

Facsimile Transmittal

**U. S. Department of Housing
and Urban Development**

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

Office of Department Grants
Management and Oversight

1281392614 - 5943

* Name of Document Transmitting: Nothing faxed for this application

1. Applicant Information:

* Legal Name: University of Alaska Fairbanks - Bristol Bay Campus

* Address:

* Street1: 527 Seward Street

Street2:

* City: Dillingham

County:

* State: AK: Alaska

* Zip Code: 99576 * Country: USA: UNITED STATES

2. Catalog of Federal Domestic Assistance Number:

* Organizational DUNS: 040925104 CFDA No.: 14.515

Title: Alaska Native/Native Hawaiian Institutions Assisting Communities

Program Component:

3. Facsimile Contact Information:

Department: Bristol Bay Campus

Division: n/a

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

Prefix: * First Name: Maggie

Middle Name:

* Last Name: Griscavage

Suffix:

* Phone Number: 907-474-7301

Fax Number:

* 5. Email: fygrcon@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? 1

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="US Dept. of Housing & Urban Development"/>	7. * Federal Program Name/Description: <input type="text" value="Alaska Native/Native Hawaiian Institutions Assisting Communities"/> CFDA Number, if applicable: <input type="text" value="14.515"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text" value="798,523.00"/>
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10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

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

Title: Telephone No.: Date:

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input type="checkbox"/> Application <input checked="" type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify) <input type="text"/>
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* 3. Date Received: <input type="text" value="08/16/2010"/>	4. Applicant Identifier: <input type="text" value="GRANT1067733"/>
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5a. Federal Entity Identifier: <input type="text"/>	* 5b. Federal Award Identifier: <input type="text" value="N/A"/>
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State Use Only:

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

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="926000147"/>	* c. Organizational DUNS: <input type="text" value="040925104"/>
---	---

d. Address:

* Street1:	<input type="text" value="527 Seward Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Dillingham"/>
County:	<input type="text"/>
* State:	<input type="text" value="AK: Alaska"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="99576"/>

e. Organizational Unit:

Department Name: <input type="text" value="Bristol Bay Campus"/>	Division Name: <input type="text" value="n/a"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Deborah"/>
Middle Name: <input type="text" value="L."/>	
* Last Name: <input type="text" value="McLean"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="907-842-5109"/>	Fax Number: <input type="text" value="907-842-5692"/>
---	---

* Email:

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-5415-N-05

* Title:

Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/HIAC)

13. Competition Identification Number:

ANNHIAC-05

Title:

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

Southwest Alaska, Bristol Bay Region, Alaska

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

Healthier Sustainable Communities in Bristol Bay

Attach supporting documents as specified in agency instructions.

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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="798,523.00"/>
* 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="798,523.00"/>

*** 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.

**Applicant/Recipient
Disclosure/Update Report**

**U.S. Department of Housing
and Urban Development**

OMB Approval No. 2510-0011
(exp. 08/31/2009)

Applicant/Recipient Information

* Duns Number: 040925104

* Report Type: INITIAL

1. Applicant/Recipient Name, Address, and Phone (include area code):

* Applicant Name:

University of Alaska Fairbanks - Bristol Bay Campus

* Street1: 527 Seward Street

Street2:

* City: Dillingham

County:

* State: AK: Alaska

* Zip Code: 99576

* Country: USA: UNITED STATES

* Phone: 907-842-5109

2. Social Security Number or Employer ID Number: 926000147

* 3. HUD Program Name:

Alaska Native/Native Hawaiian Institutions Assisting Communities

* 4. Amount of HUD Assistance Requested/Received: \$ 798,523.00

5. State the name and location (street address, City and State) of the project or activity:

* Project Name: Healthier Sustainable Communities in Bristol Bay

* Street1: 527 Seward Street

Street2:

* City: Dillingham

County:

* State: AK: Alaska

* Zip Code: 99576

* Country: USA: UNITED STATES

Part I Threshold Determinations

* 1. Are you applying for assistance for a specific project or activity? These terms do not include formula grants, such as public housing operating subsidy or CDBG block grants. (For further information see 24 CFR Sec. 4.3).

Yes No

* 2. Have you received or do you expect to receive assistance within the jurisdiction of the Department (HUD), involving the project or activity in this application, in excess of \$200,000 during this fiscal year (Oct. 1-Sep. 30)? For further information, see 24 CFR Sec. 4.9

Yes No

If you answered " No " to either question 1 or 2, **Stop!** You do not need to complete the remainder of this form.

However, you must sign the certification at the end of the report.

Part II Other Government Assistance Provided or Requested / Expected Sources and Use of Funds.

Such assistance includes, but is not limited to, any grant, loan, subsidy, guarantee, insurance, payment, credit, or tax benefit.

Department/State/Local Agency Name:

* Government Agency Name:

Government Agency Address:

* Street1:

Street2:

* City:

County:

* State:

* Zip Code:

* Country:

* Type of Assistance:

* Amount Requested/Provided: \$

* Expected Uses of the Funds:

Department/State/Local Agency Name:

* Government Agency Name:

Government Agency Address:

* Street1:

Street2:

* City:

County:

* State:

* Zip Code:

* Country:

* Type of Assistance:

* Amount Requested/Provided: \$

* Expected Uses of the Funds:

(Note: Use Additional pages if necessary.)

Add Attachment

Delete Attachment

View Attachment

Part III Interested Parties. You must decide.

1. All developers, contractors, or consultants involved in the application for the assistance or in the planning, development, or implementation of the project or activity and

2. Any other person who has a financial interest in the project or activity for which the assistance is sought that exceeds \$50,000 or 10 percent of the assistance (whichever is lower).

* Alphabetical list of all persons with a reportable financial interest in the project or activity (For individuals, give the last name first)	* Social Security No. or Employee ID No.	* Type of Participation in Project/Activity	* Financial Interest in Project/Activity (\$ and %)
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/> <input type="text"/> %
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/> <input type="text"/> %
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/> <input type="text"/> %
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/> <input type="text"/> %
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/> <input type="text"/> %

(Note: Use Additional pages if necessary.)

Add Attachment

Delete Attachment

View Attachment

Certification

Warning: If you knowingly make a false statement on this form, you may be subject to civil or criminal penalties under Section 1001 of Title 18 of the United States Code. In addition, any person who knowingly and materially violates any required disclosures of information, including intentional non-disclosure, is subject to civil money penalty not to exceed \$10,000 for each violation.

I certify that this information is true and complete.

* Signature:

* Date: (mm/dd/yyyy)

Andrew Parkerson-Gray

08/16/2010

**Grant Applications
Detailed Budget**

**U.S. Department of Housing
and Urban Development**

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

* Organization Name:

* Project/Activity Name:

Functional Categories									
Year 1: <input checked="" type="checkbox"/> Year 2: <input type="checkbox"/> Year 3: <input type="checkbox"/> All Years : <input type="checkbox"/>									
	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)	88,688.00								88,688.00
b. Fringe Benefits	38,589.00								38,589.00
c. Travel	65,328.00								65,328.00
d. Equipment (only items > \$5,000 depreciated value)									
e. Supplies (only items < \$5,000 depreciated value)	11,647.00								11,647.00
f. Contractual	10,200.00								10,200.00
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	8,400.00								8,400.00
i. Subtotal of Direct Costs	222,852.00								222,852.00
j. Indirect Costs (% Approved Indirect Cost Rate: <input type="text" value="30.00"/> %)									64,336.00
Grand Total (Year <input type="text" value="1"/>):									287,188.00
Grand Total (All Years):									798,524.00

**Grant Applications
Detailed Budget**

**U.S. Department of Housing
and Urban Development**

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

* Organization Name:

* Project/Activity Name:

Functional Categories									
Year 1: <input type="checkbox"/> Year 2: <input checked="" type="checkbox"/> Year 3: <input type="checkbox"/> All Years : <input type="checkbox"/>									
	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)	91,883.00								91,883.00
b. Fringe Benefits	39,958.00								39,958.00
c. Travel	68,412.00								68,412.00
d. Equipment (only items > \$5,000 depreciated value)									
e. Supplies (only items < \$5,000 depreciated value)	2,800.00								2,800.00
f. Contractual	10,200.00								10,200.00
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	8,400.00								8,400.00
i. Subtotal of Direct Costs	221,653.00								221,653.00
j. Indirect Costs (% Approved Indirect Cost Rate: <input type="text" value="30.00"/> %)									63,976.00
Grand Total (Year <input type="text" value="2"/>):									285,629.00
Grand Total (All Years):									798,524.00

**Grant Applications
Detailed Budget**

**U.S. Department of Housing
and Urban Development**

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

* Organization Name:

* Project/Activity Name:

Functional Categories									
Year 1: <input type="checkbox"/> Year 2: <input type="checkbox"/> Year 3: <input checked="" type="checkbox"/> All Years : <input type="checkbox"/>									
	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)	56,330.00								56,330.00
b. Fringe Benefits	26,024.00								26,024.00
c. Travel	71,805.00								71,805.00
d. Equipment (only items > \$5,000 depreciated value)									
e. Supplies (only items < \$5,000 depreciated value)	2,800.00								2,800.00
f. Contractual	10,200.00								10,200.00
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	8,400.00								8,400.00
i. Subtotal of Direct Costs	175,559.00								175,559.00
j. Indirect Costs (% Approved Indirect Cost Rate: <input type="text" value="30.00"/> %)									50,148.00
Grand Total (Year <input type="text" value="3"/>):									225,707.00
Grand Total (All Years):									798,524.00

**Grant Applications
Detailed Budget**

**U.S. Department of Housing
and Urban Development**

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

* Organization Name:

* Project/Activity Name:

Functional Categories									
Year 1: <input type="checkbox"/> Year 2: <input type="checkbox"/> Year 3: <input type="checkbox"/> All Years : <input checked="" type="checkbox"/>									
	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)	236,901.00								236,901.00
b. Fringe Benefits	104,571.00								104,571.00
c. Travel	205,545.00								205,545.00
d. Equipment (only items > \$5,000 depreciated value)									
e. Supplies (only items < \$5,000 depreciated value)	17,247.00								17,247.00
f. Contractual	30,600.00								30,600.00
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	25,200.00								25,200.00
i. Subtotal of Direct Costs	620,064.00								620,064.00
j. Indirect Costs (% Approved Indirect Cost Rate: <input type="text" value="30.00"/> %)									178,459.00
Grand Total (Year <input type="text" value="All"/>):									798,523.00
Grand Total (All Years):									798,524.00

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	University of Alaska Fairbanks - Bristol Bay Campus
Applicant's DUNS Name:	040925104
Federal Program:	Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/HIAC)
CFDA Number:	14.515

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

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	<input type="text" value="Abstract.docx"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
2) Please attach Attachment 2	<input type="text" value="BudgetNarrativeHUD.docx"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
3) Please attach Attachment 3	<input type="text" value="RatingFactor1.2.3.docx"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
4) Please attach Attachment 4	<input type="text" value="RatingFactor4.docx"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
5) Please attach Attachment 5	<input type="text" value="RatingFactor4letters.pdf"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
6) Please attach Attachment 6	<input type="text" value="Statementaffirmingfairhousing"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
7) Please attach Attachment 7	<input type="text" value="UAFBristolBayCertificate.pdf"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
8) Please attach Attachment 8	<input type="text" value="ANNHIACLogicModel.xlsx"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
9) Please attach Attachment 9	<input type="text" value="Appendix.pdf"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
10) Please attach Attachment 10	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
11) Please attach Attachment 11	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
12) Please attach Attachment 12	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
13) Please attach Attachment 13	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
14) Please attach Attachment 14	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
15) Please attach Attachment 15	<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>

**Certification of Consistency with
the Consolidated Plan**

U.S. Department of Housing
and Urban Development

I certify that the proposed activities/projects in the application are consistent with the jurisdiction's current approved Consolidated Plan.

Applicant Name: University of Alaska Fairbanks-Bristol Bay Campus

Project Name: Building Healthier Sustainable Communities in Bristol Bay

Location of Project: Dillingham, Alaska

Name of the Federal Program to which the applicant is applying: Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/NHIAC) Program

Name of Certifying Jurisdiction: State of Alaska

Certifying Official of the Jurisdiction Name: Oscar Cedano

Title: HCD Plan Coordinator

Signature: 

Date: August 3, 2010

Appendix section

Statement Affirming Fair Housing

The applicant will carry out its proposed activities in a manner that affirmatively furthers fair housing by helping to overcome impediments to fair housing choice.

The community development activities in this project “Healthier Sustainable Communities in Bristol Bay” will help residents afford opportunities to live in a variety of neighborhoods in the Bristol Bay region by providing training for high-paying high-skilled jobs (i.e., construction and health).

This proposal grantee recognizes that an inclusive community is one in which all people have access to quality housing, education, employment opportunities, health care and transportation. It is the intention and hope that this application fulfills the requirements to provide equal access to all services and training and to help provide a quality life for very-low, low- and moderate income families in the Bristol Bay region.

To eliminate any racial segregation in activities funded by this proposal, the staff will advertise widely and assist persons with any barriers that would prevent them from taking advantage of the opportunities offered. Historically, this applicant has offered services to a diverse group of students and consistently serves at least 60 percent Alaska Natives with all services from low to moderate-income levels.

