

Save Form to Print

Facsimile Transmittal

U. S. Department of Housing and Urban Development
Office of Department Grants Management and Oversight

OMB Approval No. 2525-0118 exp. Date (5/30/2008)

1213295987-9197

* Name of Document Transmitting: There is no fax document to be transmitted

1. Applicant Information:

* Legal Name: University of Alaska Fairbanks, Interior Aleutians Campus
* Address:
* Street1: P.O. Box 757880
Street2:
* City: Fairbanks
County:
* State: AK: Alaska
* Zip Code: 99775-7880 * Country: USA: UNITED STATES

2. Catalog of Federal Domestic Assistance Number:

* Organizational DUNS: [redacted] CFDA No.: 14.515
Title: Alaska Native/Native Hawaiian Institutions Assisting Communities
Program Component:

3. Facsimile Contact Information:

Department: College of Rural and Community
Division: Interior Aleutians Campus

4. Name and telephone number of person to be contacted on matters involving this facsimile.

Prefix: * First Name: Andrew
Middle Name:
* Last Name: Parkerson-Gray
Suffix:
* Phone Number: (907) 474-6000
Fax Number: (907) 474-5444

* 5. Email: fyosp@uaf.edu

* 6. What is your Transmittal? (Check one box per fax)

- a. Certification b. Document c. Match/Leverage Letter d. Other

* 7. How many pages (including cover) are being faxed? 2

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received:

07/02/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Alaska Fairbanks, Interior Aleutians Campus

* b. Employer/Taxpayer Identification Number (EIN/TIN):

92-6000147

* c. Organizational DUNS:

d. Address:

* Street1:

P.O. Box 757880

Street2:

* City:

Fairbanks

County:

* State:

AK: Alaska

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

99775-7880

e. Organizational Unit:

Department Name:

College of Rural and Community

Division Name:

Interior Aleutians Campus

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

Prefix:

Mr.

* First Name:

Andrew

Middle Name:

* Last Name:

Parkerson-Gray

Suffix:

Title:

Director

Organizational Affiliation:

Office of Sponsored Programs

* Telephone Number:

(907) 474-6000

Fax Number:

(907) 474-5444

* Email:

fyosp@uaf.edu

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

V: Alaska Native and Native Hawaiian Serving Institutions

Type of Applicant 2: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

US Department of Housing and Urban Development

11. Catalog of Federal Domestic Assistance Number:

14.515

CFDA Title:

Alaska Native/Native Hawaiian Institutions Assisting Communities

*** 12. Funding Opportunity Number:**

FR-5200-N-13

* Title:

Alaska Native, and Native Hawaiian Institutions Assisting Communities

13. Competition Identification Number:

ANNHIAC-13

Title:

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

Fairbanks

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

Gaalee'ya Spirit Camp Renovation Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant * b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: * b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="799,965.00"/>
* 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="799,965.00"/>

* 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.)

Yes No

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:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

**Grant Applications
Detailed Budget**

U.S. Department of Housing
and Urban Development

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About

OMB Approval No. 2501-0017
(expires 01/31/2008)

* Organization Name: University of Alaska Fairbanks, Interior Aleutians Campus

* Project/Activity Name: Gaalee'ya Spirit Camp Renovation Project

	Functional Categories								
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	HUD Share (\$)	Applicant Match (\$)	Other HUD Funds (\$)	Other Fed Share (\$)	State Share (\$)	Local/Tribal Share (\$)	Other Share (\$)	Program Income (\$)	Total (\$)
a. Personnel (Direct Labor)	12,667.00								12,667.00
b. Fringe Benefits	5,131.00								5,131.00
c. Travel	12,224.00								12,224.00
d. Equipment (only items > \$5,000 depreciated value)									
e. Supplies (only items < \$5,000 depreciated value)									
f. Contractual	376,170.00								376,170.00
g. Construction									
1. Administration and Legal Expenses									
2. Land Structures, Rights-of-Way, Appraisals, etc.									
3. Relocation Expenses and Payments									
4. Architectural and Engineering Fees									
5. Other Architectural and Engineering Fees									
6. Project Inspection Fees									
7. Site Work									
8. Demolition and Removal									
9. Construction									
10. Equipment									
11. Contingencies									
12. Miscellaneous									
h. Other Direct Costs									
i. Subtotal of Direct Costs	436,255.00								436,255.00
j. Indirect Costs (% Approved Indirect Cost Rate: 3.6%)									15,903.00
Grand Total (Year 1):									452,158.00
Grand Total (All Years):									452,158.00

Next Year

**Grant Applications
Detailed Budget**

U.S. Department of Housing
and Urban Development

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(expires 01/31/2008)

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About

Organization Name: University of Alaska Fairbanks, Interior Aleutians Campus

Project/Activity Name: Gaalee'ya Spirit Camp Renovation Project

	Functional Categories								
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	HUD Share (\$)	Applicant Match (\$)	Other HUD Funds (\$)	Other Fed Share (\$)	State Share (\$)	Local/Tribal Share (\$)	Other Share (\$)	Program Income (\$)	Total (\$)
a. Personnel (Direct Labor)	13,237.00								13,237.00
b. Fringe Benefits	5,361.00								5,361.00
c. Travel	12,799.00								12,799.00
d. Equipment (only items > \$5,000 depreciated value)									
e. Supplies (only items < \$5,000 depreciated value)									
f. Contractual	143,624.00								143,624.00
g. Construction									
1. Administration and Legal Expenses									
2. Land, Structures, Rights-of- Way, Appraisals, etc.									
3. Relocation Expenses and Payments									
4. Architectural and Engineering Fees									
5. Other Architectural and Engineering Fees									
6. Project Inspection Fees									
7. Site Work									
8. Demolition and Removal									
9. Construction									
10. Equipment									
11. Contingencies									
12. Miscellaneous									
h. Other Direct Costs									
i. Subtotal of Direct Costs	134,933.00								134,933.00
j. Indirect Costs (% Approved Indirect Cost Rate: 36.43%)									
Grand Total (Year 2):									134,933.00
Grand Total (All Years):									134,933.00

Previous Year Next Year

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(expires 01/31/2008)

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About

* Organization Name: University of Alaska Fairbanks, Interior Aleutians Campus

* Project/Activity Name: Gaalee'ya Spirit Camp Renovation Project

	Functional Categories								
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	HUD Share (\$)	Applicant Match (\$)	Other HUD Funds (\$)	Other Fed Share (\$)	State Share (\$)	Local/Tribal Share (\$)	Other Share (\$)	Program Income (\$)	Total (\$)
a. Personnel (Direct Labor)	13,623.00								13,623.00
b. Fringe Benefits	9,662.00								9,662.00
c. Travel	13,159.00								13,159.00
d. Equipment (only items > \$5,000 depreciated value)									
e. Supplies (only items < \$5,000 depreciated value)									
f. Contractual	143,130.00								143,130.00
g. Construction									
1. Administration and Legal Expenses									
2. Land, Structures, Rights-of-Way, Appraisals, etc.									
3. Relocation Expenses and Payments									
4. Architectural and Engineering Fees									
5. Other Architectural and Engineering Fees									
6. Project Inspection Fees									
7. Site Work									
8. Demolition and Removal									
9. Construction									
10. Equipment									
11. Contingencies									
12. Miscellaneous									
h. Other Direct Costs									
i. Subtotal of Direct Costs	115,723.00								115,723.00
j. Indirect Costs (% Approved Indirect Cost Rate: 3.00%)									3,489.00
Grand Total (Year 3):									119,212.00
Grand Total (All Years):									119,212.00

