offer Native communities prepackaged, one-size-fits-all solutions: a new curriculum, a new approach to classroom management, or expensive computer technology<sup>1</sup>. In contrast, we have seen successful efforts like UAF’s Rural Systemic Initiative encourage communities to craft their own approaches to school reform, responding to local needs and taking advantage of local resources.<sup>1</sup> **GHF is a local resource**, with access to over 400 local youth through our existing culture camps and out-of-school programming.

Additionally, GHF has the capacity to support efforts for including Native-based content and pedagogy in existing classrooms, into teacher education programs, and relevant student support services as our Curriculum and Pedagogy Oversight Committee (CPOC) continues reviewing existing and newly authored material by Indigenous and Non-Indigenous authors to ensure meaningful inclusion of the experiences, worldviews, and histories of Indigenous Peoples, and creating a curriculum development and lesson planning platform for educators throughout Southeast Alaska to feature authored work and access relevant resources.

Among GHF's on-going collaborative efforts to create the much-needed foundation for educational inclusion and equity include (a) Collaboration with Dream Navigator Team in creation of college and career readiness programming that is grounded in our culture (and raising awareness of this tool as a replicable process for other Indigenous peoples). (b) Establishing an online repository to migrate GHF's existing curriculum, and host newly authored content; (c) The creation of the Curriculum and Pedagogy Oversight committee. (d) The creation of a database with over 550 Tlingit verb-forms; (e) Teaching the Tlingit language for learners, birth to adulthood; (f) Recordings of fluent Native speakers; (g) Pairing of elders and fluent Tlingit speakers with learner speakers and with classroom teachers; (h) family and community events such as language nests, art and food preservation that is instructed by a team of Fluent Speakers conducted in Tlingit; (i), Tlingit Language and Culture 500 Hour Pledge for youth to participate in culture, language and art activities such as taking classes, spending time with elders to document history. ***Each of the above actions provides additional infrastructure, deeper community connection, and another strand woven into place towards removing the barriers to inclusive education in Alaska.*** GHF recognizes its own local advantage among students and

educators in our region and we are using our capacity to influence and bolster community-level self-determination, by supporting local instructional capacity for college-prep and career readiness, dual credit, alternative, and non-mainstream coursework made available as in-person immersive and/or online programming to improve learning outcomes for all students.

Supporting Alaska Native and American Indian educational outcomes has long been the work of many hands. GHF recognizes the importance of acknowledging, honoring, and ensuring representation across our communities in this work of “*Connecting us as people, the histories that have formed us, the knowledge we share today, and the world delivered by our future selves for future generations.*”<sup>xv</sup> and is why our Curriculum Pedagogy Oversight Committee is representative of Southeast Alaska’s people and includes collaborating organizations. It is our intention to ensure our accomplishments as well as lessons learned will provide the replicable tools and strategies needed to help support educational equity for all children.

**(5) *The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (5 points)*** The Program evaluation model includes objective performance measures/indicators clearly related to the SMART objective’s pages 12-16 and their intended outcomes. The data to be collected will be both quantitative and qualitative and methods of evaluation will be both outcome-based and process-based and provide valid and reliable performance data on relevant outcomes, and the effectiveness of the program implementation strategies. Progress toward achieving intended program goals and objectives and outcomes will be assessed through a rigorous external evaluation, led by expert Clara A. Martinez, Ph.D., who is AI (Yaqui) a Stanford graduate and

has over 25 years of evaluation experience of Indigenous education programs. Please see **Evaluation Section page XX** for the **complete description** of methods of evaluation and the data to be collected and how it informs each performance indicator/measure, not duplicated here due to page number constraints.

c) **Quality of Project Personnel (12points) - (1) *The applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.* (6 points) -**