Regional plans include the comprehensive plan by the Bristol Bay Housing Authority and the consolidated housing plan for the State of Alaska. Both agencies strongly support efforts to promote fair housing choice and work to affirmatively further fair housing. Equal and fair access to housing is central to Alaska’s overall housing community development plan and central to Bristol Bay Housing Authority’s regional plan. Alaska Housing Finance Corporation plans to offer Fair Housing/504 training. Entities will be invited on a space-available basis. The principal investigator of this proposal will contact the training agency and request a space. This will allow the applicant to fully understand what types of discrimination are covered by fair housing laws, to become more aware of fair housing enforcement mechanisms, to become familiar with members of protected classes, and to become familiar with fair housing advocacy organizations.

BRISTOL BAY CAMPUS



527 Seward St.
PO Box 1070
Dillingham, AK 99576-1070

Toll-free (800) 478-5109
Phone (907) 842-5109
Fax (907) 842-5692
www.uaf.edu/bbc

August 12, 2010

Sherone Ivey
Office of University Partnerships
U.S. Department of Housing and Urban Development
Washington, D.C. 20410

Re: Support Letter for Internal In-Kind

The Bristol Bay Campus (BBC), University of Alaska Fairbanks is pleased to submit this letter of in-kind financial support for the components of the AN/NHIAC grant proposal entitled "Healthier Sustainable Communities in Bristol Bay". This grant proposes to enhance the quality of in-region job training and employment assistance and increase services to local employers and employees. The extent of our in-kind commitment is just over [REDACTED] for years one and two and [REDACTED] for year three for a total grant period commitment of [REDACTED] which will begin immediately if grant is awarded.

Vocational Services

In-kind services can be offered by the campus for vocational support. We have on staff a Vocational Technical Coordinator [REDACTED] who will assist the Dillingham Career Center Coordinator in designing and implementing programs and workshops. Extent of commitment per year – 10% of the Vocational Technical Coordinator's salary and benefits ([REDACTED])

Technical Support

In-kind technical support can be offered by BBC's System Manager [REDACTED] who can provide informational technology support of computers, software, and other computer teaching applications as well as the maintenance and repair of computer equipment. Extent of commitment per year – 10% of System Manager [REDACTED] salary and benefits [REDACTED]

Faculty Support

In-kind services can be offered by the campus for vocational training and support from the Assistant Professor of Sustainable Energy, [REDACTED] who will assist in teaching, designing and implementing the carpentry programs and sustainable energy classes needed by the community. Extent of commitment per year – 10% of [REDACTED] salary and benefits [REDACTED]

In-kind services can be offered by BBC for Allied Health support for the Nursing Program from Assistant Professor of Allied Health [REDACTED] will assist in the ongoing implementation of the newly developed Allied Health Nursing Program and work with the Nursing Faculty/Coordinator to further development this important community program. Extent of commitment per year – 30% of [REDACTED] salary and benefits for two years [REDACTED]

Administrative Support

In-kind administrative support can also be offered by the current HUD Small Business Coordinator, [REDACTED] who will assist in the reporting duties in regards to obtaining the goals and objectives of grant and assisting in the organization of the annual proposed Career Exploration Fair. Extent of commitment per year – 10% of [REDACTED] salary and benefits [REDACTED]

In addition, support of in-kind services by the campus for [REDACTED] Administrative Assistant [REDACTED] who will assist in organizing proposed events, assisting in arranging travel for staff, faculty, and students, working with purchasing, scheduling classes, and any other administrative duties to alleviate the administrative costs associated with implementing the goals and objectives of the grant. The extent of commitment per year for [REDACTED] – 10% of salary and benefits [REDACTED]

PI Support

In-kind support can be offered by the campus for [REDACTED], Director of BBC and PI for the campus' AN/NHIAC grants. The extent of commitment per year – 10% of salary and benefits for [REDACTED]

Support will be given in the facility use of Bristol Bay Campus for classroom space, utilities, office space for all in-kind personnel. As a growing campus serving this region, we welcome the opportunity to better serve the village residents who will take advantage of the proposed activities. The proposed activities will address retention rates of our village residents who opt to remain in the region to pursue their educational goals and gain viable employment skills.

Thank you in advance for working to improve our village services and helping us to enhance our programs in our region.

Sincerely,



Dr. Deborah McLean, Ed.D
Director, Bristol Bay Campus
Dillingham, AK 99576
907-842-5109



Adult Education Program

Bristol Bay Campus/UAF
PO Box 1070
Dillingham, AK 99576

(907) 842-3505
(907) 842-3506 Fax

August 12, 2010
Sherone Ivey
Office of University Partnerships
U.S. Department of Housing and Urban Development
451 Seventh Street SW., Room 7251
Washington, D.C. 20410

Re: Financial Support Letter

The Bristol Bay Adult Learning Education Center offers basic academic education and vocational training services through the Regional Adult Basic Education Program (ABE) in Dillingham and the 32 surrounding communities with an estimated population of 8,000 residents. In operation for 28 years, the Bristol Bay Campus ABE Program emphasizes individualized and small group instruction to prepare the region's adult learners for transitioning into the labor market, vocational training, or higher education. This is accomplished through instruction in the basic skills of reading, writing, and mathematics, and in GED preparation. Students also acquire skills in computer basics and keyboarding, resume preparation, and life skills development. In addition, the ABE program assists regional employers in building staff competence through learning opportunities to improve skills in the workplace.

Adult Basic Education is a publicly funded training program operated under the auspices of the Bristol Bay Campus of the University of Alaska Fairbanks. The operational budget of \$120,000 for FY11 is primarily funded by the Department of Labor, Workforce Investment ACT (WIA). Other financial partners include:

Bristol Bay Economic Development Corporation	\$40,000
Department of Health and Social Services	\$40,000
Bristol Bay Native Association	\$ 4,500

The ABE program headquarters is located in Dillingham with thirty-two satellite sites in operation throughout the region. All of these ABE programs are required to first provide instruction in basic academic skills and GED preparation. The ABE programs also:

- Provide many types of Life Skills workshops which include such topics as resume writing, interview skills, and budgeting
- Assist adult learners in transitioning from adult basic education into jobs, higher education, or vocational training
- Provide individual tutoring and special classes for adult learners with learning disabilities
- Provide pre- and post-assessments to determine the grade level equivalency of adult learners
- Assist adult learners with finding supportive services such as transportation and child care resources

We are pleased to submit this letter of financial support for the components of the Bristol Bay Campus' AN/NHIAC grant proposal that includes adult literacy training and education for area residents to help them in meeting the basic needs to enter college level and vocational training classes. This grant directly supports our mission to provide the skills needed for student to transition into the workforce, higher education, or vocational training. The extent of our in-kind commitment for 3 years is [REDACTED]. We will make this in-kind funding available to UAF BBC immediately when the grant is awarded and for the duration of the 3 year award.

Faculty/Director Support

In-kind services can be offered by the Director of the Adult Basic Education program, [REDACTED] who can provide testing and teaching services for students so they can meet criteria to enroll in basic college or certificate programs. Extent of commitment per year – 10% of [REDACTED] salary and benefits [REDACTED]

Supplies/Equipment

We can also offer a commitment of technology supplies such as shared use of our printer, paper, toner, and maintenance of the equipment. We estimate the use of these supplies and equipment would be \$1,000 a year for a 3 year total of \$3,000.

As the largest Adult Literacy Center in the region, we welcome the opportunity to better serve the local community and the village residents who will take advantage of the proposed activities. The proposed activities will address retention rates of our village residents who opt to remain in the region to pursue their educational goals and gain viable employment skills.

Thank you in advance for working to improve our village services and helping us to enhance our programs in our region.

Sincerely,


Maryanne Dickey
Director, ABE/GED Program
Dillingham, AK 99576
907-842-3505
mdickey@alaska.edu



P.O. Box 50 Dillingham, Alaska 99576 Phone (907) 842-5956
Fax (907) 842-2784 TTY Phone (907) 842-6541

August 12, 2010

Sherone Ivey
AN/NHAICP grant applications
HUD
Washington, D.C.

Dear Committee:

This letter is in support of the University of Alaska Fairbanks Bristol Bay Campus application for assistance under the HUD AN/NAICP program. The Bristol Bay Housing Authority (BBHA) has partnered with UAF BBC over the past 10 years to develop and strengthen delivery of vocational and trade skill educational opportunities and work related to on-the-job training for the residents of Bristol Bay.

We plan to commit a total estimate of [REDACTED] in-kind support for two years with a total yearly estimate of in-kind support of [REDACTED]. This support will come in the form of meals, funds to assist in the set-up and scheduling of classes to teach weatherization skills, carpentry skills, certification training for construction components, etc. and by utilizing the time of our current weatherization coordinator, Val Angasan and his assistant (see attached list of needed courses and break-down cost per class). We are anticipating partnering with the Bristol Bay Campus in offering at least 3 classes per year, our in-kind funding would begin immediately when grant begins and be available for the first two years.

The goals and objectives of this grant proposal closely align what the Bristol Bay Housing Authority intends to do in the next few years to expand educational and vocational opportunities to our mutual stakeholders. We look forward to continuing to support our partnership with the Bristol Bay Campus in their efforts for the region.

Sincerely,

A handwritten signature in black ink, appearing to read "Dave McClure", is written above the typed name.

Dave McClure
Executive Director, BBHA
Dillingham, Alaska

To: BJ Alexander
From: Val Angasan, Ewx Coordinator
Subject: BBHA
Date: In-Kind Contribution-Small Grants
August 11, 2010

Grantee Direct Time: [REDACTED] Wx Coordinator & Assistant
Copying, Files, Office
Logistics Assistance
Total Wx Costs per class
Estimated meals per year

- Classes needed:
Cold Climate Building & Technology
OSHA 10/30
Air Sealing
Carpentry I & II (5 day) (Construction Safe Practices)
Lead Certification
Blower Door Certification
Respirator Certification
Spray Foam Technology
Cold Climate Foundations
First Aid/CPR



Southwest Alaska Vocational & Education Center
Training Alaskans to fill Alaskan Jobs.

P.O. Box 615
Bldg. 647, King Salmon AFB
King Salmon, AK 99613

Phone: (907) 246-4600
Fax: (907) 246-4607
Web: www.savec.org

August 6, 2010
Sherone Ivey
Department of Housing and Urban Development
Washington D.C.

Grant Selection Committee:

On behalf of Southwest Alaska Vocational & Education Center (SAVEC), I strongly support the University of Alaska Fairbanks (UAF) Bristol Bay Campus (BBC)' HUD Grant application entitled "Healthier Sustainable Communities in Bristol Bay". This grant is intended to assist UAF/BBC while enhancing the quality of in-region job training and employment assistance. The grant will also provide increased services to local employers, employees and future employees. Within the three areas of major economic development Southwest Alaska Vocational and Education Center will provide a significant role in the grant activity of economic development: job training.

The partnership established with UAF/BBC has provided students an avenue to receive university credits during training modules. Our partnership utilizes a variety of resources, including those from HUD. This partnership has resulted in improvement of vocational education and employment to residents throughout Southwest Alaska. Securing additional grant funding will assist in the capacity building of a consistent web of services plus provide three (3) one-week construction and housing rehabilitation classes each year for three (3) years for our residents of Bristol Bay.

Southwest Alaska Vocational & Education Center is a private "not for profit" postsecondary vocational education institution. This proposal by UAF/BBC is to provide vocational training and employability skills which are extremely important to the Bristol Bay residents. As a partner with UAF/BBC, should this project receive funding, SAVEC will contribute in-kind funding at an estimated value of [REDACTED] per year for 3 years for a total estimated value of [REDACTED] which includes one classroom and one construction lab at no-charge, year round supply storage, dining facility, instructor lounge, campus vehicle, utilities, ground delivery for supplies, administrative support, computer, wireless internet and technology equipment. There will also be no-charge for the use of shop tools and construction equipment (saws, grinders, hammers, carpenter squares, tape measures, etc). SAVEC will reduce the lodging cost from [REDACTED] per night to [REDACTED] for the one class instructor and one coordinator. This project holds great promise to enhance the employability skills for several Bristol Bay residents which is consistent with SAVEC's mission "to promote, coordinate and provide high quality training and education to residents of Southwest Alaska. Our intent is to make this in-kind funding available as needed after grant is awarded.

Southwest Alaska Vocational & Education Center adds our strongest support to this proposal. Should you have any questions or concerns, please do not hesitate to call.

Sincerely,

Marjorie A. Payton-Hewlett
Instructional Operations Manager, SAVEC



Southwest Alaska Vocational & Education Center
Training Alaskans to fill Alaskan jobs.