Previous Year Next Year

**Grant Applications
Detailed Budget**

U.S. Department of Housing
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(expires 01/31/2008)

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About

* Organization Name: University of Alaska Fairbanks, Interior Aleutians Campus

* Project/Activity Name: Gaaalee'ya Spirit Camp Renovation Project

	Functional Categories								
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	HUD Share (\$)	Applicant Match (\$)	Other HUD Funds (\$)	Other Fed Share (\$)	State Share (\$)	Local/Tribal Share (\$)	Other Share (\$)	Program Income (\$)	Total (\$)
a. Personnel (Direct Labor)	39,727.00								39,727.00
b. Fringe Benefits	16,682.00								16,682.00
c. Travel	19,154.00								19,154.00
d. Equipment (only items > \$5,000 depreciated value)									
e. Supplies (only items < \$5,000 depreciated value)									
f. Contractual	662,924.00								662,924.00
g. Construction									
1. Administration and Legal Expenses									
2. Land, Structures, Rights-of-Way, Appraisals, etc.									
3. Relocation Expenses and Payments									
4. Architectural and Engineering Fees									
5. Other Architectural and Engineering Fees									
6. Project Inspection Fees									
7. Site Work									
8. Demolition and Removal									
9. Construction									
10. Equipment									
11. Contingencies									
12. Miscellaneous									
h. Other Direct Costs									
i. Subtotal of Direct Costs	756,993.00								756,993.00
j. Indirect Costs (% Approved Indirect Cost Rate <input type="text" value="36.00"/> %)									43,051.20
Grand Total (Year [All]):									799,965.00
Grand Total (All Years):									799,965.00

Previous Year

ATTACHMENTS FORM

Instructions: On this form, you will attach the various files that make up your grant application. Please consult with the appropriate Agency Guidelines for more information about each needed file. Please remember that any files you attach must be in the document format and named as specified in the Guidelines.

Important: Please attach your files in the proper sequence. See the appropriate Agency Guidelines for details.

1) Please attach Attachment 1	HUD 2008 Gaalee'ya Spirit Camp	Add Attachment	Delete Attachment	View Attachment
2) Please attach Attachment 2	HUD2008HowardLukeCampRenovat	Add Attachment	Delete Attachment	View Attachment
3) Please attach Attachment 3	Gaalee'yaSpiritCamp HUD-96010	Add Attachment	Delete Attachment	View Attachment
4) Please attach Attachment 4		Add Attachment	Delete Attachment	View Attachment
5) Please attach Attachment 5		Add Attachment	Delete Attachment	View Attachment
6) Please attach Attachment 6		Add Attachment	Delete Attachment	View Attachment
7) Please attach Attachment 7		Add Attachment	Delete Attachment	View Attachment
8) Please attach Attachment 8		Add Attachment	Delete Attachment	View Attachment
9) Please attach Attachment 9		Add Attachment	Delete Attachment	View Attachment
10) Please attach Attachment 10		Add Attachment	Delete Attachment	View Attachment
11) Please attach Attachment 11		Add Attachment	Delete Attachment	View Attachment
12) Please attach Attachment 12		Add Attachment	Delete Attachment	View Attachment
13) Please attach Attachment 13		Add Attachment	Delete Attachment	View Attachment
14) Please attach Attachment 14		Add Attachment	Delete Attachment	View Attachment
15) Please attach Attachment 15		Add Attachment	Delete Attachment	View Attachment

**HUD Alaska Native/Native Hawaiian
Institutions Assisting Communities Program**

**Gaalee'ya Spirit Camp
Renovation Project
Interior-Aleutians Campus
University of Alaska Fairbanks**

**July 2, 2008
Project Abstract**

1) Description of project activity, where it will take place, target population, impact

The title of the current AN/NHIAC program application is "Gaalee'ya Spirit Camp Renovation Project." The Gaalee'ya Spirit Camp is a community non-profit organization located in Fairbanks, Alaska, and established in 1990 to provide for the transmission of traditional Native culture to aid in the healing of people and the Earth.

The Interior-Aleutians Campus will work with the Interior Regional Housing Authority (IRHA) and with the Cold Climate Housing Research Center (CCHRC) on a community development project that will renovate the Gaalee'ya Spirit Camp, a culture camp used for nearly 20 years for the healing of young people struggling with substance abuse, suicide and academic failure. The camp increases leadership skills, and helps improve self-esteem and academics which set the stage for increasing high school graduation rates which will, in turn, lead to greater college participation among Alaska Native and general population students. These benefits will, moreover, create an improved climate for employability, the development of the future Native leadership and healthier communities. Importantly, the camp serves a mostly low- to-moderate income demographic. The "needs" section of this application demonstrates a desire on the part of the residents of Fairbanks to expand opportunities and locations where young people may participate in healthy activities which build leadership, academics and self-esteem.

The project will use renovation activities, including the installation of a solar or hybrid renewable energy system in a remote location, as a springboard for student learning and participation in both formal and informal contexts. Student learning will take place through regular, credit-bearing courses that are planned for the project or through the participation of campers in the renovation and construction during the course of their camp experience. In either case, students will undertake real-world, hands-on and practical skill building whether this learning takes place in a classroom or a camp context.

2) Statement of eligibility: The applicant is the University of Alaska Fairbanks, Interior-Aleutians Campus (IAC). The University of Alaska was founded in Fairbanks as the Alaska Agricultural College and School of Mines in 1917; UAF is accredited by the Northwest Association of Schools and Colleges.

3) ANSI status: IAC is currently designated by the U.S. Dept. of Education as eligible for funding through Title-III, Part A and/or Title V of the Higher Education Act of 1965 as an “Alaska Native Serving Institution” (ANSI). IAC’s most recent ANSI designation was in FY 2004 under OPE ID # 00106300 and IAC has a current re-application under review for 2008.

4) Contact person, phone, fax and email: The contact person for this application is Andrew Parkerson-Gray, Director, Office of Sponsored Programs; phone: (907) 474-6000; fax: (907) 474-5444; email: fyosp@uaf.edu.