GHF's strategies for ensuring equal access and treatment for eligible project participants is embedded into the GHF Strategic plan "creating immersive environments, tools, and partnerships with the entire community." GHF welcomes all who come through our doors, regardless of regional origin or formal affiliation. Though GHF's core service area approximates the traditional homeland of the Tlingit, Haida, and Tsimishian people, our participants reflect the diversity of Alaska's 229 federally recognized tribes, their families, and other Native Americans who have made Southeast Alaska home. To the extent allowed by individual funding streams, GHF applies the most broadly inclusive definition of Native American when determining program eligibility. **All Alaska Native People and Native American People are underrepresented,** but there are those who are disproportionately underrepresented based on race, color, national origin, gender, age, or disability even within the AN community. Many Native people identify as both AN and another race and this, along with the color of their skin or their parents' national origin, or self-identification as LGBTQ, are all elements that can create additional barriers which lead to an increased degree of disproportionate underrepresentation. GHF views human diversity as a collective strength that enriches our programs and looks to

include people who have been underrepresented based on age, disability, race, color, national origin, and gender: men, women, and non-binary people, at GHF all are treated equally. Our policies reflect this inclusive intention, and our past and current service population has included members of these underrepresented groups by design and GHF considers representation among our staff of equal significance in reducing barrier and access to greater equity in our communities.

GHF Encourages Alaska Native Applications – Currently 87% of GHF staff is AN/AI. GHF is committed to recruiting and hiring Native employees. GHF encourages Alaska Native applications and gives preference to eligible and qualified Alaska Native and Indigenous applicants pursuant to P.L. 93-638 Indian Self Determination Act. Openings are posted to hiring sites such as Alaska Native Hire and GHF utilizes its networks to find and recruit Native candidates directly. GHF does not discriminate in its hiring decisions. GHF prefers to contract with Alaska Native owned businesses and ensures that all contractors do not discriminate based on race, color, national origin, gender, sex, age, or disability. GHF recognizes the strengths of having a diverse, equitable, and inclusive organization. GHF actively recruits staff whose perspectives help us tell our stories, better connect, and serve the community. Currently, 73% of GHF's staff are women, 18% percent of GHF's staff are men and 9% percent identify as non-binary.

GHF is committed to ensuring equal access to and participation in the program for participants, staff of partnering agencies, and employees. The following steps will be implemented with the intent to reduce access barriers based on gender, race, national origin, color, disability, and age to maximize participation, as necessary:

1. Develop and administer a pre-participation survey with training/event/workshop/activity registration materials to identify special access requirements – such as wheelchair access, signers, and interpreters, as needed.
2. Develop and implement a strategy plan that will address the identified special access needs indicated by registrants prior to every event and large group training/event/workshop/class sessions. All program-related sessions will be held in ADA accessible facilities.
3. Coordinate and offer cultural sensitivity and ADA training for program staff, as identified by Operations Administrator and Executive Director.
4. Continue to hire, recruit, and involve individuals from ethnic minority groups, bilingual individuals, consumers, and individuals with disabilities to plan, implement, and evaluate program services.
5. Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges.
6. Offer interpretation services for participants and others as needed and appropriate.
7. Arrange for assistive technology devices to translate materials for participants in need of such services.
8. Post information materials, schedules of events, and program assessments on the internet – which will enable assistive computer devices to interpret the materials for users.

***(2) The qualifications, including relevant training and experience, of the project director. (3 points)***

**Desiree Jackson, Executive Director (GHF), MBA, RD, BS (0.10 FTE)** (Alaska Native, Tlingit) belongs to the Eagle Killerwhale clan and has over 20 years of experience working with Tribal Non-Profits. Earned a BS, RD, and MBA in Strategic Leadership from Alaska Pacific University. She has successfully managed and administered federal grants for over 14 years and has 6 years of executive level leadership experience. Developing innovative indigenous wellness campaigns throughout Alaska and authoring several peer-reviewed journal articles and nutrition related books. Ms. Jackson has overall responsibility for grant compliance and execution, she convenes the Project Partner Meetings, ensures fidelity of implementation among contractual partners, and acts as the primary liaison to the Office of Indian Education.