P.O. Box 615
Bldg. 647, King Salmon AFB
King Salmon, AK 99613

Phone: (907) 246-4600
Fax: (907) 246-4607
Web: www.savec.org

In-Kind Donations For UAF/BBC HUD Grant August 6, 2010

1 Classroom @ [redacted] per day X 3 one-week classes (15 days) = [redacted] X 3 years = [redacted]

1 Construction Lab @ [redacted] per day X 3 one-week classes (15 days) = [redacted] X 3 years = [redacted]

Storage for construction supplies (year round) @ [redacted] per month X 12 = [redacted] X 3 years = [redacted]

Shop tools and construction equipment @ [redacted] per week X 3 one-week classes = [redacted] X 3 years = [redacted]

Campus vehicle @ [redacted] per day X 3 one-week classes (15 days) = [redacted] X 3 years = [redacted]

Ground transportation for supplies delivery @ [redacted] per day X 2 days [redacted] X 3 classes per year = [redacted] X 3 years = [redacted]

Administrative Support @ [redacted] per week X 3 weeks a year = [redacted] X 3 years = [redacted]

Computers, wireless internet service and technology equipment @ [redacted] per day X 3 one-week classes (15 days) = [redacted] X 3 years = [redacted]

Reduced lodging for one instructor and one coordinator ([redacted]) saving [redacted] per day X 2 people = [redacted] X 3 one-week classes (15 days) = [redacted] X 3 years = [redacted]

TOTAL \$44,910.00

Verified by:
Marjorie A. Payton-Hewlett
Instructional Operations Manager

Rating Factor 4: Leveraging Resources

Leveraging Resources - [REDACTED]

Organization	Amount	Source	Service	Letter
Bristol Bay Campus	[REDACTED]	Internal	Vocational support, faculty, technical, administrative, project management	See attached
Adult Education Program	[REDACTED]	Internal	Faculty, administrative, supplies, equipment	See attached
Bristol Bay Housing Authority	[REDACTED]	External	Training assistance, administrative, supplies, equipment, meals for students	See attached
Southwest Alaska Vocational and Education Center	[REDACTED]	External	Classroom space, supplies, facility use, administrative	See attached
Total	[REDACTED]			

Rating Factor 1: Capacity of the Applicant and Relevant Experience

Knowledge and Experience

The Bristol Bay Campus team is eminently qualified to undertake this project and to implement the proposed activities in a timely manner. Equipped with knowledge of the region, access to local resources, and skills developed from working with five previous HUD grants, the team will work together with input from all local school districts, cooperating agencies, and community members to implement this project to best serve Alaska Native students in our region and provide them access to all educational and employment resources in our regional community.

In the past five years, UAF BBC has increased headcount by 84 percent and student credit hours by 124 percent. Faculty and staff numbers have more than doubled in that time. Student persistent rate is 74 percent. The campus stands ready to serve and as indicated in the following table much of the work for this project will be accomplished with in kind services.

Key Project Team Members	Funding source	Staff Position
[REDACTED]	BBC in kind, [REDACTED]	Principal Investigator/project management
[REDACTED]	BBC in kind, [REDACTED]	Telecommunication Systems Manager/technical assistance
[REDACTED]	BBC in kind, [REDACTED]	Vocational Technical Coordinator/training and technical assistance
[REDACTED]	BBC in kind, [REDACTED]	Sustainable Energy Professor/education, outreach and training
[REDACTED]	BBC in kind, [REDACTED]	Small Business Coordinator/program assist
[REDACTED]	BBC in kind [REDACTED]	Adult Basic Education Instructor/family adult literacy
[REDACTED]	BBC in kind [REDACTED]	Administrative Assistant/program assist
[REDACTED]	BBC in kind [REDACTED]	Allied Health Faculty/teaching & outreach
[REDACTED]	Grant funded 100%	Dillingham Career Center Coordinator/education and training
[REDACTED]	Grant funded 50%	Health Liaison/Nursing Instructor/related training and education
[REDACTED]	Specific program funds	Adjunct Faculty (hired as needed)

The executive leadership of the Bristol Bay Campus (BBC) is comprised of the campus director, [REDACTED] of the College of Rural and Community Alaska (CRCD), University of Alaska Fairbanks, [REDACTED] and a public advisory council. [REDACTED] has held this position for eight years and Bernice Joseph for nine years. The governance of this campus, as with any CRCD extended campus, falls under the organizational structure and policies of the University of Alaska Fairbanks system although the administrative and budgeting structure is independent of the other campuses and handled with the Bristol Bay Campus.

Prior to becoming director, [REDACTED] was stationed at Bristol Bay Campus for 11 years as an Associate Professor for the School of Education and is familiar with the academic and vocational programs established at the campus. [REDACTED] will serve as Project Principal Investigator (PI) and project management. She has served as PI for previous AN/NHIAC grants, three Title III grants, six NOAA (National Oceanic and Atmospheric Administration) grants, two USDA grants and Department of Education grants. Report writing will be the responsibility of the Project Principal Investigator (PI).

Telecommunications and Systems Manager, [REDACTED] will provide technical support for this project. Telecommunications challenges in providing distance education via audio conference and internet across our vast region is a major issue that [REDACTED] has worked with for eight years. He has successfully provided technical support to the Bristol Bay Campus, and to our satellite centers, the Togiak Learning Center, the King Salmon Learning Center, and to our traveling technology lab. [REDACTED] has also given technical assistance to the Southwest Alaska Vocational and Education Center (SAVEC) located in a nearby village since his hire in 2002. He also provides technical assistance to students and community residents.

██████████, Vocational Technical Coordinator will provide vocational support services and assist with the Dillingham Career Center Coordinator hiring. He will also assist in designing and implementing programs and workshops and coordinate training in Alaska's high demand job areas (i.e. welding, construction, and weatherization).

██████████ Assistant Professor of Sustainable Energy has developed a teaching model for a "Passive Standard House". This is a standard that far exceeds any other efficiency standard. This model is available for teaching and technical assistance. Presently, six recent high school graduates have been working with ██████████ to complete the teaching model. In-kind services can be offered by the campus for vocational training and support from ██████████ who will assist in teaching, designing and implementing the carpentry programs and sustainable energy classes needed by the community.

██████████, Small Business Coordinator will assist in the reporting duties in regards to obtaining the goals and objectives of grant and assisting in the organization of the annual proposed Career Exploration Fair.

██████████, Assistant Professor of Allied Health will assist in the ongoing implementation of the newly developed Allied Health Nursing Program and work with the Nursing Faculty/Coordinator to further development this important community program.

██████████, Director of the Adult Education Program (ABE/GED) will provide services that include adult/family literacy training and education for area residents to help them in meeting the basic needs to enter college level and vocational training classes and expose them to career options. This grant directly supports our mission to provide the skills needed for students to transition into the workforce, higher education, or vocational training.

██████████ Administrative Assistant will assist in organizing proposed events, assist

in arranging travel for staff, faculty, and students, work with purchasing, schedule classes, and any other administrative duties to alleviate the administrative costs associated with implementing the goals and objectives of the grant.

Dillingham Career Center Coordinator

<p>Qualifications:</p> <ul style="list-style-type: none"> • Excellent verbal and written communication skills • Ability to work independently and with confidentiality • Expressed enthusiasm in working with secondary and post-secondary students • Knowledge of local area (preferred) • Associate degree or two years experience in workforce development or related fields and/or vocational certifications 	<p>Position Responsibilities:</p> <ul style="list-style-type: none"> • Plan and help implement community workshops on career choices • Make contacts with potential participants • Provide support as necessary for program development • Order and inventory materials and supplies as needed • Maintain phone and e-mail records for program • Assist at-risk military and families • Coordinate with ABE/GED program for family literacy component • Coordinate with school districts
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Allied Health/Nursing Liaison

<p>Qualifications:</p> <ul style="list-style-type: none"> • Minimum 2 years current experience in hospital inpatient setting, outpatient care or nursing home • Demonstrated teaching experience in practicum or academic setting; post-secondary experience preferred • Knowledge of native culture preferred • Demonstrated ability in achieving community-based projects with multiple stakeholders • B.S degree in Nursing (preferred Master’s degree) 	<p>Position Responsibilities:</p> <ul style="list-style-type: none"> • Establish formal agreements and financial commitments from stakeholders • Develop curriculum in accordance to UAA Nursing department guideline • Organize and teach allied health courses required by current students • Organize required teaching space, supplies and equipment required for practicum teaching • Seek short-term and long-term funding opportunities for sustainability of program • Coordinate with local entities for job opportunities • Coordinate with Student Services to conduct career pathway workshops
--	--

Adjunct faculty (vacant) will provide instruction in their disciplines and will be hired on a case-by case basis depending on community and program needs and area of expertise. A

master’s degree is generally required for academic instruction. Qualifications for adjuncts in vocational areas (i.e., construction, nursing and allied health) are evaluated for level of training, certificates acquired, and teaching experiences.

Previously Funded HUD AN/NHIAC Proposals

Grant Number and Project Title	Total Award	Grant Period	Complete in grant period	Propose Leverage	Actual Leverage
AHIAC 01-AK-02 Collaborative Employment Training In Distressed Communities	\$400,000	10/01/01 - 09/30/03	yes		
AHIAC-03-AK-05 Empowering & Connecting Communities in Bristol Bay	\$800,000	09/29/03 - 09/28/06	yes		
AHIAC-05-AK-05-BBC Improving the Quality of Life in Bristol Bay	\$799,437	10/01/05 - 9/30/08	yes		
AHIAC-07-AK-05 Sowing the Seeds: Reaping Community Benefits in Bristol Bay Project	\$799,690	12/1/07 - 11/30/10	On target to date		
AHIAC 09-AK-03 Harvesting and Caching Resources in Bristol Bay	\$734,597	9/1/09 - 8/31/12	On target to date		

Outcomes and results from previous AN/NHIAC Office of University Partnerships have contributed much to the local communities.

Grant 1: ANHIAC “Collaborative Employment Training in Distressed Communities”

Summary

This grant exceeded expectations. The campus completed internet broadcast to rural villages of an Economic Summit and an Educational Summit in partnership with local agencies. In addition, the campus sponsored 61 courses in partnership with other entities serving over 500 student seats. Percentages of course offerings and enrollments in the following categories were: construction (25%), heavy equipment (5%), micro-enterprise (29%), computer information

(13%) and welding (28%). Sixty eight percent of the students were male, 70 percent were Alaska Native and 15 percent were high school students.

Outcomes

Programs such as welding, construction and technology training, previously not offered to rural participants were more accessible to rural residents. Participants mastered skills to build, repair, and maintain homes in their communities. Participants developed pre-apprenticeship skills to qualify them for Building Maintenance Repair (BMR) Construction Trade apprenticeship programs. Selected participants provided boiler maintenance repair in their home communities. The training provided for locally trained individuals to enter the workforce. Seven respective village residents received Level 1a training and were employed. Twenty-two residents for other regional villages have received Level 1b training and were employed. Overall, 90 percent of the trainees supported by this grant were employed in the local village or in an apprenticeship program. Three high school students received American Welding Pipe Certification, a national certification.

Grant 2: (AHIAC-03-AK-05) "Connecting and Empowering Communities in Bristol Bay"

Summary

This grant also exceeded expectations. One thousand student seats were served with this grant, either through direct student aid or through our partnerships in areas such as information technology, carpentry apprenticeships and financial/business literacy for economic development. With the assistance of this grant, 55.5 percent of the students served were male and 65.8 percent were Alaska Native. Participants included community members from 30 villages in Bristol Bay, including 183 students from four participating school districts.

Outcomes

Increased ability to leverage funds with local, regional and state agencies allowed for home repairs and upgrades in the villages of Port Heiden, Pilot Point and Dillingham. Projects targeted for new construction included Clarks Point and New Stuyahok. Ten other villages received modernization work as Bristol Bay Housing Authority (BBHA) sub-recipients.

During the grant period from 2003-2006, the campus worked with the development of 15 new business endeavors and one community art cooperative. One example of a successful business was the ‘Dancing Salmon Company’ in Dillingham, a family partnership developed to process and market fish. The owner participated in several courses from the campus supported by this grant including: Village-based Entrepreneurship/Seafood Processing and QuickBooks for Small Business Development. This business continues to be successful.

Another business owner received training in QuickBooks which helped her to broaden her ‘Blue Fly Sport Fish Guiding Service’ to purchase a duplex on the Naknek River in King Salmon and to establish a new ‘Bed and Breakfast’ business that complimented her sport fishing business. Patricia’s business continues to be successful.

Driller’s helper training resulted in direct employment for 12 village residents in the Iliamna Lake area. The economic impact to the small villages in the Iliamna area was significant. Eight participants who were previously unemployed or underemployed earned [REDACTED] each biweekly. In three months time, that resulted in [REDACTED] distributed to the small rural communities. Another resident who received the Advanced Burner Maintenance and Repair course was quoted as saying “The reason I got my job as the burner maintenance repair man at the Bristol Bay Borough is because I took the burner maintenance and CDL training through BBC campus in partnership with SAVEC”.

Grant 3: (ANHIAC 05-AK-05) “Improving the Quality of Life in Bristol Bay”

Summary

Over 1000 student seats were served with this grant, either through direct student aid or through our partnerships. With the assistance of this grant, 53.4 percent of the students served were male and 66.4 percent were Alaska Native. Participants included community members from 32 villages in Bristol Bay, including 288 students from four participating school districts.