5) Project Director: [REDACTED] Director, Interior-Aleutians Campus; phone: [REDACTED]
[REDACTED] x: (907) 474-5208; email: [REDACTED]

U.S. Department of Housing and Urban Development

**Alaska Native/Native Hawaiian Institutions
Assisting Communities
University Partnerships Program**

**Gaalee'ya Spirit Camp
Renovation Project**

**Interior-Aleutians Campus
College of Rural and Community Development
University of Alaska Fairbanks**

July 2, 2008

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Reader Orientation:

The University of Alaska is composed of the Universities of Alaska Fairbanks, UA Anchorage and UA Southeast. The University of Fairbanks is comprised of a number of colleges (Education, Management, Liberal Arts, etc.). One of these is the College of Rural and Community Development (CRCD). CRCD has responsibility for providing educational services over the vast land area comprising the Interior, Northwest, and Southwest regions of the state— over 360 million acres. In order to more efficiently serve this huge geographic area, CRCD is broken into a number of regional campuses (Bristol Bay [Dillingham], Chukchi [Kotzebue], Kuskokwim [Bethel], Northwest [Nome], Tanana Valley [Fairbanks], and the Interior Aleutians Campus [balance of state].)

The Interior-Aleutians Campus, the current applicant, is unique among these rural campuses in that IAC's administration and workload is divided among six "rural centers" located in Unalaska, Tok, Nenana, Galena, Ft. Yukon and McGrath. Each of the rural centers, in turn, serves between eight and twelve villages; a total of 57 rural villages and a geographic area of over 200,000 square miles—an area larger than the size of France. Each of the rural centers has a "Center Coordinator" with responsibility to provide educational services in the center town and for residents of the outlying villages. The campus was recognized as an Alaska Native-serving institution in 1998 and as of 2008 64% of the students are Alaska Native, most of whom are of Athabascan or Aleut descent. Most students earn less than 80% of area median income and most are first-generation college students. Educational services are usually provided by audio-conference and, increasingly, through the Internet via Blackboard or Elluminate Live! Itinerant teachers also travel to remote locations to hold "intensive" classes over the course of one to five weeks, often sleeping on the floor of community centers or K-12 gyms, melting snow for water,

hauling wood for the wood stove that heat the classroom, and occasionally surviving -50 weather, while delivering training and education programs.

(1) Rating Factor 1: Capacity of the Applicant and Relevant Experience (25 points)

(a) Knowledge and Experience for Previously Funded Applicants: (13 points)

(1) Key Project Team Members:

Project PI:

[REDACTED], Director of Interior-Aleutians Campus, UAF

[REDACTED] oversees and administers a decentralized rural campus that serves the Alaskan Interior and out to the Aleutian chain. She has a Master's degree in Social Work and has been in this position since 1991. Her responsibilities include the hiring, evaluation and supervision of over thirty faculty and staff. Many of these staff members are dispersed throughout the campus service area at six rural service centers located in McGrath, Ft. Yukon, Unalaska, Tok, Nenana and Galena.

President, Gaalee'ya Spirit Camp

[REDACTED] the President of Gaalee'ya Spirit Camp and owner of the camp facility, received the esteemed Light of Hope Award in 2008 for his work with at-risk youth. [REDACTED] approached the Interior-Aleutians Campus with his request for assistance in the proposed project and has provided consultation in the development of the work plan. His letter of commitment to the project is on file at IAC.

Project Manager:

[REDACTED] Construction Trades Technology Electrical Faculty

[REDACTED] will act as Project Manager for IAC for this project. He has worked in the electrical field for more than 20 years and has a Master's Degree in Electrical Engineering. He has worked

in many rural communities over the past many years and brings his can-do spirit to the rigors of rural teaching. His major responsibility is currently to oversee the electrical and plumbing teaching within IAC's Associate of Science degrees in Construction Trades. These responsibilities include training that is part of IAC's current HUD-funded village based training programs. The connections he has established with rural leaders and numerous contractors has created an environment of cooperation in the planning, and delivery of these village based training sessions.

Partner Agencies:

1) Interior Regional Housing Authority (IRHA): Formed in 1974, IRHA is a non-profit organization with authority derived from state and federal law to administer programs of the U.S. Department of Housing & Urban Development (HUD) within the Doyon region primarily through its NAHASDA programs. IRHA is the Tribally-Designated Housing Entity for 27 rural/remote villages which are also served by the Interior-Aleutians Campus within a land area larger than the state of Texas. IRHA provides new housing construction, remodeling, weatherization and upgrade services and provides safe, sanitary and affordable housing for low to moderate-income Native American families in the state including remote traditional villages, and Alaska's second largest city, Fairbanks.

For the past five years, IRHA has built about twelve new single-family homes annually. In addition, IRHA has completed sewer and water projects and other infrastructure improvements. To accomplish the annual work plan, IRHA contracts for architectural work but employs a general contractor, a licensed mechanical engineer, and a licensed electrical engineer while overseeing labor and budget in house. IRHA is licensed and bonded and adheres to all applicable

federal laws pertaining to HUD grantees with respect to environmental review, permit approval and construction.

2) Cold Climate Housing Research Center (CCHRC): Located in Fairbanks, CCHRC is an industry based, non-profit corporation created to facilitate the development, use, and testing of energy efficient, durable, healthy, and cost effective building technologies for Alaska and the world's cold climate regions. The Research Center was conceived and developed by members of the Alaska State Home Builders Association, representing over 1,200 building industry firms and groups, the largest per capita builders' association in the nation.

(2) Knowledge and relevant experience of the proposed project team members/staff and partners: (see also Section (d) below “Key Team Members.”)

Representing CCHRC in this effort will be [REDACTED] who has been designing and building homes in Alaska for over thirty years. He is currently President and CEO of the Cold Climate Housing Research Center, which is committed to developing and implementing techniques and methods of building that promote safe, affordable, durable and energy efficient housing for cold climate regions. He will provide plan reviews and comments on project design. A complete description of [REDACTED] qualifications can be found below under section (d) Key Team Members.

Representing IRHA in this effort will be [REDACTED], Planning Manager for IRHA who will act as primary liaison with IAC and who will provide much of the required NEPA environmental review. [REDACTED] serves as the Mechanical Administrator for IRHA and will have responsibility for design of the mechanical aspects of the project. [REDACTED] serves as the Electrical Administrator and will undertake much of the building design and the

electrical aspects of the project. A complete description of the qualifications of all IRHA personnel can be found below under section (d) Key Team Members.

(3) Institution Experience and Capacity to Do the Work with Recent/Relevant Experience:

IAC's experience and capacity to administer and monitor the type of project for which we seek funding includes several renovation projects funded by the Title III program of the Department of Education. To date, IAC has overseen the successful renovation of three buildings including the Tok Center (Tok, Alaska); the Ft. Yukon Center (Ft. Yukon, Alaska) and the Harper Building (Fairbanks, Alaska.) IAC has overseen two of these projects remotely from the IAC offices in Fairbanks and has successfully addressed problems related to weather, unforeseeable changes in the construction schedule and budget challenges. While one of these projects is still being completed, the other two projects were completed within the past four years.