***(3) The qualifications, including relevant training and experience, of key project personnel. (3 points)***

**Lyle James, Youth Program Administrator, BA (0.1 FTE)** (Alaska Native, Tlingit) Ancestral name is Xeetli.éesh, from Kaagwaantaan (Eagle/ Wolf, Killerwhale), clan from Kaax'nóowu (Female Grouse Fort) in Glacier Bay, is Gooch hít (Wolf House) and a child of Kiks.adi (Raven/ Frog) people. With a BA in education: Mr. James provides oversight of GHF Youth Programs and management of program staff. heritage language(s), storytelling, form line design, food sovereignty, ethno-botany: medicinal and edible plants in the context of traditional knowledge. Mr. James has 15+ years as an Educator administering federal education grants and is a proficient speaker of the Lingít, Xaad kíl, and S'maylgyax languages.

**Nae Brown, Language Program Pathways Coordinator, BA (0.25 FTE)** (Alaska Native, Tlingit) Grew up taking part in Tlingit and Haida dance traditions Provides expertise and technical guidance for dancers (beginner - performance skill levels). Nae is an Intermediate-(High) -Advanced (Low) Tlingít language learner and has expertise with Language revitalization tools, they provide Tlingit language instruction, and have experience with implementing and reporting of grant funded programming. (BA in Education 6+ years teaching)

**Lorraine Jackson, Senior Accountant (0.20 FTE)** (Alaska Native, Tlingit) Ms. Jackson is certified in Intuit Quickbooks and has over 5 years' experience overseeing corporate operations to ensure financial and policy compliance; managing company staff; and developing/implementing policy, budgets, and strategic short and loan-term plans.

**Britta Steinberg, Ph.D., Cultural Integration Specialist and Education Lead (0.5FTE)** Brita Steinberger is a State of Alaska certified educator with over a decade of experience teaching in the Juneau School District. She constructs and implements credit-based culturally relevant curriculum at the secondary level, provides grants research and content support, and develops and teaches a variety of training topics. She has a PhDc in Global Educational Leadership from Lynn University, a MS in Education; Varying Exceptionalities and E.S.O.L from Lynn University, and a BS in Human Resource Management from Bellevue University

**Clara Martinez, External Evaluator, Ph.D. Contract** (Native American, Yaqui) Principal Investigator, Naco Research Institute; 25+ yrs.' eval. exp.in Indian Ed for Fed, State @Local organizations; Stanford graduate, member American Evaluation Association 3rd party evaluator

**Elders (2.5FTE) (Alaska Native, Various)** Elder is not simply a matter of chronological age, but a function of the respect accorded to individuals in our community who exemplify the values

and lifeways of our culture and who possess the wisdom and willingness to pass their knowledge on to future generations. Respected Elders serve as the philosophers, professors, and visionaries of a cultural community.

**(d) Quality Of Project Services (10 points) - (1) *The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.* (5 points)** The Goldbelt Heritage Foundation has the infrastructure and experience to manage grant funds and activities, as well as the institutional capacity to give oversight to the project. We have signed partnership and support agreements from University of Alaska Southeast, the Juneau School District, and Educators Rising Alaska, and Dream Navigator.

**Dream Navigator** - Dream Navigator's founder, Gaylene Nikora has trained Indigenous leaders on three continents and throughout the Pacific. With over 25 years in Senior HR Management, she began to see a pattern in the way that our youth and adults were approaching their studies and the job search process. Today, she and her team train and mentor high school counselors, teachers, and youth nationwide to help students realize their future.

**Educators Rising** is a diverse, teacher and student-led grassroots movement that aims to inspire high school and college students to serve their communities by entering the field of education. School-based chapters are located in every U.S. state, where students practice the necessary skills to lead a classroom while adding student voice to National discussions around education. Fostering excellence within the state of Alaska by supporting middle school through collegiate level students on their path to become Alaskan educators.

**Elders** - There are an estimated 40 speakers and advanced learners of Tlingit with various levels of competence. The number of fluent elders who are birth-speakers who have mastery of the Tlingit language number *fewer than twenty-five individuals*. There have been no new birth speakers in Southeast Alaska in over fifty years. We are fortunate to have the youngest birth-speaker, Marsha Hotch, on staff. GHF also contracts with Native elders (including Margaret Martin, Genevieve Guanzon, Flora Huntington, and Florence Sheakley) and other knowledgeable culture bearers who skilled in traditional Ways of Knowing.