Outcomes

A major outcome of this grant was to ensure connectivity, maintenance, upgrades, and repairs to the Satellite-based internet connection in villages by maintaining community learning centers and increasing the number of village technicians. Rural villages in the Bristol Bay region are separated by huge geographic distances and by the disparity of rural village access to internet resources. With funds from this grant, three learning centers were maintained providing access and educational opportunities for place-bound students.

One example of success was [REDACTED] System Administrator for SAFE (Safe and Fear Free Women and Children's Shelter). The shelter serves residents from 32 rural village communities. [REDACTED] a 45 year old female who had not had any formal computer training but showed an interest and an aptitude for working with computers. She states that "the training was fantastic. I was able to update my skills to become more efficient and now I am able to troubleshoot and figure things out."

Another major outcome of this grant was to provide access to economic and community development through delivery of employability skills training and job training to meet the needs of employers in high-demand vocational jobs. [REDACTED], Director of Facilities for the Dillingham City School District said this of his welding courses, "Training increased my ability to do vertical welds. Now I can weld doors better at the school district. The training was so

good I am requiring the school mechanic to take some courses. This training is not offered anywhere else in Bristol Bay and I would have to travel to Anchorage, 350 miles away and spend time away from my job and family to get the same skills.”

██████████ Personnel/Training Officer, Bristol Bay Native Association offered the following comments, “The availability of opportunities for developing professional skills *locally*, in our region where they are economical and easy to access is key to the success of BBNA’s workforce. BBNA partners with the Bristol Bay Campus to plan for and create meaningful, effective individualized training and higher education for both staff and clients. It is now more important than ever to build on the experience of the region’s workforce and empower growing leadership with the knowledge to help sustain our communities”.

Village residents in New Stuyahok trained to become carpenter’s helpers. Four of the 11 received continued on-the-job training building the local school. The economic impact to the small villages in the area was significant. Workers earn ██████████ week adding \$██████████ month student income to the rural village. Two other local residents were hired for a local airport project. This was a 55 percent hire-rate after the initial training.

Grant 4: AN/HNIAC: “Sowing the Seeds: Reaping Community Benefits in Bristol Bay Project”
Summary

This project has achieved measurable progress in implementing the grant award. Training village residents either in their own community or bringing them into a hub community for training has resulted in 154 residents participating in village-based construction trades on-site training, 25 residents trained in basic welding skills and 92 village-based computer training opportunities. This project has exceeded expectations for working with local entrepreneurs and elders who make traditional crafts and foods. Workshops and classes in traditional crafts has allowed for 265 participant seats.

Outcomes

To stimulate economic development in one rural village, 40 participants took advantage of vocational education in traditional arts and crafts. Twenty-one of those participants represented the underserved and unemployed from the Temporary Assistance for Needy Families (TANF) program. This type of class has a huge impact on small villages to promote self sufficiency. Yupik-speaking elders (English as second language) have an opportunity to share their traditional crafts and it gives them an opportunity to market and sell their wares. This has a huge impact on their disposable income.

Student success stories are important outcomes of the funding. In the small rural village of New Stuyahok, two participants who were previously unemployed or underemployed now earn [REDACTED] biweekly working with the Bristol Bay Housing Authority after receiving training in construction trades. One participant from Dillingham and another from New Stuyahok have more success stories. They were previously unemployed or underemployed and received training from one of BBC's training partners, CH2MHill. They now earn [REDACTED] a year working on the North Slope in the oil fields. Another female resident who trained as a welder's helper in collaboration with Alaska Works Partnership is employed full time working on the North Slope earning a salary of [REDACTED] a year.

Grant 5: AN/HNIAC: "Harvesting and Caching Resources for Bristol Bay"*Summary*

Partners are important resources when developing tools for technical assistance for activities including small business development, home ownership, or technology assistance. Partnerships and collaborations are the key to leveraging resources and delivering services in a large geographic area such as the Bristol Bay region. Because of this partnership, over a hundred participants have been served with this funding, either through direct student aid or through

our selling traditional Native arts and crafts.

Outcomes

To promote small business, UAF BBC taught classes to thirty students from various communities. Of the thirty students, 22 students fell into the Section 3 criteria. These students represent the underserved and unemployed from the Temporary Assistance for Needy Families (TANF) program. This has a huge impact to promote self sufficiency.

Activities in academic, leadership and vocational readiness for youth and adults consisted of serving 18 Adult Basic Education (ABE) students, 15 General Education Development (GED) students, 10 earning GED diplomas and 5 candidates who took reading and math assessments for the Community Health Aide Program (CHAP), thus serving a total of 43 students to ensure that they have the basic academic skills needed to enter the workforce.

Bristol Bay Campus has developed a strong partnership with 2 local school districts; Southwest Region Schools and Dillingham City Schools and two faith based organizations; Dillingham Trinity Lutheran Church and the Dillingham Christian Youth Center. As a result of this collaboration, 60 high school students from New Stuyahok, Togiak, Manokotak and Dillingham participated in a very successful youth leadership symposium. This was an introductory class on leadership held in Dillingham for students from the Bristol Bay Region. Student success stories are important outcomes of the funding and because of this leadership class a high school student stated that this class “encouraged me right when I was about to give up with school”.

Compliance with Reporting Requirement

Below is listed the reporting dates of previous grant awards. BBC is in compliance with reporting dates.

<p>Grant 1: Reports submitted by [REDACTED], Bristol Bay Campus. November 1, 2001 to June 30, 2002 (1st Semi-annual report); July 1, 2003 to December 31, 2003 (2nd Semi-Annual report); January 1, 2003 to June 30, 2003 3rd Semi-annual Report); July 1, 2003 to December 31, 2003 (4th Semi-Annual report); January 1, 2004 to June 30, 2004 (5th Semi-annual report); July 1, 2004 to October 30, 2004 (Final report).</p>
<p>Grant 2: Reports submitted by [REDACTED], Bristol Bay Campus. October 1, 2003-December 31, 2003 (project plan submitted), January 1, 2004-March 31, 2004 (2nd Quarterly Report), April 1, 2004-June 30, 2004 (3rd Quarterly Report), July 1, 2004-September 30, 2004 (4th Quarterly report), October 1, 2004-December 31, 2004 (5th Quarterly Report), January 1, 2005-March 31, 2005 (6th Quarterly Report), April 1, 2005-June 30, 2005 (7th Quarterly report), July 1, 2005-September 30, 2005 (8th Quarterly Report), October 1, 2005-December 31, 2005 (9th Quarterly report), January 1, 2006-March 31, 2006 (10th Quarterly report), April 1, 2006-June 30, 2006 (11th Quarterly report), July 1, 2006-September 28, 2006, (Final report).</p>
<p>Grant 3: Submitted by [REDACTED] Bristol Bay Campus. Quarter report 1 Oct – Dec, 2005; Quarter Report 2 Jan – March 2006; Quarter report 3 April-June, 2006; Quarter report 4 July1-Sept. 30, 2006; Quarter report 5 Oct. 1 – Dec. 31, 2006; Quarter report 6 Jan. 1, 2007-March 31, 2007; Quarter report 7 April 01, 2007 – June 30, 2007; Quarter report 8 July 1, 2007-September 30, 2007; Quarter report 9 Oct. 1, 2007-Dec. 31, 2007; Quarter Report 10 Jan. 01, 2008-March 31, 2008; Quarter Report April 01, 2008-June 30, 2008; Final Report July 1, 2008-Sept. 30, 2008.</p>
<p>Grant 4: Submitted by [REDACTED], Bristol Bay Campus. Quarter report 1 January 1-March 31, 2008; Quarter Report 2 April 1, 2008 to June 30, 2008; Quarter Report 3 July 1-Sept. 30, 2008; Quarter Report 4 Oct.1-Dec. 31, 2008; Quarter report 5 Jan 1-Mar 31, 2009; Quarter Report 6 April 1-June 30, 2009; Quarter Report 7 July 01-September 30, 2009; Quarter Report 8 October 01-December 30, 2009; Quarter Report 9 January 01-March 31, 2010; Quarter Report 10 April 01-June 30, 2010.</p>
<p>Grant 5: Submitted by [REDACTED], Bristol Bay Campus. Quarter report 1 October 01-December 30, 2009; Quarter 2 report January 01-March 30, 2010 and Quarter 3 report April 01-June 30, 2010.</p>

Rating Factor 2: Need/Extent of Problem

a1) Specific need that will be addressed

The project will address the need to utilize the skills and knowledge of the Bristol Bay Campus staff to create job opportunities for local residents. Although the campus plays a significant role in the economic and social development of communities in rural Southwest Alaska, there is still much to be accomplished. Together, the campus and communities face significant challenges in order to increase benefits to low and very low income residents, to

foster growth and job creation, and to ensure the sustainability of isolated rural communities that are threatened by out migration, extremely high fuel costs and limited connections due to huge geographical distances between communities.

Economic Development through University Expertise

The campus has the expertise to assist secondary and postsecondary students, and special populations including unemployed adults and youth and military families to develop career pathways that will prepare them to enter high skill, high demand, high paying jobs. The campus has developed partnerships with apprenticeship organizations, vocational/technical schools, and industry to develop career pathways that maximize the expertise of each partner and provide students with multiple entry/exit career options and ensure inclusion of diverse population across the region.

The campus also provides distant educational opportunities to provide training that would otherwise be unavailable. For example, some health training is offered by distance methods such as Personal Care Assistant and Certified Nurse Assistant that are considered stepping stones on the pathway to higher levels (i.e., Certified Nurse's Aide certification>>Licensed Practical Nurse >>Registered Nurse>>Bachelor's of Science in Nursing). Another example is a pathway in construction careers that is partially delivered by distance education strategies (i.e., National Center for Construction Education and Research (NCCER) safety certification>>Construction Trades Technology occupational endorsement>>Sustainable Energy certificate>>Engineering degree).

a2) Importance of meeting the proposed need

The residents of Bristol Bay face enormous economic challenges including high unemployment rates, remote locations, lack of transportation infrastructure, and the desire to

honor cultural traditions while trying to maintain a modern lifestyle.

High Unemployment Rates

Although the latest statistics report an overall statewide unemployment rate of 8.3 percent, a regional unemployment rate of 10 percent, and a national rate of 9.7 percent (AK DOL, 2010), it must be noted that in the Bristol Bay region unemployment is much higher. Seasonal employment is primarily related to the commercial fishing and salmon processing industry within the Bristol Bay region and accounts for much of the reported employment. Census 2000 data reports “percent not in the workforce” and indicates that the region has much higher year-round unemployment rate in individual communities compared to the seasonal rate reported by Alaska’s Department of Labor. Independent surveys conducted by local regional entities indicate that the year-round unemployment rate is actually higher than official tallies, reaching over 30 percent in some communities (BBNA, 2004).

Table 1. Percent of Persons Not in the Workforce

Location	% Not In The Labor Force
Anchorage (Urban Center)	25.6
Aleknagik	38.5
Clark’s Point	52.5
Egegik	27.6
Ekwok	44.4
Manokotak	59.4
New Stuyahok	46.1
Togiak	54.7
Levelock	53.4
Pilot Point	24.6
Dillingham (Rural Hub)	27.0
US Bureau of Statistics, 2000	

Each year the Denali Commission identifies Alaska communities considered in “distress” by comparing average income of a community to full-time minimum wage earnings, the percentage of the population earning greater than full-time minimum wage earnings and a

measure of the percentage of the population engaged in year-round wage and salary employment (Denali Commission, 2009). The following table represents statistics from some Bristol Bay communities in the Dillingham census area for the past three years using unemployment and fishing income, percent of residents who earned below \$14,968 and the percent of persons employed all four quarters of 2009:

Table 2. Distressed Communities in Bristol Bay Region

Census Area	2008	2009	2010	Earnings UI & fishing *1	% < min Aver \$14,968 *2	employed 2009 *3
Aleknegik	Distressed	Distressed	*Distressed	18,366	68.4	32.9
Clarks Point	Distressed	Distressed	Distressed	13,220	88.0	38.0
Dillingham	Non-Distressed	Non-Distressed	Non-Distressed	30,082	50.8	48.7
Ekwok	Distressed	Distressed	Distressed	13,103	74.4	33.3
Koliganek	Distressed	Non-Distressed	Distressed	11,664	79.5	30.8
Manokotak	Distressed	Distressed	Distressed	11,143	84.4	28.2
New Stuyahok	Distressed	Distressed	Distressed	8,830	79.2	33.8
Togiak	Distressed	Distressed	Distressed	12,759	79.7	25.0
Twin Hills	Distressed	Distressed	Distressed	9,870	74.1	37.9
*Criteria 1	Average market income = Community UI Earnings + Community CFEC Earnings Number Residents 16 and Over; \$14,968 = Minimum Wage until 7/24/09 (\$7.15/hr x 1,120hrs/year) Plus Minimum Wage after 7/24/2009 (7.25/hour x 960 hours/year)					
*Criteria 2	Percent Residents w/Earnings < than \$14,968 = 100x Number Residents w/Earnings < than \$14,968 Number Residents 16 and Over					
*Criteria 3	Percent Residents Employed All 4 Quarters = 100x Number Residents Employed All 4 Quarters Number Residents 16 and Over					
Denali Commission, 2010						

In addition, this table indicates the percent of community residents over 16 years of age employed for four quarters of 2009. In contrast it also indicates those who were not employed all of 2009. The average is 70 percent of residents 16 and older were not employed in all four quarters of 2009. Commercial fishing and salmon processing, government jobs, transportation employment, and service industries are the economic mainstays in the region but in smaller

villages such as Twin Hills and Clark's Point, few jobs are available. According to statistics from the Federal Financial Institutions Examination Council website (FFIEC, 2010), regional communities in the Dillingham census area and the Bristol Bay Borough were determined to be distressed and underserved.