Furthermore, IAC has a long and strong history of engaging with communities to help solve community development issues. IAC accomplishes this through annual consultation with our Council of Advisors representing the rural regions we serve. Using guidelines and guidance from this rurally-based advisory council, IAC has developed a number of highly successful special degree programs that, as stated in our strategic plan: "...provide educational opportunities for the students in our region without requiring them to change or leave their culture or heritage....assisting them to affect social changes in their communities, thereby enriching the quality of their lives and cultures...[through] degrees suited to the rural economy and to the well being of rural communities."

IAC has provided leadership in solving community problems through the creation of degree programs that directly address community development issues. Examples of our highly-relevant

programs are: a Rural Human Services Program that trains local residents to work in local or regional health clinics providing mental health and wellness services to local people. Our Tribal Management degree program developed to address the clerical, governmental, Tribal Justice needs of tribal governments and regional corporations. The Educator Para-Professional Program proactively addresses the requirements of the No Child Left Behind Act, not only providing residents and teacher aides with well-paying jobs, but creating the stability and continuity so necessary for future student success in grades elementary through high school.

Another highly relevant example of IAC's outreach and leadership in solving community problems is the Construction Trades Technology Program (CTT). This program was developed in order to help solve housing construction challenges faced by rural communities by developing trained local workforces that are qualified to compete for local construction jobs against imported labor. The classes have proven enormously popular and the classes have had excellent attendance and retention. Indeed, average completion rates are 97 to 100%. CTT has also been very successful in attracting male Alaska Native students, our most hard-to-reach demographic.

b. Past Performance for Previously Funded Applicants Only (12 points)

(1-5) For the convenience of the reader, we have addressed issues 1-5 for each grant awarded as part of a single narrative.

1) HUD/AN/ANHIC Grants Received; 2) Date of Completion; 3) Description of Achieved Results; 4) Funds leveraged; 5) Compliance with Reporting

(a) "Revitalizing History through Community Partnerships" Project: In 2001, IAC was granted approximately \$400,000 for this project whose original intent was to renovate a mission house in Anvik and the first schoolhouse ever built in McGrath. Both structures were to be used as community museums. During the course of the project, however, the cost for renovation of

historic buildings skyrocketed, putting the original scope of work out of financial reach with the funds awarded. Ultimately, with permission from HUD and a one-year extension in the timeline, the Anvik project was dropped from consideration and all funds were dedicated to the completion of a Tochak Museum in McGrath involving renovations and an addition to a building belonging to the Iditarod School District. This project was completed during the summer construction season of 2005, consistent with the revised and approved plan of work. All funds were fully expended and the final report was submitted in a timely manner.

(b) “Partners in Progress” Project: IAC received an award in September 2004 for this project through which IAC provided CTT course work in cooperation with the Interior Regional Housing Authority (IRHA), and the Tanacross Village Council. The total amount for this three year activity was \$772,460.00. This project requested and was granted a one-year extension to complete project activities delayed due to community readiness issues and, as of this writing, all objectives have been completed. In this project, the CTT training program was delivered to residents of Tanacross, Allakaket, Huslia, Tok, and Northway. This grant of \$772,544 has been fully expended, all quarterly reports have been submitted and the final report is in preparation in advance of the deadline. Leveraged funds of \$ [REDACTED] promised by the IRHA have been documented and are on file with IAC.

The program has enjoyed overwhelming success with village residents completing the training program. These students have acquired college credits for the training, and many have become employed upon completion of the training. The training was delivered in the villages identified under the grant with the students attending a full 8 hours per day, 5 days a week. The sessions lasted from 7 to 9 weeks in each village as the students completed classroom activities and also participated in hands-on exercises. The results of the training and the employment on

the housing construction projects in the village of Tanacross and selected villages of the Interior Regional Housing Authority have supported the local economy. IAC has not collected data from all villages served but the earnings of the students who completed the training in just four villages totaled \$331,008.28! The breakdown by village is as follows:

1) 14 students in Tanacross:	\$173,917.00
2) 1 student in Circle:	\$7,144.68
3) 7 students in Allakaket:	\$90,020.44
4) 4 students in Huslia:	\$59,926.16

Moreover, thirteen Alaska Native students (12 males and one female) crossed the stage this spring to receive their recognition from the University of Alaska Fairbanks. Importantly, the CTT program has begun to address “gender gap” issues in rural Alaska, increasing the number of Alaska Native males attending college. This group is UAF’s most hard-to-reach demographic. Finally, students who completed the requirements for a Certificate now have the opportunity to enroll in courses leading to an Associates of Applied Science in Construction Trades Technology. As of spring 2008, a total of 9 certificated students from these villages completed the first courses in Electrical Level I as the first step toward their AAS degree.

(c) “Working Together” Project: IAC was awarded a second HUD grant in October of 2006 which will conclude in 2009. Similar to the “Partners in Progress” grant, this project gave IAC an opportunity to expand offerings of Construction Trades Technology coursework to local residents in the Aleutian Islands and more villages in the Interior of the state. Partnerships again include the Interior Regional Housing Authority plus two new partner housing authorities in the Aleutians (Aleutian Pribilof Housing Authority and the Aleutians Housing Authority). Again, through this HUD grant, students learn so they can earn. This grant award of \$799,995 has

expended \$273,582 to date. No dollar amount was named for leveraged resources, rather in-kind contributions were to include building materials, transportation costs, tools, co-supervision of students, laborer's wages for students during their practicum projects and, upon satisfactory completion of coursework, a promise of employment through the housing authorities. To date, Loudon Tribal Council has leveraged \$ [REDACTED] in materials, fuel, etc. and the Aleutian Housing Authority has leveraged \$ [REDACTED] for a total of \$ [REDACTED] in leveraged funds or 6% of total expended funds. All reports have been submitted in a timely manner and the project objectives are on schedule.

2. Rating Factor 2: Need/Extent of the Problem (8 points)

(1) Describe the Need

Culture camps are a recognized means of developing leadership and self-esteem in order to reduce self-destructive behaviors and strengthen young people both personally and academically. Indeed, at least 34 such culture camps exist all over the state of Alaska and have proven to be a significant source of leadership development which is one of the top priorities of the First Alaskans Institute (FAI), according to whom "Spirit camps help to produce the next generation of Native leaders. They teach traditional knowledge and encourage our youth to become strong, healthy adults and who lead strong, healthy communities."¹

Furthermore, the need for culture camps like the Howard Luke Gaalee'ya Spirit Camp is described below through **Fairbanks' 2008 Compass Community Needs Assessment**. The findings of the assessment demonstrate that the Fairbanks community is very concerned about the impacts of substance abuse, family violence, lack of healthy activities for youth and lack of student engagement among young people. Among the remedies suggested by the Assessment are more healthy activity options for young people.