**Juneau School District** – (JSD) actively collaborates with GHF in all grade levels and schools. GHF supplies Tlingit instructors for JSD language and cultural programming - Pre-K to 12th grade which includes dual-credit college-level language courses for high school students.

**University of Alaska Southeast** – (UAS) The University of Alaska Southeast (UAS) in collaboration with GHF will further HDY participants’ academic experience and expectation for post-secondary education. GHF has been successfully offering dual credit opportunities with UAS over the past 10 years.

*(2) The services to be offered meet the needs of the local population, as demonstrated by an analysis of community-level data, including direct input from parents and families of Indian children and youth.* (Up to 5 points) In their first year of high school (9th grade) AN/AI students’ scores continue to demonstrate a persistent that the initial gap in educational disparities between Native youth and their non-Native peers has not closed. During the 2020-2021 school year, Alaska Native students dropped out of the Juneau School district at a rate 250% more than their non-Native counterparts, consistent with their Indigenous peers nationwide. *Koo At Latóowux Guḡsatée Haa Yátx'I ;Our children will become teachers* provides the *context* and

*contact* to make school meaningful for Indigenous students. GHF educators will enhance the teacher-student relationship for indigenous youth and increase the desire of students to remain in school and provide connectivity to indigenous students' lives.

Historically, many education reform strategies offer Native communities prepackaged, one-size-fits-all solutions: a new curriculum, a new approach to classroom management, or expensive computer technology<sup>1</sup>. In contrast, we have seen successful efforts like UAF's Rural Systemic Initiative encourage communities to craft their own approaches to school reform, responding to local needs and taking advantage of local resources.<sup>1</sup> **GHF is a local resource**, with access to over 400 local youth through our existing culture camps and out-of-school programming.

Additionally, GHF has the capacity to support efforts for including Native-based content and pedagogy in existing classrooms, into teacher education programs, and relevant student support services as our Curriculum and Pedagogy Oversight Committee (CPOC) continues reviewing existing and newly authored material by Indigenous and Non-Indigenous authors to ensure meaningful inclusion of the experiences, worldviews, and histories of Indigenous Peoples, and creating a curriculum development and lesson planning platform for educators throughout

**(e) Quality of the Management Plan (24 points) - (1) *The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*** (14 points)

The GHF Board of Directors is comprised of all Alaska Native members; its purpose is to promote and preserve Tlingit language and culture. GHF has a history of successfully completing projects on time and ensuring that contractors fulfill their obligations as demonstrated with previous projects. GHF administered several Department of Education Grants over the past

decade, most recently including I kusteeyi shakaadei eelgen - looking to your future, designed to improve the educational and life outcomes for youth within Southeast Alaska tribal communities (2019). GHF has extensive experience managing and overseeing federal funds, is well-positioned to fulfill the responsibilities laid out in this grant and has a proven track-record of responsibly managing funds received through federal resources as confirmed by third party independent audits. GHF has successfully implemented cultural immersion programming for Alaska Native students for the past 20 years and currently receives funding through Dept of Education, SAMHSA, and BIA grants. GHF also has the demonstrated ability to successfully carry out the proposed project put forth in this grant. GHF is the fiscal agent and lead for the project and will exercise overall fiscal oversight; ensure all programming is culturally relevant and addresses the needs of Native students and educators; manage program coordination; manage contracts; provide direct student services; conduct the design and implementation of programs; supervise staff and students; and purchase supplies directly tied to student programming. GHF will coordinate services with partners and will work with the evaluator to ensure continuous program quality via quantitative and qualitative data analysis, fidelity of the project implementation, and federal compliance for all reporting.