Geographic Distances Between Communities

As referenced in Alaska's Consolidated Housing and Community Plan (p.9), the geography of Alaska "cannot be ignored" (AHFC, 2010). With more than a fifth of the total land mass of the United States, Alaska is larger than the combined area of several states. The service area of the Bristol Bay Campus extends to 55,000 square miles, the size of the state of Ohio and serves three of Alaska's major ethnic Native groups - Yup'ik Eskimos, Athabascans, and Aleuts.

Geographic conditions divide Bristol Bay region into isolated village communities with no connecting surface roads between most communities. This area includes 32 Alaska Native communities in the Bristol Bay Borough, Lake and Peninsula Borough and the Dillingham census areas. Geographical and cultural barriers present major challenges in accessing and delivering services to parts of rural Alaska. Aircraft, boats and snow machines provide the only means of transportation to these communities and in winter, most of the villages are accessible only by plane or snow machine. Extreme weather conditions in Bristol Bay inhibit expert access to training for community residents and affect the logistics and costs of developing and implementing projects in areas such as the Bristol Bay region.

Important to Ensure Sustainability of Rural Village Life

Sustaining Native lifestyles in the small isolated rural villages in Alaska is important. Alaska Natives will harvest and process wild animals, fish, and plants through an economy and a way of life that has been termed 'subsistence.' For most Natives, subsistence is synonymous with

culture, identity, and self-determination. As Nelson Frank, a Haida from southeast Alaska put it in his testimony before the Alaska Native Review Commission (Berger, 1985):

"Subsistence living, a marginal way of life to most has no such connotation to the Native people of southeast Alaska. The relationship between the Native population and the resources of the land and the sea is so close that an entire culture is reflected...Traditional law...was passed from generation to generation, intact, through repetition of legends and observance of ceremonials which were largely concerned with the use of land, water, and the resources contained therein. Subsistence living was not only a way of life, but also a life-enriching process. Conservation and perpetuation of subsistence resources was part of that life and was mandated by traditional law and custom."

These statements are as true today as they were in the 1980's but today Alaska Natives are increasingly leaving villages for cities. Out-migration has been a fact of modern Alaska life for decades but research shows recent numbers have increased (Colt, 2008). Overall, Alaska rural communities have experienced a population decline of about 4 percent since 2000 and the annual net population loss from rural Alaska has more than doubled since 2006 (Yardley, 2009). More recent data published by the Department of Labor and Workforce Development suggests that the increase since 2004 of migration from predominantly Native communities to hub communities such as Anchorage represents a loss of roughly 10 percent of the population of rural communities (AKDOL, 2010)

Young women are leaving and birth rates, once disproportionately higher in villages, have dropped. Jobs for the young people who remain are declining and village elders have fewer peers who share their dialects. James Gallanos, lead suicide prevention coordinator for the Alaska Department of Human Services, refers to a lack of jobs and opportunities, alcohol abuse, trauma, abuse and mental problems as contributing factors in suicide for all population groups. Alaska Natives, especially young people, can have the additional burden of feeling loss of culture and identity which may lead to suicides (Hopkins, 2010). According to the Alaska State

Bureau of Vital Statistics (2008), more Alaskans committed suicide during 2008 than any year on record.

Important to Defray High Cost of Housing with Job Training

UAF BBC is located in an unusually high cost-of-living area. According to *Alaska Economic Trends*, Dillingham and the surrounding villages of Bristol Bay experience costs that are “as high as twice those in the state’s more urban and accessible area” (Fried and Robinson, 2009). The primary reason for this high cost is its extreme isolation. Fuel, manufactured items, and most food items must be barged or flown in, adding significantly to the cost of living. Electricity rates are as much as four times higher than that of Anchorage and food costs reach at least 50 percent higher (Colt, 2008).

Service Area Statistics: Bristol Bay Region Economic and Educational Indicators
<ul style="list-style-type: none"> • 21.3 percent of Bristol Bay residents live below the poverty level as compared to 11.2 percent for the state of Alaska and 13.3 percent for the United States as a whole • Up to 65 percent unemployment rate in village communities • Majority of communities in Bristol Bay region are considered “in distress” • At least 26 percent of homes do not have adequate plumbing • It is still common to find a “honey bucket” in the house and an “outhouse” in the woods • 3 out of 4 school districts do not meet Annual Yearly Progress Goals • There is an average 43 percent dropout rate for the four local school districts
(Denali Commission, 2009; DEED, 2008; US Bureau of Statistics, 2006; US Census, 2000)

Two HUD approved documents, *The State of Alaska’s Consolidated Housing and Community Development Plan* (HCD, 2010), which includes the “Analysis of Impediments (AI) to Fair Housing Choice”, and the *Bristol Bay Housing Authority’s Indian Housing Plan (2009)* were used to plan this project. As noted, out migration in Alaska and specifically rural Alaska has resulted in questions and concerns about the allocation of scarce housing and community development resources over the next five years (HCD, 2010, p. 15-16). Substantial unmet needs exist in areas with declining populations, but communities such as those in Bristol Bay may be

unable to afford the long-term operation and maintenance of programs and projects.

As quoted by the BBHA Indian Housing Plan, “Due to the lack of housing opportunities, and limited economic development potential, and very high infrastructure costs, the development of housing by the private sector has never been feasible. Because most family incomes are insufficient to build and maintain a home and because employment is limited to seasonal or temporary work in predominantly low-paying jobs and traditional pursuits such as fishing, families must rely on federal housing programs such as the Indian Housing Block Grant program administered by the BBHA, to meet their need for affordable, safe and sanitary housing” (BBHA, 2009). Making housing “affordable” with the ever-increasing costs of construction in rural Alaska and closing the ever-increasing gap that prevents communities from accessing affordable housing programs is a critical issue (HCD, 2010). Job creation and job training are essential elements in closing the gaps and in maintaining the sustainability of the rural village communities.

In addition to affordability of houses in rural Alaska is the discussion as to how they are built. The “Passive House Concept” represents the highest energy standard for energy efficient design (Ludeman, 2008). Developed in Germany in 1988, it is said to conserve up to 90 percent of energy consumption of buildings. A passive house is very well-insulated and virtually air-tight. The concept is that passive solar gain and internal gains from people, electrical equipment, such as lighting and computers, will generate most of the heat needed. A small heat source such as an electric heater may be utilized along with the energy recovery ventilator system that is required. Recently, a 12’ by 16’ model of a passive standard house was built by UAF BBC faculty and students. It will help serve as an experimental model for teaching and research as the campus presents training in home weatherization and energy efficiency in partnership with the

Denali Commission, the Bristol Bay Housing Authority, and the Bristol Bay Native Association.

Job Training Needed in Key Areas

Although the Bristol Bay Campus has job training as a goal for current HUD funding, it will benefit residents to take training one step further. Firstly, training should align with the Alaska's Workforce Investment Board's priority industries (AWIB, 2010). A few of the regionally relevant occupations with higher-than-average wages forecasted to be of highest demand through to 2016 are registered/licensed nurses, school teachers, wildlife biologists, environmental scientists, computer support specialists, automotive and heavy equipment mechanics, carpenters, electricians, construction laborers/managers, accounting/audit clerks, and general maintenance/repair workers (AWIB, 2006).

Secondly, training should result in employment and help reduce non-resident hire rates. Many rural Alaskan jobs are seasonal and rural residents live the entire year on those earnings. This work schedule may not be a preference but is essential due to availability of fishing jobs, lack of other job opportunities, climate, geography and lack of roads. It is important for UAF BBC to target these local rural Alaskans to allow enough flexibility to learn specific, applicable and essential job skills so they are better prepped for jobs in their area, especially those jobs that are created through Alaska Workforce Investment programs, Housing and Urban Development housing projects and Denali Commission road and facility construction projects.

Two areas that show promise in the Bristol Bay region for job creation and training are the construction and health fields. Alaska is experiencing a critical shortage of resident workers with construction skills (AWIB, 2006). Twenty percent of construction workers are new to the state and historically, Alaska has depended upon non-residents to fill jobs for which there are no qualified Alaskans. The demand for construction workers is quickly out-pacing the supply from

industry and vocational trainers. Alaska Department of Labor & Workforce Development estimates that construction job growth will exceed 15 percent over the next decade adding thousands of new jobs and more than 40 percent of the current work force are over the age of 45 and preparing for retirement (AWIB, 2006). Rural Alaskan residents are an untapped resource for the state but bringing the training to rural areas is difficult (McBride, 2006). Much is being done by the state of Alaska and this project funding will aid the campus in becoming an integral part of the training.

Another area where Alaska labor projections show a tremendous need is for allied health professionals such as nurses, medical technicians, health information specialists, pharmacy technicians, home health and nursing aides with an expected growth in demand from 18 percent to 41.5 percent through to 2016 (AWIB, 2006). Health care offers the largest full time employment in the Bristol Bay region. Bristol Bay Area Health Corporation (BBAHC) provides 385 full-time benefitted positions in 26 villages and allied health training is a high demand area in the Bristol Bay Region. Certified Nurse Assistants are needed in all of the villages and is training that can provide career opportunities for Alaska Native students without their leaving home. Funding for this project will respond to the need for more locally trained potential employees and to reduce the turnover and the cultural divide that results when people are hired from outside the region and stay a short period of time. The regional health corporation carries an average 23 percent vacancy rate for Registered Nursing positions (BBAHC 2010) and invariably hires outside of the region which carries with it greater re-location expense and risk that outside hire will not be well-equipped for or integrate into the unique local culture.

Need for Job Creation for Small Businesses

Small and emerging businesses are a source of employment and a way to earn income for

Bristol Bay rural communities. Job creation through small business development, although daunting and challenging due to high costs of transportation and living and fuel prices, can happen. According to Robin Samuelson, CEO of Bristol Bay Economic Development Corporation (BBEDC), “Small businesses bring capital income into communities. Take for an example, the Cooper River fisheries. It has already brought in roughly 2 million dollars into Togiak”. There is a great need to continue to work with rural communities to educate and train on ways to establish a rural based small business opportunity to promote jobs. BBC has partnerships with Bristol Bay Economic Development Corporation (BBEDC), Bristol Bay Native Association (BBNA), and the Alaska Small Business Center. The Bristol Bay Campus is a resource partner in AKSourceLink, a network of nonprofit service providers for entrepreneurs and small business owners in Alaska. Tools to be developed include workshops, trainings, business plan development, curriculum development and individual consulting.

Needs of Special Populations

Connection between at-risk students and literacy education, unemployed youth and military families

Research shows (Darling-Hammond, 2007; Sunderman & Payne, 2009) that risk factors such as low-income and minority status make students vulnerable to low-performance. Compared with White students, American Indian and Alaska Native students are 73 percent more likely to be placed in special education programs and 117 percent more likely to leave school before receiving a high school diploma (National Caucus, 2008). Alaska Natives, like other minority groups have traditionally been denied educational opportunities and equal access to a quality education (Darling-Hammond, 2010; Alaska DEED, 2009). The Alaska Native Educational Equity, Support, and Assistance Act Sec.7302 findings states that “the sheer

magnitude of the geographic barriers to be overcome in delivering educational services in rural Alaska and Alaska villages should be addressed through the development and implementation of innovative, model programs in a variety of areas” (Part C, 2004).

According to the National Institute for Literacy, 11 percent of Alaska's adult population functions at the lowest literacy level (USDOE, 2005). This is far below the level needed to earn a living wage (Alaska Literacy Council, 2008). Adults with low literacy skills experience many social, economic and personal challenges that compromise their ability to support themselves or their family, or to fully participate in their communities. As the education level of adults improves, so does their children's success in school. Helping low-literate adults improve their basic skills has a direct and measurable impact on both the education and quality of life of their children. Children of adults who participate in literacy programs improve their grades and test scores, improve their reading skills, and are less likely to drop out (Alaska Literacy Council, 2008).

Nation's Report Card 2009 for grades 4th and 8th literacy assessment shows that Alaska is one of the lowest scoring states. Fifty-four percent of Alaska's English Language Learners (ELL) is Alaska Native and their scores are far below the national average for ELL students and that, on average Bristol Bay student scores are lower than the average Alaskan student (AKDEED, 2009).

Unemployed youth

Alaska Report Card 2008 indicates that three of the four districts in Bristol Bay have low numbers of students graduating with a high school diploma (Alaska Report Card, 2008). Denali Commission places a high priority on training Alaska's unemployed youth by providing funds for youth-related rural construction academies. The purpose of the academy is for agencies to

combine resources to attract and train young people and adults for their first jobs in construction and trade apprenticeship programs. This HUD funding will help UAF BBC leverage and secure other funds such as Denali Commission funds for adult and youth training.