¹ First Alaskans Institute: http://www.firstalaskans.org/documents_fai/spirtcamp5.pdf June 20, 2008.

a) Fairbanks United Way Compass 2008 Community Needs Assessment findings:

- Alcohol and drug abuse are considered a “major problem” among 90% of respondents.
- Family violence including abuse of children was cited as a “major problem” by 69% of respondents.
- 68% of respondents considered “mental illness or emotional issues” to be a “major problem” in Fairbanks.
- Cited fourth in a list of the “biggest challenges facing Fairbanks” was “keeping kids engaged in school and activities.”
- Cited sixth in the list of the “biggest challenges facing Fairbanks” was “dealing with alcohol and drugs.”²
- The percentage of people living in poverty in the Fairbanks North Star Borough increased from 7.8% in 2000 to 9.5% in 2005.
- According to the Household Survey conducted by United Way, 30% of all respondents (N = 276) live on household incomes of less than \$50,000 per year.
- Among the reasons cited by respondents to the Household Survey as to why they dislike Fairbanks was the “high level of family violence” and “lack of safe public places for young people to hang out.”
- Among things cited that would improve quality of life in Fairbanks were “build a community recreational center,” “expand borough parklands and recreation areas,” and “more drug and alcohol prevention services.”
- 6.5% of respondents said that dealing with young people with emotional or behavioral problems was a household issue or problem.

² Fairbanks United Way 2008 Community Needs Assessment prepared by Information Insights: <http://www.unitedwaytv.com/pdfs/2008COMPASSIndicators.pdf> . June 2008.

b) Suggested remedies cited by respondents to the Compass 2008 Needs Assessment:

- “Extracurricular activities for youth” was cited as the first “improvement needed” within the “education” category.
- “Increase activities for youth in community” was cited as the first “improvement needed” within the “leisure” category.
- “Access to activities for disadvantaged families” was cited as the second “improvement needed” within the “leisure” category.
- Among the “improvements needed” in this section were also: “safe and drug free gathering places for youth,” “youth friendly teen activities,” “safe after-school activities for youth,” “youth centers” and “youth activities.”

The proposed renovation of the Howard Luke Gaalee’ya Spirit Camp would address many of the categories of improvements cited as important to improving the health and well-being of young people, including those of low- to- moderate income, in Fairbanks.

d) Other findings on income, education, substance use and suicide among Alaska Natives:

- 49.5% of Alaska Native families earn less than \$30,000 per year.³
- Less than half of adult Natives have jobs, compared with 73% of non-Native men and 64% of non-Native women.⁴
- Native jobs are more likely to be part-time or seasonal. About 35% of Native jobs in 2000 were full-time, year round, compared with close to 60% among non-Natives.⁵

³ Institute of Social and Economic Research, University of Alaska Anchorage: Status of Alaska Natives, 2004, pg. 12.

⁴ Ibid, pg 10.

⁵ Ibid.

- While achievement on standardized tests among Alaska Natives is improving, American Indians/Alaska Natives scored lower, on average, than Whites on the SAT and the ACT in 2004 adversely impacting their ability to get into college.⁶
- In 2003, some 20 percent of American Indian/Alaska Native children between the ages of 12 and 17 had used alcohol in the past month, and they were more likely than other children to have used marijuana in the past month.⁷
- Suicide ranks second as the leading cause of death among Alaska Native males ages 10-14 (14.3%) and ages 15-19 (28.7%).⁸

(2) Importance of Meeting the Need

The proposed project involves the renovation and construction of new structures at the Gaalee’ya Spirit Camp (aka: the Howard Luke Camp) located near Old Chena Village on the Tanana River. Gaalee’ya Spirit Camp is a non-profit community based organization intended to “rejuvenate, restrengthen, and instill genuine respect, love, and attitudes that enable individuals to become willing and able to contribute to their communities.” The Camp has been used for almost 20 years as an outdoor education and leadership camp for youth many of whom struggle with alcohol, drugs and suicide (see need section above). Due to the statistics cited above, many of these youth are also low-income. The Camp has also hosted a variety of other organizations such as Upward Bound (letter of support on file), the Association of Interior Native Educators, the Alaska Native Science Education Symposium and the Circumpolar Social Sciences Ph.D. Network. The site is also used by other civic and educational organizations in Fairbanks and

⁶ National Center for Education Statistics: Status and Trends in the Education of American Indians and Alaska Native Students. US Dept. of Education, Institute of Educational Sciences NCEs 2005-108 <http://nces.ed.gov/pubs2005/2005108.pdf> . June 2008.

⁷ Ibid.

⁸ Centers for Disease Control: Leading Causes of Death by Age Group. American Indian or Alaska Native Males-United States, 2004. <http://www.cdc.gov/men/lcod/04indian.pdf> . June 2008.

interior Alaska, such as the Boy and Girl Scouts of America, the Fairbanks North Star Borough School District, and multiple programs within the University of Alaska Fairbanks.

For the purposes of this proposal we consider the project a “community development” effort that will help strengthen self-esteem, academics and leadership skills among Alaska Native youth through cultural and academic experiences that will include elder mentorship, gardening, fishing, academics, sports, and vocational experiences. Culture or spirit camps are an important means of connecting young people to Native elders and their cultural heritage and have been shown to be effective in helping young people increase academic achievement and self-esteem which can lead, in turn, to increased high-school graduation rates, reduced dependence on substances and increased participation in post-secondary education.

Importantly, these experiences have and will continue to mirror many of the recommendations outlined by the Alaska Native Knowledge Network in its “Guidelines for Nurturing Culturally Healthy Youth” which were adopted by the Assembly of Alaska Native Educators in 2001. A partial list of recommendations to nurture culturally healthy youth includes:

Recommendations for Elders: 1) Respected Native Elders are the essential role models who can share the knowledge and expertise on traditional child-rearing and parenting that is needed to nurture the cultural well-being of today’s youth. 2) Provide guidance and assistance in utilizing traditional ways of knowing, teaching, listening and learning in passing on cultural knowledge to younger generations in the community. 3) Help young people understand the world around them and how it has changed from the world in which previous generations were raised, including the interconnectedness of the human, natural and spiritual realms.

Recommendations for Youth: 1) Culturally-healthy youth take an active interest in learning their heritage and assume responsibility for their role as contributing members of the family and community in which they live. 2) Learn about family, kinship relations and community history and cultural heritage. 3) Participate in apprenticeships with cultural experts in the community and acquire traditional conflict resolution skills.

Recommendations for Communities, Tribes, Clans & Native Organizations: 1) Communities must provide a healthy and supportive environment that reinforces the values and behaviors its members wish to instill in their future generations. 2) Promote healthy community activities and supportive organizations by involving youth as board members and participants in all functions, meetings, workshops and events related to community well-being.

Recommendations for Educators: 1) Recognize that students' developmental needs undergo substantial changes in early adolescence that can effect academic performance, so instructional strategies will need to be adapted accordingly. 2) Adopt curricular and instructional strategies that connect to the cultural and physical world in which the students are situated. 3) Make effective use of local expertise, especially Elders, as co-teachers whenever local cultural knowledge is being addressed in the curriculum. 4) Make every effort to utilize locally-relevant curriculum materials with which students can readily identify, including materials prepared by Alaska Native authors. 5) Serve as a role model for students by utilizing constructive forms of discipline over punishment and providing positive reinforcement over negative feedback.