Project Milestones	Responsible Party	Year 1	Year 2-3	Year 4-5
Governance				
Establish or Renew Formal Contracts	Exec. Director	1st Quarter	Annually	Annually

Project Milestones	Responsible Party	Year 1	Year 2-3	Year 4-5
Project Planning Mtgs.	Youth Prog. Admin	1st Quarter	Monthly	Monthly
Partner Meetings	Exec. Director	1st Quarter	Quarterly	Quarterly
Recruiting/Hiring New/Seasonal Staff	Youth Prog. Admin	1st Quarter	As Needed	As Needed
Establish Evaluation Plan	Evaluator and GHF Exec Staff.	1st Quarter	N/A	N/A
Review Evaluation plan for updates	Evaluator and GHF Exec Staff.	N/A	Quarterly	Quarterly
Oversee GEPRAs strategies for compliance	Exec. Director	Quarterly	Quarterly	Quarterly
Program Coordination				
Define/Refine Recruitment Process	Youth Program Administrator	1st Quarter	As Needed per	As Needed
Recruitment: Year-Round + Demographic Focused	Youth Prog. Admin	1st Quarter	Quarterly	Quarterly
Curriculum Pedagogy Oversite Committee	Youth Prog. Admin	Quarterly	Quarterly	Quarterly

Project Milestones	Responsible Party	Year 1	Year 2-3	Year 4-5
On-site Programming				
Apprentice Program	Heritage Language Pathways Coordinator	Quarterly	Quarterly	Quarterly
Career Workshops	Youth Program Coord and Collaborating Org	Each Semester	Each Semester	Each Semester
Field Trips and Conferences	Cultural Integration Specialist	Each Semester	Each Semester	Each Semester
Coordination with EdRising Alaska	Youth Program Coord & EdRising	Each Semester	Each Semester	Each Semester
Dream Navigator	Cultural Integration Specialist	1st & 2nd Semester	1st & 2nd Semester	1st & 2nd Semester
Career and College Readiness	Cultural Integration Specialist	1st & 2nd Semester and *OSP	1st & 2nd Semester and *OSP	1st & 2nd Semester and *OSP
Dual Credit with /Collaborating Institutions	Program Admin. & Cooperating Institutions	1st & 2nd Semester and *OSP	1st & 2nd Semester and *OSP	1st & 2nd Semester and *OSP

Project Milestones	Responsible Party	Year 1	Year 2-3	Year 4-5
Virtual Programming	Cultural Integration Specialist	*Out-of-School programs- (OSP)	1st & 2nd Semester and *OSP	1st & 2nd Semester and *OSP
Dream Navigator Programming	Cultural Integration Specialist	2nd Semester & Summer	1st & 2nd Semester and	1st & 2nd Semester and
Career and College Readiness Programming	Cultural Integration Specialist	2nd Semester & Summer	1st & 2nd Semester and	1st & 2nd Semester and
Dual Credit with Collaborating Institutions	Program Admin. & Cooperating Institutions	2nd Semester each year		

***(2) How the applicant will ensure that a diversity of perspectives is brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (5 points)*** GHF’s Curriculum Pedagogy Oversight

Committee reviews our existing and newly developed curricula to ensure each is rooted in indigenous thought and culture. The committee is formed of GHF Tlingit educators, elders, cultural experts, and heritage preservation professionals engages teaching staff, parents, and

youth to provide feedback on youth once curriculum units annually on vetted units. Our staff, contractors, affiliated partners represent the diverse population we serve and we solicit feedback on a quarterly basis as part of our management plane.

***(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (5 points)***

GHF's vision is protecting the cultural identity and dignity of Southeast Alaska Native people by creating immersive environments, tools, and partnerships with the entire community. Our vision is a demonstration of our commitment to ensure high quality educational resources and opportunities for AI/AN people beyond the scope of grant funding. Our programming is built on the foundation of our ancestors, and our pedagogies are 100% developed by indigenous educators and culture bearers who are committed to ensuring our way of life continues for time immemorial. The programming developed through the duration of this grant will be inclusive of the lessons and words of our elders before us and therefore will be utilized and built upon for continued impact within our community. Just as our totem poles hold the stories of our forefathers so shall the frameworks and pedagogies, we embed within the school district. Totems are not destroyed; when they age, they are replicated so that our stories may live forever and give us cultural foundation we need.