Military Personnel and Families

Support is also needed for the approximately 300 veterans in the Bristol Bay region from 18 to 65 years of age (US Census, 2006). As Veterans return from serving in areas around the world, many are finding they face challenges as a result of service-related experiences. With no Veteran's Service Organization located in Dillingham, the closest is 350 miles in Anchorage, at-risk veterans need help to find the support services they need. Services needed include understanding educational benefits provided by the VA, where to find information and how to file forms and other information.

Need for "CareerOneStop" Concept

Beyond job skills, career decisions and training produce self confidence and pride in many communities where, very often, it is absent. Training programs have produced successes in Bristol Bay even as the region shows some of the highest dropout rates, joblessness, and poverty levels in the state. Research shows that participation in family literacy activities improve barriers such as poverty, unemployment, poor health and inadequate housing leading to success (NFLC, 2008). Children have fewer chances for success when parents struggle with literacy and basic life skills in addition to other issues. Family literacy reverses this cycle by giving parents the tools they need to help themselves and their children (NFLC, 2008).

The campus has earned the reputation of being able to deliver meaningful services to rural residents through innovation, flexibility, coordination, and genuine concern and interest. Presently, there are sporadic services offered by different entities for career-job counseling so the

possibility of working toward a one-stop shop concept would be helpful for rural residents.

Career information, salary and benefit information, education and training opportunities, resumes and interviews, unemployment information, how to negotiate a salary, government and private sector resources, and family literacy activities would benefit many.

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Rating Factor 3: Soundness of Approach

A. Quality of the Work Plan

This project "Healthier Sustainable Communities in Bristol Bay" is part of a community effort to provide job opportunities to local residents and to train local residents, specifically the Alaska Native population of Bristol Bay to be qualified for employment and therefore be able to afford safe, decent housing. The work plan will address a brief overview of the specific activities of the project, provide the systematic planning strategy that took place to develop this proposal, and will provide the systematic and strategic plan with specific details to address the need for increased economic development through job creation.

(1) Specific Activities

(a) Systematic method/planning strategy

For the development of this project, the UAF BBC Director gathered feedback from the Bristol Bay Campus Advisory Council, a 17-member community stakeholder group who met in April, 2010. Bristol Bay Campus Council members are as follows:

	Bristol Bay Borough School District Liaison, Agency partner
	Dillingham City School District Liaison, Agency partner
	Lake & Peninsula School District Liaison, Agency partner
	Southwest Region School District Liaison, Agency partner
	Bristol Bay Native Association Workforce Development
	Bristol Bay Area Hospital Corporation CEO
	Bristol Bay Economic Development Corporation, Program partner
	Bristol Bay Housing Authority, Agency partner
	Small Business Representative
	Member at Large, Program partner
	Fisheries, Program partner
	Lake Iliamna Area, Program partner
	Peninsula Area, Program partner
	Nushagak River/Bay Area, program partner
	Togiak Area, Program partner
	Naknek Area, Program partner
	Dillingham Area, Program partner

* Small business owners

The purpose of the meeting was to provide overarching advisory support and advice to the campus regarding community and economic development through education, vocational training, sciences program development, faculty development and meeting the needs of community residents. The group reviewed the Bristol Bay Campus’s FY10 Annual Unit Plan and found it to be a very useful resource. Strengths, weaknesses and future desired outcomes were discussed as well as community needs and small business needs. The FY10 Unit Plan identified meeting rural health training needs and vocational needs as two of UAF BBC’s major challenges and part of UAF BBC’s annual and long-range goals. These needs were identified in Factor 2 as high demand job areas to be filled by Alaska Natives and rural Alaskans and as helping to contribute to job creation and economic development. Several of the Campus Council members are minority or women owners of small businesses who recognized and identified the need for training and support to small business owners.

Based on interview feedback from UAF BBC student services outreach team who visit regional villages and provide academic advising, it was found that secondary students and adults

are in need of knowledge that will advance them on a career pathway towards high-wage occupations in high-demand industries (Student Services Communication, May 10, 2010). High unemployment rates, low income levels, and the inherent difficulty for a local resident to secure a high paying, high demand job were identified in Factor 2. Student services feedback and high levels of need formed the basis for the proposed Dillingham Career Center serving unemployed and other special populations with career services.

Other information in Factor 2 identified low literacy levels and high dropout levels. These needs coincided with information from faculty and staff meetings held to determine strengths and weaknesses in student services and program development and to determine future needs of the student body. Five faculty members: [REDACTED], [REDACTED] and staff members: [REDACTED] - Campus Development, [REDACTED] School Liaison, and [REDACTED] Director identified several social, economic and personal challenges faced by local residents (i.e., out-migration, low self esteem, and low-performance). This information was used to determine priorities in adult/family literacy and training for high-demand jobs (i.e., construction and health) for this funding request.

How the Activities Relate to Mission

University of Alaska Fairbanks strategic goal #4 is “Community Engagement and Economic Development” and the mission of the Bristol Bay Campus is “to provide educational opportunities by which rural Alaskans can effect social and economic change in their communities and thus protect and enrich the quality of their lives and cultures.” UAF BBC is committed to developing, maintaining, and continuously improving the quality of life for rural Alaskans. By partnering with specific agencies such as Bristol Bay Housing Authority (BBHA),

Southwest Alaska Vocational and Education Center (SAVEC), UAF Adult Education Program, Bristol Bay Native Association (BBNA), Bristol Bay Economic Development Corporation (BBEDC), Bristol Bay Native Corporation (BBNC), Dillingham City School District (DCSD), Southwest Regional School District (SWRSD), and Dillingham/AKDOL Job Services, and by using the HUD e-logic model as a guide, the services and activities that relate to this project were identified.

(b) and (c) Detailed description of activities with measureable outcome and process to implement and manage

The following detailed descriptions of activities will be the focus of this project. In developing this project plan, the Campus Director utilized input from the above sources to conceptualize the project and strategically align with the campus strategic plan and annual goals. This helped to determine the suitability of the project, the feasibility of the project, and the acceptability of the project to the stakeholders. Continued planning involves a comprehensive approach involving stakeholder vision that includes implementation, management and evaluation. For example, the addition of a Dillingham Career Center with a family literacy component will be located in the same building as the local Adult Education program. It makes economic sense, is suitable in terms of environment and capabilities, and the resources (people, time and information) are available. After implementation, the coordinator and an advisory committee of the center will design measurable objectives and the center will be analyzed and changed as necessary based on the objectives (formative evaluation). Summative evaluation will occur at end of project. Similar processes will be employed for each activity and are noted below:

Detailed activity in measurable terms	Planning Organizations and	Processes to implement and manage
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	roles	
<p>One Dillingham (DCC) Career Center will be developed and six job preparation activities will serve 60 participants with services to include training in basic and advanced computer skills and resume writing workshops.</p>	<p>UAF BBC will support the center by renting space adjacent to the Adult Basic Education program in Dillingham. Referrals will be received from BBNA, BBEDC, AKDOL, BBNA, school districts, and local employers</p>	<p>A Dillingham Career Center will result as a partnership of local entities and will provide support services for all ages. BBC will hire a coordinator to manage the center. This position will work closely with local high schools and Youth First Career Guide staff. Use of ALEXsys and CareerOneStop information will be available with training to improve technology skills. In addition, the center will house family literacy education, small business consultation, vocational advising, and testing services in partnership with adult literacy programs. A phone log, computer use log and a recruitment log will be maintained.</p>
<p>80 participants will receive outreach support for GED testing with a least 6 graduates, TABE/ESL testing, Adult basic education, referrals, and support services including adult basic education and family literacy through the use of technology and the internet.</p>	<p>UAF Adult Education Program coordinator will provide 10% in kind support for incorporating a family literacy component into the Dillingham Career Center (DCC), DCC coordinator will give referrals to ABE/GED and will coordinate the family literacy component. Coordinator will appoint a committee of local residents to design objectives.</p>	<p>Since ABE/GED support is provided throughout the Bristol Bay region, participants will have this option for further education including introduction to computers and other educational development opportunities. In kind services will be offered by the director of ABE/GED program and will work in partnership with Dillingham Career Center (DCC) Coordinator to provide program oversight and management. Sign in log will be utilized for family literacy component (intergenerational activities and technology with <i>Literacy Now</i> blog www.famlit.org/blog). Coordinator will be responsible for marketing and advertising the center. Surveys and interviews will allow for assessment of services and numbers of GED services and certificates will be recorded and outcomes such as job referrals, wage increases or employment will be recorded.</p>
<p>20 unemployed or underemployed military members and spouses will receive employment support and training support through retraining, re-</p>	<p>Bristol Bay Native Association, Bristol Bay Economic Development Corporation, Dillingham Job Center (DOL), and Dillingham Career Center Coordinator will provide local services</p>	<p>Comprehensive approach will assist families and military personnel to find employment, career exploration/small business development and counseling. This approach will help identify professional teams with the necessary skills to help military personnel and their families to find employment or to make a smooth transition</p>

<p>certification and counseling.</p>	<p>upon referral.</p>	<p>to campus. Dillingham Career Center (DCC) Coordinator will participate in training focused on transitioning veterans into the workplace or job training. A confidential database of services and referrals will be maintained with outcomes such as employment and wages.</p>
<p>75 high school students will receive support from UAF BBC toward their high school diploma by offering a variety of employment training and job skill courses that meet school graduation requirements.</p>	<p>Dillingham City School District and Southwest Region School district will plan for high school graduation requirements in partnership with DCC and a variety of industry partners, hospital, and other local employers.</p>	<p>Part of the comprehensive approach involves participating high school students who will be required to incorporate an employability skills activity into their academic schedule. Last year Dillingham City High School hired a Youth First Career Guide to assist students in process; UAF BBC will coordinate with local school districts to articulate high school and postsecondary programs into a seamless plan. Students will maintain a log and a copy of the career plan will be kept at school. Outcomes will include trainings and other support services that increase high school graduation rates and employment opportunities for high school students and young adults.</p>
<p>Six job trainings serving 12 residents will be conducted in rural health care needs.</p>	<p>Responsibility of new program curriculum development will be coordinated with UAA nursing and allied health programs. Pre- and post tests will be components of the curriculum.</p>	<p>Allied Health Program uses distance education methodologies including Blackboard and Elluminate Live course management platforms to deliver courses across the state of Alaska. Program offers an opportunity to overcome geographic barriers in Factor 2 and participant selection will involve local allied health/nursing personnel. Pre- and post-test information will be maintained.</p>
<p>Enroll 10 participants in vocational programs.</p>	<p>Outreach from local school districts, UAF BBC, DCC and industry partners to help build career pathways and career information.</p>	<p>Comprehensive approach starting with high school to adults; employment or continued career or academic education and high school students achieve a well-rounded education in high-demand career areas beginning in high school. Career pathway plans and checklists will be maintained at career center.</p>
<p>Employ 10 youth participants.</p>	<p>Dillingham Alternative High School utilizes a school internship program; Career</p>	<p>Enhance partnership with local high schools to connect youth to local industry employment and training opportunities; career exploration through Dillingham</p>

	<p>Exploration Fair will involve local schools and regional entities. UAF BBC will partner with Denali Commission for Construction Academy.</p>	<p>Career Center and Career Fair, unemployed youth, partnerships build pathways for careers, leadership and economic development for youth and young adults, and apply to leverage funds with Denali Commission and the youth construction program. Timesheets and a log will be maintained by the employer.</p>
<p>Employ five Section 3 participants.</p>	<p>UAF BBB will cooperate with Bristol Bay Native Association (BBNA) and local tribes to provide services to target needy tribal families.</p>	<p>Work with BBNA to train and find suitable employment for Temporary Assistance for Needy families (TANF) clients. BBNA coordinators from tribal villages refer participant training needs to the campus. Timesheets will be maintained by employing agency and the training center and outcomes will include employment opportunities and increased wages.</p>
<p>Four pre-employment workshops serving 40 residents will demonstrate energy efficient construction using “Passive House Model” to encourage residents to explore jobs and job training.</p>	<p>Dr. Marsik, Assistant Professor of Sustainable Energy, Construction Instructor, and BBHA and other entities will plan how curriculum can best serve the needs of communities.</p>	<p>Utilizing model of “Passive House Standard”, train and educate on energy efficient strategies adapting curriculum to meet scope of community needs. Survey information of participants will be used to enhance workshops. Curriculum will be designed to explore “green jobs” and participants will be encouraged to work in “green” areas (i.e., construction, industry, or education).</p>
<p>Train & employ 25 local residents to rehabilitate local homes using energy efficient standards and to receive appropriate certificates.</p>	<p>BBHA, SAVEC and BBC begin planning for training with residents from villages. Certificates include blower door testing, cold climate strategies, lead, respirator/CPR, and OSHA certificates</p>	<p>Partnership with Bristol Bay Housing Authority (BBHA) to train local residents in weatherization procedures who will then be employed by BBHA for housing rehabilitation. Needs, unmet needs, dates, timelines, and logistics will be determined. Construction logs and number of certificates attained will be maintained by BBHA and training center.</p>
<p>10 small businesses receive job creation supportive services.</p>	<p>Minority/women-owned small businesses analyze their needs in partnership w/BBC, BBEDC, BBNA, BBNC</p>	<p>Survey small and emerging businesses as a source of employment; and how they can adapt to evolving technologies and methodology, and what are their other needs. Plans will be maintained with small business and DCC.</p>
<p>10 new jobs created with assistance to</p>	<p>Support provided to small business owners</p>	<p>Assistance provided for computer-based training for basic entrepreneurial skills and</p>

small businesses.	for employment needs in partnership with UAF BBC, BBEDC, BBNA, and BBNC. Workshops offered on processes involved.	electronic commerce, access to information on business start-up programs, globalization, customers, adaptability, and service needs. Support will be provided on accessing credit, how to design hiring policies, and how to find affordable insurance programs for employees.
20 participants receive support for increased economic self-sufficiency.	Accountable to needs of stakeholders making sure training and job creation are suitable to capabilities of participants.	Training, job exploration, employment and family literacy activities are linked to self-improvement, self esteem and self sufficiency. Information sources such as pre- and post-interviews, employment records and timesheets will be maintained in a confidential database of services at Dillingham Career Center.