Recommendations for Schools: 1) Utilize the natural environment of the community to move educational activities beyond the classroom as a way of fostering place-based education and deepening the learning experiences of students. 2) Make use of locally-produced resource materials (reports, videos, maps, books, tribal documents, etc.) in all subject areas and work in

close collaboration with local agencies to enrich the curriculum beyond the scope of commercially produced texts. 3) Schools shall sponsor opportunities for students to participate regularly in cultural immersion camps with parents, Elders and teachers sharing subsistence activities during each season of the year.

The activities that students participate in and the philosophy that is lived at Howard Luke's Gaalee'ya Spirit Camp embody these recommendations for "Nurturing Culturally Healthy Youth." Indeed, the camp's entire focus is on building young leaders, creating meaningful ties with students' culture, strengthening academics, involving the Native community in teaching and learning and creating a focus for Native identity among young people.

3. Rating Factor 3: Soundness of Approach (45 points)

The current project proposes a partnership between the University of Alaska Fairbanks' Interior-Aleutians Campus, the Interior Regional Housing Authority, and the Cold Climate Housing Research Center. Under this partnership, IAC will work with IRHA, the housing authority partner, who will provide the NEPA permitting, design, construction and renovation services needed at the Gaalee'ya Spirit Camp. The role of CCHRC will be to provide consultation on energy efficiency techniques and review plans and designs for the buildings and for the alternative energy system that will be installed. The role of IAC will be to provide project oversight and to involve high-school and college students in learning opportunities available through the renovation/construction aspects of the project through tech prep (high school) and Construction Trades Technology (college) coursework. In order to forward the work as expeditiously as possible without burdening progress with too many formal classes, it is also our vision to offer young people attending camp in whatever context the opportunity for "hands-on" experience with the project in whatever phase of work their visit may coincide with. For

example, if an Upward Bound summer session is in progress at the same time that wood is being milled from the land to build a new platform, students will have an opportunity to see how milling is done and to help accomplish the work. This kind of “real-world” experience gives young people valuable lessons in community building as well as the objective experience gained through the work.

(a) Quality of the Work Plan (30 points)

(1) Specific Activities: (a) Method/Planning Strategies used during development of

application: As mentioned above, for about two years [REDACTED], Owner and President of the Gaalee’ya Spirit Camp has discussed increasing opportunities to utilize the Gaalee’ya Spirit Camp for youth activities with IAC Director [REDACTED]. IAC facilitated the pro-bono use of the camp by the Upward Bound Program for the first time this summer and, it is in great part due to the need to provide better facilities for participants that this community development activity was envisioned. It was during this planning process that the IAC Director approached the Interior Regional Housing Authority to ascertain their interest in undertaking the proposed work. As an Indian Housing Authority, IRHA has a strong interest in leadership development among Alaska Native youth and is particularly interested in the teaching and learning opportunities inherent in this project as part of a tech prep, Construction Trades Technology or math/science focus course. IAC’s ability to reach and engage students, IRHA’s experience in remote housing development, and [REDACTED] desire to expand the use of the camp to reach a wider audience of young people create the necessary synergy to create a number of wins for the Fairbanks community. Finally, IAC approached the Cold Climate Housing Research Center to ascertain their interest in also working with IRHA to ensure that buildings developed or renovated under

the project optimize energy efficiency and link the traditions of the past with best-practices of the future both in building design and in alternative energy infrastructure.

The completion of the 2008 Compass Community Needs Assessment coincided in a fortuitous way with the development of this application and, while the Needs Assessment is not intended to serve as a menu of specific community development projects, it is clear from the document that the Fairbanks community sees the need for programs that strengthen youth, provide them with safe and healthy activities (especially in the summer) and support academic attainment. This project will clearly address a number of the needs identified by the Fairbanks community as they pertain to youth development— especially among Alaska Native young people.

(b) Describe each proposed project activity in measurable terms:

Service or Activity	Activity Detail	Output/ Outcome Over 3 years	Units	Partners Responsible
Renovation of Gaalee’ya Spirit Camp facility	<ul style="list-style-type: none"> • Scope of work developed • Renovation and construction designed and reviewed for energy efficiencies • Budget developed • NEPA review • Advisory Board convened • Renovation and construction • Design renewable energy array and review for system optimization • Install renewable energy array 	150	Persons use facility for first time	IRHA CCHRC IAC
Vocational classes offered	2 classes offered per year @ 15 students per year	45	Students complete classes	IAC IRHA

(c) Identify major tasks in sequential order to implement and complete each activity:

One of the key principles of the Gaalee’ya Spirit Camp is living respectfully with nature. For our project, that means that the facilities constructed need to use primarily local materials, be

energy efficient, and be sustainable. With this in mind, the proposal team includes the Cold Climate Housing Research Center (CCHRC), an industry based non-profit corporation created to facilitate the development, use, and testing of energy efficient, durable, healthy, and cost-effective building technologies for cold climate regions. CCHRC will work closely with IRHA designers to ensure that the camp facilities include the latest in energy-efficient design but also use primarily local materials. *As their match contribution, CCHRC will provide 20 hours per year of consultation to IRHA* on project design including buildings and on the alternative energy system design and installation. CCHRC, will provide recommended alternatives or considerations to improve energy efficiency or function and will participate in the installation of the photo-voltaic array.

The proposed project plan leaves NEPA permitting, building and alternative energy array design to IRHA who will also develop initial plans for each of the camp improvements, including the electrical and water/wastewater systems. *The time required for NEPA permitting and all design and management aspects of the project will be contributed as match* and the agency will carry out duties and responsibilities that normally accrue to them during the course of a normal construction season. IRHA will undertake blueprint development, materials procurement, and oversight of the project by the IRHA Planning Manager, a licensed mechanical engineer, and a licensed electrical engineer. Furthermore, IRHA will be responsible for transportation of tools and materials to the construction site and for site preparation. They will work with IAC to synchronize the proposed coursework with the renovation and construction scope of work in order to provide relevant and hands-on learning opportunities and engage high-school students in tech prep experiences and college students in Construction Trades Technology classes on the project. In particular we envision holding two (or more) credit-earning classes

including: 1) “Trees to Wood Products” which will teach students about the process of creating value-added timber products; and, 2) an Electrical Level 1 class that invites a number of the most talented and dedicated CTT students from a number of rural villages to come to Fairbanks and work at the camp installing and testing the alternative energy system (travel costs for these students have been included in the project budget.) In this way, students will build their skills in the area of photo-voltaics that can then be taken back to their home village in order to promote the use of alternative energy in rural Alaska. College students from groups such as the UAF Alaska Native Science and Engineering Program (ANSEP) will also be invited to engage in the design and plan review process for the facilities/systems.