Collaborations established in this project in year one will increase over five years and GHF will be able to continue to leverage collaborative resources beyond the grant. This increases Heritage language in the community and Heritage language teaching is further normalized in the school district and in the community. As well as providing Southeast organizations access to language

and cultural programming to increase student graduation and career and college readiness beyond the grant and dual enrollment and student internship opportunities and pathways created by the program can be sustained in collaboration after the grant funding is ended. Career Workshops and field trips for aspiring teachers and professional educators will build capacity in the Juneau School District and community and continue to have effect beyond the grant—with upgraded capacity to serve AN/AI students as professional educators develop a clearer understanding of Indigenous learning styles and place-based education; SE chapters of Educators Rising cohorts convened and supported will establish a precedent that can continue beyond the grant in their own recruitment of Indigenous students as aspiring teachers and GHF as an on-going resource in supporting outreach.

**(f) Quality Of The Project Evaluation (7 points) - (1) *The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (4 points):*** To support community- led, comprehensive projects to help Alaska Native/American Indian (AN/AI) children become college- and career-ready. The Program evaluation model will provide performance feedback and will yield sufficient quantitative and qualitative data and methods of evaluation to provide valid and reliable performance data on relevant outcomes, and the effectiveness of the program implementation strategies. Progress toward achieving intended program goals and objectives and outcomes will be assessed through a rigorous external evaluation, led by expert Clara A. Martinez, Ph.D., and will be an integral part of program management, operation and success—ensuring high quality results and services from the proposed project.

The methods of evaluation will be both outcome-based and process-based and will

provide performance feedback via systematic periodic assessment (quarterly, semester and yearly) of progress through continuous and robust quantitative and qualitative data collection and analysis, and discussion taking place in regular quarterly Team meetings to examine the effectiveness of project implementation strategies, and will assure that all the organizations involved in the program can use the evaluations to make improvements and effectively respond to the AN/AI stakeholder needs. The program personnel will be able to utilize the quarterly evaluation results to make month-to-month, week-to-week and day-to-day improvements to the program, which will continually enhance the academic success of the students. The Grant Director and Evaluator will collaborate to create the data queries, select and/or create the measurement and data collection tools and put in place the systematic data collection protocols. Surveys will be created and utilized to measure student perception of program quality and efficacy and will also guide program improvement. Data collected will be both quantitative and qualitative providing numbers and descriptive and anecdotal information. We will establish baselines in the first year for all performance measures and track all subsequent year data. The GBH Management Information System (MIS) Department is able to assist to run data queries for performance measures. The table below identifies the program performance indicators that will be used for measurement, the data collection instruments and tools, the timeline in which they will be used to provide timely guidance for quality assurance, and the benchmarks for monitoring progress. *Koo At Latóowux Guᓂsatée Haa Yátx'I ;Our children will become teachers* performance objectives and outcomes, see **page X**, include specific, measurable, achievable, relevant, and time-bound (SMART) objectives with their associated outcomes and the performance indicators that will be used for measurement. The table below identifies the

methods, strategies, evaluation instruments, the timeline in which they will be used, and the benchmarks for monitoring progress for all program objectives;

Evaluation Instrument/Methodology	Quarter			
	1	2	3	4
Program Director Records	X	X	X	X
Youth Programs Director Records	X	X	X	X
Youth Program Coordinator Records	X	X	X	X
Language Program Pathways Coordinator Records	X	X	X	X
Language Minor Pathways Lead Teacher Records	X	X	X	X
Multimedia Specialist Records	X	X	X	X
Cultural Integration Specialist Records	X	X	X	X
Curriculum Specialist Data	X	X	X	X
Elder Anecdotal Data	X	X	X	X
Student Transcript Data	X	X	X	X
Student Participant Survey Data	X	X	X	X
Curricula documents produced	X	X	X	X

Evaluator Quarterly Data Compilation	X	X	X	X
OIE Yearly Grant Performance Report compiled and submitted				X

Persons Responsible for Data Collection are as follows: Program Director, Youth Programs Director, Operations Administrator, Language Program Pathways Coordinator, Language Minor Pathways Lead Teacher, Multimedia Specialist, Cultural Integration Specialist, Curriculum Specialist, and, External Evaluator.

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

**Quantitative and Qualitative Data Collection Instruments used for each Program Objective Measure** will assess **GPRA 1:** The percentage of the annual measurable objectives, as described in the application, that are met by the program.