(d and e) Major Tasks, Completion Target Dates and Key Staff

Completion Dates (6 month intervals)	c) Major Task	d) Key staff responsible and accountable from Factor 1
10-01-10 to 3-30-11	Develop the Dillingham Career Center a) Hire Dillingham Career Center Coordinator b) Rent space and order furniture, supplies and books	[REDACTED]
10-01-10 to 3-30-11	Meet with business, education and industry partners to plan the project to gain an understanding of project goals, objectives and roles of this funding.	[REDACTED] DCC Coordinator, industry & education
10-01-10 to 3-30-11	a) Work with local residents to form an advisory committee for the Dillingham Career Center with a family literacy component. b) Meet with committee and design objectives for center. c) Training for DCC coordinator and ABE/GED director for family literacy.	[REDACTED] e, DCC Coordinator, industry and education partners, [REDACTED], Dillingham Public Library
10-01-10 to 3-30-11	Initial planning with BBHA and SAVEC for training for South Naknek, Naknek, and King Salmon; dates, timelines, logistics will be determined and travel for students will be arranged.	[REDACTED]. Assessors, Lead carpenter, superintendent
10-01-10 to 3-30-11	Hire Allied Health/Nursing Coordinator; provide career counseling; determine admission status for trainees for nursing program.	[REDACTED], BBAHC Nursing Staff, UAA Nursing faculty
4-01-11 to	Determine job training schedule for Dillingham;	[REDACTED].

9-30-11	dates, timelines, logistics will be determined. Travel for students will be arranged.	██████████e, ██████████er, DCC Coordinator, industry/education partners
4-01-11 to 9-30-11	Plan energy efficiency workshops and demonstrations of the “Passive Standard House model to encourage local residents to explore jobs and job training.	██████████, ██████████T.
4-01-11 to 9-30-11	Final planning with BBHA and SAVEC for training for South Naknek, Naknek, and King Salmon; dates, timelines, logistics will be determined and travel for students will be arranged.	██████████, DDC Coordinator
4-01-11 to 9-30-11	a) Marketing and advertising for DCC support services to unemployed, underserved, youth and military personnel and families. b) Explore ways to match previous training to academic education.	DCC Coordinator, Job Center personnel, industry, student services
4-01-11 to 9-30-11	Allied Health/Nursing program works in cooperation with UAA/UAF main campuses. Allied Health/Nurse coordinator to travel to University at Anchorage (UAA) for final plans.	██████████, BBAHC personnel, ██████████, school personnel, student services, UAA personnel
4-01-11 to 9-30-11	Preplanning for Career Exploration Fair to be offered in conjunction with local, regional statewide industry, health, educational partners. Database is developed and maintained at DCC.	██████████. DCC Coordinator, industry & partners and schools
4-01-11 to 9-30-11	Formative Evaluation using Carter-Richmond methodology and e-logic model. Develop checklists, surveys and interview questions to be used with participants.	██████████ DCC Coordinator, ██████████ Health Liaison
10-1-11 to 3-30-12	Support by DCC Coordinator to ABE/GED program for GED testing, TABE/ESL, Adult basic education referrals. DCC coordinator sent for training on transitioning veterans and services.	DCC Coordinator, ██████████
10-1-11 to 3-30-12	a) Support for high school students to receive their high school diploma. b) Coordinate and plan for advising and career pathway development.	██████████, DCC Coordinator, ██████████, school district personnel, student services personnel
10-1-11 to 3-30-12	Job creation - supportive services Small businesses analyze their needs in partnership with UAF BBC, BBEDC, BBNA, and BBNC	██████████ DCCC, ██████████, ██████████ BBEDC personnel, BBNA personnel
10-1-11 to	Job creation – assistance to small businesses	██████████ DCCC, ██████████

3-30-12	a) Technical assistance provided b) Determine training needs c) Marketing and advertising for classes to inform business start up programs, globalization customer services, basic entrepreneurial skills	[REDACTED], BBEDC personnel, BBNA personnel
10-1-11 to 3-30-12	a) Marketing and advertising for DCC support services to unemployed, underserved, youth and military personnel and families. b) Explore ways to match previous training to academic education	DCCC, Job Center personnel, industry, student services
4-1-12 to 9-30-12	a) Final planning with BBHA and SAVEC for training for central office, Dillingham and Manokotak. b) Dates, timelines, logistics will be determined. c) Travel for students will be arranged.	[REDACTED], Assessors, Lead carpenters, superintendent
4-1-12 to 9-30-12	Employ youth participants a) Meet with Dillingham Alternative School personnel to plan the project to gain an understanding of project goals, objectives and employment.	[REDACTED], DCC Coordinator, [REDACTED]
4-1-12 to 9-30-12	Job training – rural health planning with other entities, establishing timelines and logistics	[REDACTED], BBAHC personnel, [REDACTED], school personnel, student services
4-01-12 to 9-30-12	Formative Evaluation using Carter-Richmond methodology and e-logic model. Update checklists, surveys and interviews.	[REDACTED], DCC Coordinator, [REDACTED], Health Liaison
4-1-12 to 9-30-12	a) Marketing and advertising for services to military personnel and families. b) Explore ways to match military training to academic education.	DCC Coordinator, Job Center personnel, industry, student services
4-1-12 to 9-30-12	Plan energy efficiency workshops and demonstrations of the passive Standard model.	[REDACTED]
10-01-12 to 3-30-13	Final planning with BBHA and SAVEC for training for Chignik Lake and Port Heiden; dates, timelines, logistics will be determined.	[REDACTED], Assessors, Lead carpenters, superintendent
10-01-12 to 3-30-13	Energy efficiencies workshops developed in partnership with local entities to describe the benefits of cold climate housing and passive	[REDACTED]e, BBHA personnel, other partners (AK Works,

	standard building strategies.	AK Housing Finance Cooperation AHFC)
10-01-12 to 3-30-13	Enroll in vocational programs a) Outreach activities from local school districts and industry partners. b) Prepare career pathways.	██████████, DCC Coordinator, ██████████, school district personnel, student services personnel
10-01-12 to 3-30-13	Employ youth participants a) Partner with Denali Commission for Construction Academy. b) Marketing and advertising.	██████████, DCC Coordinator, ██████████
10-01-12 to 3-30-13	Employ Section 3 participants a) Work with Bristol Bay Native Association (BBNA) to train and find suitable employment for Temporary Assistance for Needy families (TANF) clients. b) Market and advertise.	██████████, DCC Coordinator, ██████████, BBNA personnel, student services personnel
10-01-12 to 3-30-13	Job creation - supportive services Small businesses analyze their needs with partners UAF BBC, BBEDC, BBNA, and BBNC.	██████████, DCC Coordinator, ██████████, partners
4-01-13 to 9-30-13	Job creation – assistance to small businesses a) Technical assistance provided. b) Determine training needs. c) Marketing and advertising for classes to inform on business start up programs, globalization customer services, basic entrepreneurial skills.	██████████, DCC Coordinator, ██████████, BBEDC personnel, BBNA personnel
4-01-13 to 9-30-13	a) Marketing and advertising for DCC support services to unemployed, underserved, youth and military personnel and families; b) Explore ways to match previous training to academic education	DCC Coordinator, student services personnel
4-01-13 to 9-30-13	Begin Summative Evaluation using Carter-Richmond methodology and e-logic model. Analyze qualitative (i.e., interviews, surveys) and quantitative data (i.e., numbers of services and participants, checklists).	██████████, DCC Coordinator, ██████████, ██████████, Health Liaison

(f) List and describe how each activity meets one of CDGB program national objectives

- *Benefits low- and moderate income persons;*
- *Aid in the prevention of elimination of slums or blight; or*
- *Meet other community development needs having a particular urgency because existing conditions pose a serious or immediate threat to the health and welfare of the community*

and other financial resources are not available to meet such needs.

Specific Activity	Meets National Objective
80 participants will receive outreach support for GED testing, TABE/ESL, Adult basic education referrals including adult education and family literacy through the use of technology and the internet.	This activity benefits low- and moderate-income persons, at least 51% of the participants are low and moderate income persons.
Find employment or training support for 20 military members and families through retraining, re-certification and counseling.	This activity benefits low- and moderate-income persons. It encourages economic development for returning veterans who are unemployed or underemployed and primarily live on subsistence off the land.
Support for 75 high school students to receive their high school diploma by offering a variety of employment trainings and job skill courses that meet school graduation requirements.	This activity benefits low- and moderate-income persons, at least 51% of the participants in the local school districts are free or reduced lunch recipients.
One Dillingham (DCC) Career Center developed and six job preparation activities serving 60 participants will include training in basic and advanced computer skills and resume writing workshops will be offered.	This activity benefits low- and moderate-income persons, at least 51% of the participants are low and moderate income persons.
Conduct six job trainings in rural health needs serving 12 participants.	This activity benefits low- and moderate-income persons, at least 51% of the participants are low and moderate income persons.
Enroll 10 participants in vocational programs.	This activity benefits low- and moderate-income persons, at least 51% of the participants in the area are low and moderate income persons.
Employ 10 youth participants.	This activity benefits low- and moderate-income persons, at least 51% of the participants in the area are low and moderate income persons. Early education choices will improve job opportunities.
Employ five Section 3 participants.	This activity benefits low- and very-low income persons, the participants in the region are Temporary Aid for Needy Family (TANF) recipients.
Conduct 4 pre-employment workshops demonstrating energy efficient construction utilizing “Passive House Model” to encourage local residents to explore related jobs and job training.	This activity benefits low- and moderate-income persons, at least 51% of the participants in the region are low and moderate income persons.
Train & employ 25 local residents to rehabilitate local homes using energy efficient standards.	This activity benefits low- and moderate-income persons, at least 51% of the participants in the region are low and moderate income persons.

10 participants will receive job creation supportive services.	This activity benefits low- and moderate-income persons, at least 51% of the participants in the region are low and moderate income persons.
10 new jobs will be created to provide assistance to small businesses.	This activity benefits low- and moderate-income persons, at least 51% of the participants in the region are low and moderate income persons.
20 participants will increase economic self-sufficiency	This activity benefits low- and moderate-income persons, at least 51% of the participants in the region are low and moderate income persons.

g. Measurable impact (outcomes) on target population by end of grant

Specific Activity	Measurable impact
80 participants will receive outreach support for GED testing, TABE/ESL, Adult basic education referrals including adult education and family literacy through the use of technology and the internet.	Increased the number of employment strategies developed that improve wage and benefits for low-wage and low-skilled workers. Increased the number of persons served with supportive services.
Find employment or training support for 20 unemployed or underemployed military members and families through retraining, re-certification and counseling.	Increased the number and types of supportive services created under this grant to enable individuals to obtain training, jobs and to retain those jobs/employment opportunities.
Support for 75 high school students to receive their high school diploma by offering a variety of employment trainings and job skill courses that meet school graduation requirements.	Increased the number and types of supportive services created under this grant to enable individuals to obtain training, jobs and to retain those jobs/employment opportunities.
One Dillingham (DCC) Career Center developed and six job preparation activities serving 60 participants will include training in basic and advanced computer skills and resume writing workshops, and work ethics as well as other supportive services will be offered.	Increased the number and types of supportive services created under this grant to enable individuals to obtain training, jobs and to retain those jobs/employment opportunities.
Conduct six job trainings in rural health needs serving 12 participants.	Increased the number and types of supportive services created under this grant to enable individuals to obtain training, jobs and to retain those jobs/employment opportunities.
Enroll 10 participants in vocational programs.	Increased the number and types of supportive services created under this grant to enable individuals to obtain training, jobs and to retain those jobs/employment opportunities.
Employ 10 youth participants.	Increased the number and types of supportive

	services created under this grant to enable individuals to obtain training, jobs and to retain those jobs/employment opportunities.
Employ five Section 3 participants.	Increased the number and types of supportive services created under this grant to enable individuals to obtain training, jobs and to retain those jobs/employment opportunities.
Conduct 4 pre-employment workshops demonstrating energy efficient construction utilizing “Passive House Model” to encourage local residents to explore related jobs and job training.	Increased the number and types of supportive services created under this grant to enable individuals to obtain training, jobs and to retain those jobs/employment opportunities.
Train & employ 25 local residents to rehabilitate local homes using energy efficient standards.	Increased the number of employment strategies developed that improve wage and benefits for low-wage and low-skilled workers.
10 small businesses receive Job creation supportive services.	Increased the number of services created to enable minority- and women-owned small business owners to receive training and assistance to improve and/or enhance their business and the quality of services provided; and to create/increase employment opportunities.
10 new jobs created with assistance to small businesses.	Increased the number of services created to enable minority- and women-owned small business owners to receive training and assistance to improve and/or enhance their business and the quality of services provided; and to create/increase employment opportunities.
20 participants receive support for increased economic self-sufficiency.	Increased the number and types of supportive services created under this grant to enable individuals to obtain training, jobs and to retain those jobs/employment opportunities.