Partner Responsible	Major Tasks	Target Completion Date
IAC	<ul style="list-style-type: none"> • Schedule classes • Identify instructors • Recruit students • Arrange travel to camp for students and instructors • Gather/purchase books and materials • Arrange visiting instructors • Academic and career counseling for students • Arrange classroom logistics • Instruction • Testing • Student tracking in UAF Banner system • Credit transcription in UAF Banner system • Provide UAF/ NCCER certifications • Co-supervise students 	October to May all years
IRHA	<ul style="list-style-type: none"> • Complete NEPA permitting process • Design buildings and review w/CCHRC • Assist with classroom logistics if necessary (classroom space, instructor lodging, transportation of books and materials, etc.) • Develop building schedule • Transportation of building materials and tools to work site • Construction/renovation per housing authority blueprints and scheduling 	October-May-Yr 1 October-May-Yr 1 Ongoing all years Ongoing all years May-June all years June-September all years June-September all years

	<ul style="list-style-type: none"> • Co-supervision of students • Coordinate with IAC on ongoing student needs 	Ongoing all years
		As needed all years
CCHRC	<ul style="list-style-type: none"> • Provide building design review and suggestions for energy efficiency improvements 	As needed years 1 and 2
	<ul style="list-style-type: none"> • Provide renewable array design review and suggestions for design and installation improvements 	June-July year 1
	<ul style="list-style-type: none"> • Assist with installation of renewable array 	July year 1

(d) Key Team Members:

Representing IAC will be [REDACTED] Director of IAC and [REDACTED], Electrical Faculty member for the Construction Trades Technology Program whose qualifications are described above under section (a) (1) above.

Representing the Cold Climate Housing Research Center in this effort will be [REDACTED] [REDACTED] who has been designing and building homes in Alaska for over thirty years with the goal of creating high quality, well designed, environmentally appropriate and energy efficient buildings. [REDACTED] has received numerous honors in recognition of this commitment, including the first State of Alaska Governor's Award for Excellence in Energy Efficient Design and the Energy Rated Homes of Alaska President's Award. He has twice been honored as the Alaska State Homebuilder of the Year and he currently represents Alaska on NAHB's National Executive Board. He is currently President and CEO of the Cold Climate Housing Research Center, which is committed to developing and implementing techniques and methods of building that promote safe, affordable, durable and energy efficient housing for cold climate regions.

Representing Interior Regional Housing Authority will be:

a) [REDACTED] is the Planning Manager with the Interior Regional Housing Authority. She is Koyukon Athabascan from the Interior of the state and graduated from Dartmouth College with high honors in Native American Studies and Environmental Studies. She will be the main point of contact at IRHA coordinating between the Interior-Aleutians Campus and the IRHA

construction department on a regular basis. She will provide management oversight for the activities IRHA has committed to provide in their letter of commitment for this project. (Letter of commitment on file at IAC.)

b) [REDACTED] serves as the Mechanical Administrator for IRHA. His role will be to provide direct design, construction, and mechanical project management. His certificates include a Plumbers Certificate of Fitness and a State Mechanical Administrators License. His licenses include unlimited commercial, D.E.C. septic and underground storage tank licenses.

c) [REDACTED] serves as the Electrical Administrator at IRHA. He has 23 years of experience as an Electrician. He holds a Masters-Electrical Certificate for the State of Wisconsin. [REDACTED] is a Journeyman and holds an Administrator's License from the State of Alaska. He is licensed for both Commercial and Residential Work. He is also an organic farmer.

(e) List CDBG national objectives: This program meets CDBG national objective # 1) "Activities benefiting low- and moderate-income persons." The benefit of this community development project will mainly accrue to Alaska Native young people, many of whom are low and moderate income persons. As can be seen from the "Need" section above, almost 50% of all Alaska Native families earn less than \$30,000 per year. Moreover, unemployment among Alaska Natives is very high: among Native males less than half are employed and 35% of all Native jobs are part-time or seasonal. These figures suggest that many Alaska Native youth that will be impacted by this project come from a low-or moderate income background.

(f) Describe the measurable impact that implementing each activity will have on the target population by the end of the grant performance period. Since the project will use renovation activities as a springboard for learning over the course of three years, the *outputs* will

relate to facility renovation and vocational classes offered and the *outcomes* will relate to the number of new users of the facility and the number of students participating in the classes (see project Logic Model in attachments section). The following is a summary of the information contained in the Logic Model.

Outputs		Outcomes
Programming Activity	Measure	3-year Impact
Camp Facility Renovation	1 facility renovated	150 residents using improved facilities for the first time
Vocational Classes Offered	2 classes offered per year @ 15 students per year	45 students complete classes

2) Describe how each proposed activity will: (5 points)

a) Expand the role of the institution in the community

This project will expand the role of the University in the community by developing and strengthening the link between Alaska Native culture and positive experiences with education in the minds of Alaska Native youth. Sponsorship of this project will also create positive associations between our campus and the Gaalee’ya Spirit Camp which enjoys a solid and long-lived reputation as a positive force for change for Native young people within the Native community. In particular, it is our hope to reach male Native youth through Camp activities. This group represents the demographic that is the least employed in the state and the least represented in higher education. The project will open the door to higher education for this group by eliminating the perception of higher education elitism and broadening its definition to include subjects that are highly practical, accessible and pertinent to the realities of life in Alaska.

b) Address the needs identified in Factor 2

This project will help address the need identified in the 2008 Compass Community Needs Assessment for “Extracurricular activities for youth” which was cited as the first “improvement needed” within the “education” category. Moreover, among the “improvements needed” in this section were also: “safe and drug free gathering places for youth,” “youth friendly teen activities,” “safe after-school activities for youth,” “youth centers” and “youth activities.” The proposed renovation of the Howard Luke Gaalee’ya Spirit Camp would address many of the categories of improvements cited as important to improving the health and well-being of young people, especially Alaska Native youth many of whom (for reason also cited in the “need” section above) are also of low- to- moderate income, in Fairbanks.

c) Relate to and not duplicate other activities in target area

Because the Howard Luke Gaalee’ya Spirit Camp is the only such camp located in or near Fairbanks, none of the proposed activities will be duplications of any others proposed or in performance at the present time.

b. Involvement of the faculty and students (3 points)

The proposed project activities include renovation of buildings and other infrastructure and the design and installation of an alternative energy system in a remote setting. Faculty involvement will center around creating college-credit bearing learning opportunities for high-school and/or college students in relation to the project activities. As mentioned above, we will offer a course entitled “Trees to Wood Products” to teach students about how to harvest and use local wood to make value-added products. We will use the installation of the alternative energy system as a springboard for an Electrical Level I class that will bring in students from around the

IAC region to learn about renewable energy. Students will take home valuable skills and knowledge useful in their home communities where high fuel prices are making use of renewables an attractive option in rural Alaska. These students will make immediate use of their learning to help reduce dependence on fossil fuels in their home communities. Finally, we will involve youth attending camp in the context of their Upward Bound or other summer program through allowing and encouraging their participation in the project as part of their camp experience. While no college credit will be offered, working alongside the IRHA builders will build leadership skills, encourage hands-on learning and develop real-world skills ranging from working as a member of a team, to carpentry, plumbing and electrical skills.

c. Involvement of the Community

The individuals and community members involved in the planning of this project included the principal and several teachers at the Effie Kokrine Charter School; the owner and president of the Gaalee'ya Spirit Camp; the Program Manager of the Upward Bound program; the Director, two faculty and two staff members of the Interior-Aleutians Campus; the Executive Director, Construction Manager, the Energy & Infrastructure Business Liaison and staff of the Interior-Regional Housing Authority and the President and CEO of the Cold Climate Housing Research Center. Discussions of the project began with IAC and Gaalee'ya Spirit Camp and soon grew to include other partner agencies and the Upward Bound program. Students attending camp with the Upward Bound program also provided input as they used the camp in the weeks preceding development of this application and their suggestions were incorporated into project planning. If awarded, one to two individual from each of these groups will participate in an advisory board that will be developed to oversee project implementation.