**Program Director Records, Youth Programs Director Records,** will measure **GPRA 2:** the number of local entities which collaborate with the project and the quantity and increase of collaboration yearly.

**Program Director Records, Youth Programs Director Records, Language Program Pathways Coordinator Records; Language Minor Pathways Lead Teacher Records; Cultural Integration Specialist Records; Curriculum Specialist Data; Multimedia Specialist data; and Student Survey Data** will measure **Project Objective. 1:** Hours of

Heritage Language Instruction per year; Number of active learners and instructors receiving instruction per year; Development and completion, field test and implementation of Heritage language instructional framework; Hours of Heritage Language support for regional educators.

**Program Director Records, Youth Programs Director Records, Cultural Integration**

**Specialist Records; Curriculum Specialist Data; Student Survey Data; Student Transcript**

**Data; Multimedia Specialist data will measure Program Objective. 2:** The number of students informed and mentored who participate in the opportunities for dual enrollment and career explorations and other grant college and career ready initiatives each year of the grant project; The number of students in dual enrollment classes, the number of youth participating in career exploration, the number of youth in internship placements.

**Program Director Records, Youth Programs Director Records, Cultural Integration**

**Specialist Records, Student Survey Data; Multimedia Specialist will measure Program**

**Objective 3:** Number of Career Workshops and field trips for teachers and students offered, number of student and teacher participants at each workshop and field trip; number of SE chapters of Educators Rising cohorts convened and supported; number of families and participants from the greater community who attend Career Workshops.

**(2) Evaluation will provide guidance about effective strategies suitable for replication** The

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

**Programs Director Records, Language Program Pathways Coordinator Records, Language Minor Pathways Lead Teacher Records, Curriculum Specialist Records, Student Survey Data will measure Program** The program data will be collected and made accessible via internal agency quarterly **Grant Performance reports**. The Evaluator will make quarterly site visits to work with primary personnel to collect data, monitor, encourage, and help trouble-shoot programmatic issues which arise as the program is instituted and implemented. The program data will be collected and made accessible via internal agency quarterly Grant Performance reports. The Evaluator will organize the cumulative quarterly data into the Office of Indian Education format to be submitted for organize the cumulative quarterly data into the Office of Indian Education format to be submitted for **Annual Performance Report (APR)** and Progress Report review. **The yearly Comprehensive Review of the Program** will entail the documentation of all quantitative and qualitative measures of program workings and the improvements made for increase in effectiveness of the program implementation. The final report will be cumulative over the three years of the grant program and be suitable for guidance for Replication in other settings.

**Please See Section B1 pageXX**

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Footnotes:



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

OMB Number: 1894-0008  
Expiration Date: 09/30/2023

Name of Institution/Organization

Goldbelt Heritage Foundation

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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	225,906.74	251,725.92	254,225.92	254,225.92	254,225.92			1,240,310.42
2. Fringe Benefits	79,067.36	74,104.07	74,104.07	74,104.07	74,104.07			375,483.64
3. Travel	0.00	35,777.00	32,905.00	32,905.00	32,905.00			134,492.00
4. Equipment	6,000.00	0.00	0.00	0.00	0.00			6,000.00
5. Supplies	17,000.00	12,000.00	12,000.00	12,000.00	12,000.00			65,000.00
6. Contractual	76,199.60	45,000.00	45,000.00	45,000.00	45,000.00			256,199.60
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	51,615.00	37,182.00	37,554.00	37,554.00	37,554.00			201,459.00
9. Total Direct Costs (lines 1-8)	455,788.70	455,788.99	455,788.99	455,788.99	455,788.99			2,278,944.66
10. Indirect Costs*	44,211.50	44,211.53	44,211.53	44,211.53	44,211.53			221,057.62
11. Training Stipends								
12. Total Costs (lines 9-11)	500,000.20	500,000.52	500,000.52	500,000.52	500,000.52			2,500,002.28

**\*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: 01/01/2021 To: 12/31/2021 (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_  
 The Indirect Cost Rate is 9.20%.
- (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 \_\_\_\_\_ %.
- (6) For Training Rate Programs (check one) – Are you using a rate that:  
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or  Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

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