Name and Title	Organizational Affiliation	Role
[REDACTED] Director	Interior-Aleutians Campus	PI; advisory board member
[REDACTED] CTT Electrical Faculty	Interior-Aleutians Campus	Program Manager; CTT coursework development; student recruitment; IRHA liaison; advisory board member
[REDACTED] Owner and President	Gaalee'ya Spirit Camp	Project liaison; advisory board member
[REDACTED] Program Manager	Upward Bound Program	Student liaison; camp scheduling; advisory board member
[REDACTED] Program Planner	Interior Regional Housing Authority	Project liaison; advisory board member
[REDACTED] CEO	Cold Climate Housing Research Center	Project consultation
[REDACTED] Principal	Effie Kokrine Charter School	Advisory board member
Youth representative	Effie Kokrine Charter School	Advisory board member

d. HUD Policy Priorities (2 points)

The project addresses the purpose of the AN/NHAIC program which is to “expand [AN/NHAIC institutions’] role and effectiveness in addressing community development needs in their localities...consistent with the purposes of Title I of the Housing and Community Development Act of 1974 as amended.” Moreover, this project will fulfill the following HUD Policy Priorities and Strategic Goals:

Policy Priority “b.7.”: b. Improve our Nation's Communities. (7) Make communities more livable. Activities support Strategic Goal c, Strengthening Communities.

Relevance to Policy Priority “b.7.”: Renovation of the Gaalee’ya Spirit Camp will help make the Fairbanks community more livable through improved facilities that support healthy activities for young people, especially Alaska Native youth. The 2008 Compass Community Needs

Assessment strongly points to the need for such activities in order to help reduce substance abuse, suicide other other self-destructive behaviors and to develop leadership skills among young people.

Policy Priority “e”: Participation of Minority-Serving Institutions in HUD Program under Executive Order 13270, “Tribal colleges and Universities.” Activities support Strategic Goal C, Strengthening Communities.

Relevance to Policy Priority “e”: As an Alaska Native Serving Institution since 1999, IAC has advanced the capacity of the University of Alaska to provide high quality education and increase opportunities for Alaska Natives in much the same way that HUD does so through this request for proposals.

e. Economic Opportunities for Low- and Very-Low Income Persons (2 points)

(1) Opportunities to Train and Employ Section 3 Residents and (2) Award contracts to

Section 3 contractors: While the following narrative does not seek additional scoring points in this category, the following information may be of interest to the reader:

The plan for accomplishing the renovation and construction activities outlined in this application is to subaward funds to the Interior Regional Housing Authority which is an Alaska Native-run not-for-profit organization with authority derived from both state and federal law. IRHA serves the tribes of the Doyon Region, encompassing remote traditional villages, and Alaska's second largest city, Fairbanks. Through partnership with its member tribes, IRHA develops locally driven plans to improve and expand affordable housing in communities large and small. Employing local residents whenever possible, IRHA contributes to village economies, and provides valuable job training and experience.

f. Budget and Budget Narrative (4 points): quality, thoroughness and rationality of project:

b) Subaward to Interior Regional Housing Authority:

	Year One:	Year Two:	Year Three:
1) Cabin renovation:	\$45,898	\$6,584	\$6,584
2) Photo-voltaics:	\$53,500		
3) Platform:	\$9,000		
4) Garden:	\$4,750	\$1024	\$1,024
5) Well and showers:	\$17,825		
6) Logistics:	\$53,055		
7) Milling and maintenance:	\$58,632	\$2,500	\$2,000
8) Labor:	\$133,310	\$133,310	\$133,310
9: Total Subaward:	\$375,970	\$143,418	\$142,918
Total Contractual:	\$376,170	\$143,624	\$143,130

G. Construction: -0-

H. Other: -0-

I. Subtotal Direct:	Year One:	Year Two:	Year Three:
	\$406,255	\$174,930	\$175,723

J. Indirect Costs: % Approved Indirect Cost Rate: 36%.

Total Indirect:	Year One:	Year Two:	Year Three:
	\$19,903	\$11,344	\$11,810

Grand Total:	Year One:	Year Two:	Year Three:
	\$406,255	\$174,930	\$175,723

3-Year Grand Total: \$799,965

4. Rating Factor 4: Leveraging Resources (9 points)

a. Extent to which applicant has established partnerships with other entities.

This project will leverage significant resources from the Interior Regional Housing Authority.

b. Proposed leveraged resources: Each letter, memorandum of understanding or agreement must include the following:

(1) name of the organization and executive officer authorizing the funds	(2) the cash amount contributed or dollar value of the goods and/or services;	(3) Description of how each contribution is to be used	(4) Date the contribution will be made available	(5) Signature of appropriate executive officer
Interior Regional Housing Authority (non-profit organization); [REDACTED] Executive Director	\$40,000 per year for all three years (\$85/hr. x 471 hrs.)	1. NEPA permitting 2. Building design 3. Budget development 4. Project oversight 5. Liaison with IAC	Immediately upon grant award notification	Signature of [REDACTED] Executive Director of IRHA with letter of commitment is on file at IAC.

c. Commitment letters: A commitment letter is on file at IAC from IRHA. A letter of commitment is also on file from the owner of the Gaalee’ya Spirit Camp, Howard Luke who has site control. A letter of support from the Upward Bound program is also on file.

Rating Factor 5: Achieving Results and Program Evaluation (12 points)

“A narrative response is not required for this factor as all applicants must use the Logic Model Form to respond to this factor.” Please see the Logic Model form which is appended to this application.

Development

008 Pending

Component Name:

0

Evaluation Tools

7

Accountability

A. Tools for Measurement

Mgt. Info. System-manual

Post tests

B. Where Data Maintained

Agency database

Centralized database

C. Source of Data

Site reports

Testing results

D. Frequency of Collection

Weekly

Annually

E. Processing of Data

Manual tallies

Computer spreadsheets

Development

008 Pending

Component Name:

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Evaluation Tools

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