(2) Description of Activity

Describe clearly how each activity will:

- (a) Expand the role of the institution in the target community*
- (b) Addresses the needs identified in Factor 2*
- (c) Relates to and not duplicate other activities in the target area*

Specific Activity	Response to a, b, and c
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<p>80 participants will receive outreach support for GED testing, TABE/ESL, Adult basic education referrals including adult education and family literacy through the use of technology and the internet.</p>	<p>a) Partnerships and collaborations with ABE/GED programs are the key to leveraging resources and delivering services in a large geographic area such as the Bristol Bay region. b) These activities address the high rate of unemployment, low rates of literacy, and high drop-out rates of young people identified in Factor 2. c) UAF BBC partners with the key entities in the region to establish common goals and to avoid duplication of services.</p>
<p>Find employment or training support for 20 unemployed or underemployed military members and families through retraining, re-certification and counseling.</p>	<p>a) With over 4% of our regional population as military veterans and with more veterans returning from active duty or reserve duty, this is a traditionally underserved population by UAF BBC. With this grant funding, the resources are provided and can be leveraged to serve this population. b) These activities address the high rate of unemployment/underemployment identified in Factor 2. c) UAF BBC will partner closely with other agencies serving this population to avoid duplication of services.</p>
<p>Support for 75 high school students to receive their high school diploma by offering a variety of courses that meet school graduation requirements.</p>	<p>a) Partnering with local school districts to leverage funds to support local programs has increased campus visibility in community. We are meeting the needs of more young adults in region communities each year. b) These activities address the identified need for more career choices and job training to be provided for our youth and young adults. c) Duplication is avoided by careful planning with school districts and other providers.</p>
<p>One Dillingham (DCC) Career Center will be developed and six job preparation activities serving 60 participants will include training in basic and advanced computer skills and resume writing workshops will be offered.</p>	<p>a) The Career Center will compliment support for adults, young people and families that is presently provided in our community and it will increase the campus's ability to provide services to underserved residents. b) The need for job training and job readiness skills is addressed in Factor 2. c) This support complements other programs within the communities. It does not duplicate but allows for many user groups to benefit.</p>
<p>Conduct six job trainings in rural health needs serving 12 participants.</p>	<p>a) Presently, the ability to offer health training specifically nurse training is limited. This project would allow the campus to fill an important need in rural communities. b) These activities address the high need for local home-grown health workers identified in Factor 2. c) UAF BBC partners with the key funding and training entities (BBAHC and UAA) to avoid duplication of services.</p>
<p>Enroll 10 participants in vocational programs.</p>	<p>a) The ability to offer training in vocational areas is critical to our role in the community. This project would allow the campus to fill an important need for more training. b) These activities address the high need for a variety of local home-grown workers</p>

	identified in Factor 2. c) UAF BBC partners with the key funding and training entities (BBHA, SAVEC, & BBNA) to avoid duplication of services. Duplication will be avoided by the establishment of roles.
Employ 10 youth participants.	a) This project allows the institution to promote employment choices for youth within the community. b) These activities address the need for positive career choices for young people and address the need for employment identified in Factor 2. c) This project works in partnership with other community-based organizations offering youth employment to avoid replication and establish common goals.
Employ five Section 3 participants.	a) This project allows the institution to promote employment choices/training for very-low income residents within the community. b) These activities address the need for career choices and employment for very-low income residents identified in Factor 2. c) This project works in partnership with other community-based programs (TANF) offering services to avoid replication.
Four pre-employment workshops serving 40 residents will demonstrate energy efficient construction utilizing “Passive House Model” to encourage local residents to explore related jobs and job training.	a) UAF BBC is taking the lead role in the developing energy efficient strategies and presenting related employment possibilities. b) These activities meet the need to provide energy efficiency for sustainable communities as expressed in Factor 2. c) This project will lead in the organization of energy efficient strategies for local entities (BBHA & rural villages) that will avoid duplication.
Train & employ 25 local residents to rehabilitate local homes using energy efficient standards.	a) This project allows the institution to promote employment choices for low- to moderate-income residents within the community. b) These activities address the need for employment and possible solution to high energy costs for residents identified in Factor 2. c) This project works in partnership with other community-based organizations (BBHA) to offer employment to avoid replication.
10 small businesses receive job creation support services.	a) BBC works with partners to provide technical assistance in a variety of areas. This allows for more outreach and more information dispersed to small businesses in the community. b) As expressed in factor 2, the need for small business development and economic development is important to the continued growth of area. c) This project will work in partnership with other agencies that offer technical assistance to develop a plan that relates but does not duplicate.
10 new jobs created with assistance to small businesses.	a) UAF BBC takes the lead by providing support services for job creation in partnership with other entities as they work with small businesses, both minority-owned and women-owned business. This is a community service that expands BBC role in the

	community. b) These activities address the need for small businesses to grow and expand their workforce that will increase expendable income and employment as identified in Factor 2. c) These activities do not duplicate other initiatives but complements and enhances opportunities.
20 participants receive support for increased economic self-sufficiency.	a) This project allows the institution to promote self-sufficiency of low- to moderate-income residents by providing services not previously provided by the Campus. b) These activities address a variety of needs identified in Factor 2 including low employment, few literacy activities, need for career planning and job training. c) This project works in partnership with other community-based organizations to offer services without duplication.

(b) Involvement of Faculty and Students

Project will integrate students and faculty in several ways: 1) Students will reap the benefits of being engaged with the community by being employed in a variety of settings such as school district K-5th grade classrooms, Headstart classrooms, SAFE-local domestic violence shelter, UAF BBC campus, Dillingham City Library, 2) [REDACTED] will develop a workshop on energy efficiencies that will also stimulate employment ideas for the participants; 3) Faculty will continue to design projects with students that will benefit their communities (i.e., passive standard house model, energy efficiency experiments, and park benches); and 4) Small business owners will become involved with faculty and training students for possible employment.

(c) Involvement of the Community

Community will be involved for specific roles and active roles in all stages and activities of the project. Community involvement represents the diversity of the target population: youth, rural, very low to low-to moderate income levels, elders, young adults, women, and other adults of all ages. The campus has a history of working with small businesses in the area providing a solid foundation for future work. With previous HUD funding, the campus initiated a small business program in Dillingham modeled after a state-wide program “Alaska Market Place”.

Minority-owned and women-owned businesses and young entrepreneurs were the focus of that project. One component of this new project will concentrate on growth and development of small businesses in the community. The Campus is involved in monthly meetings with the following entities: Bristol Bay Native Association, Bristol Bay Housing Authority, Bristol Bay Economic Development Corporation, Bristol Bay Native Corporation and representatives from the four local school districts. Community planning is a focus of those monthly meetings.

(d) Economic Opportunities for Low- and Very-Low Income persons

To the greatest extent possible, opportunities to train and employ section 3 residents will be developed in villages that receive Indian and assisted housing funds. UAF BBC will distribute flyers, post signs, and contact tribal and community organizations regarding local community development and training opportunities. UAF BBC currently partners with all local and regional entities to include participants in trainings who represent the underserved and unemployed or are enrolled in the Temporary Assistance for Needy Families (TANF) program. The TANF program replaces the former Aid to Families with Dependent Children (AFDC) and Job Opportunities and Basic Skills Training (JOBS) programs, ending the federal entitlement to assistance.

(e) HUD Policy Priorities and description of how each will be addressed

(1) Job Creation/Employment

a. Activities:

- Identify the number of jobs to be created for low- and moderate-income persons during the performance period of your grant (Subgoal 4A). **Ten jobs will be created.**
- Identify the number and types of supportive services that will be created under this grant to enable individuals to obtain training, jobs and to retain those jobs/employment opportunities (Subgoal 3C). **At least 14 supportive services will be offered to include**

GED referral and testing, adult basic education, family literacy activities, intergenerational activities, availability of internet and other technology, job training in key areas, retraining and certifications offered, career exploration and career planning, job skills development, small business outreach training and technical assistance.

- Identify the number of services that will be created to enable minority- and/or women-owned small businesses to receive training and assistance to improve and/or enhance their business and the quality of services provided and create/increase employment opportunities (Subgoal 3C). **At least 10 supportive services will be offered to include but not limited to assistance for computer-based training, basic entrepreneurial skills and e-commerce, and information on business start-up programs.**
- Identify the job creation/employment strategies that will be developed to improve wages and benefits for low-wage and low-skilled workers (Subgoal 4A). **At least four job creation/employment strategies will be offered to include but not limited to job training, career exploration, small business job creation training (i.e., access to credit, hiring policy development, and affordable insurance), and job skills training.**

b. Outcome Measures of Success:

- Increase in the number of jobs created for low- and moderate-income persons during the grant performance period. **Success will be measured by the number of new FTE jobs created, the number of FTE jobs retained and the average income of persons employed in new jobs.**
- Increase the number and types of supportive services created under this grant to enable individuals to obtain training, jobs and to retain those jobs/employment opportunities.

Success will be measured by the number of supported services created and the types of supported services created and an analysis of how those services help participants become gainfully employed, stay employed and the average income of persons employed.

- Increase the number of services created to enable minority- and women-owned small business owners to receive training and assistance to improve and/or enhance their business and the quality of services provided; and to create/increase employment opportunities (Subgoal 3C). **Success will be measured by the number of supported services created to enable minority- and women-owned small business owners to receive training and assistance to improve and/or enhance their business and an analysis of the quality of supportive services provided by the participants with an analysis of how those services help other participants become gainfully employed, stay employed and the average income of persons employed.**
- Increase in the number of job creation/employment strategies developed that improved wages and benefits for low-wage and low-skilled workers. **Success will be measured by the number of supported services created and the types of supported services created and an analysis of how those services help low-wage and low-skilled workers participants become gainfully employed, stay employed and the average income of persons employed. Success will also be measured by the number of new FTE jobs created, the number of FTE jobs retained and the average income of persons employed in new jobs.**

(f) Budget and Budget Narrative (See appendix)

Budget Justification
3 Year Budget ([REDACTED])

Personnel - [REDACTED]

Salaries ([REDACTED] - Fringe Benefits [REDACTED])

Principal Investigator and Other Personnel

The encompassing task of keeping this program on track and within grant guidelines falls to the Principal Investigator (PI), [REDACTED]. This person will be in charge of the overall project, ensuring that goals and objectives are met, and that personnel and projects are moving in the intended direction. Other key personnel who will assist in managing the components and objectives of the grant are: [REDACTED] (Vocational Coordinator), [REDACTED] (Sustainable Energy faculty), [REDACTED] (Allied Health faculty), [REDACTED] (Small Business Coordinator and current HUD grant), [REDACTED] (Systems Manager), and [REDACTED] (Administrative Assistant). There will be no cost to the grant for the services of the above personnel (see Bristol Bay Campus' letter of in-kind support).

Salaries

Dillingham Career Center (DCC) Coordinator (vacant), this position will be responsible to plan and help implement community workshops on career choices, make contacts with potential participants, and provide support as necessary for program development. The DCC Coordinator will be funded for the 3 year period of the grant proposal. This person will be retained for 1560 hours per year (1.0 FTE) at [REDACTED] per hour, 20.1% annual leave rate, and a 1.03% annual estimated salary increase ([REDACTED] year 1 + [REDACTED] year 2 + [REDACTED] year 3) = [REDACTED] **total 3 years.** *Allied Health Faculty/Coordinator* (vacant), this position will work to coordinator the newly developed Allied Health Program and to teach needed health classes for the program.

This position will be retained for 780 hours per year (.50 FTE) for years one and two at [REDACTED] per hour, 1.4% annual leave rate, and a 1.045% estimated salary increase ([REDACTED] year 1 + [REDACTED] year 2) = \$ [REDACTED] total 2 years.

Fringe Benefits

Staff benefits percentages vary according to job group; faculty benefits vary with faculty union representation. For this proposal, benefit percentages for: Dillingham Career Center Coordinator is 46.2% ([REDACTED] year 1 + [REDACTED] year 2 + [REDACTED] year 3) = [REDACTED] total 3 years, and Allied Health Faculty/Coordinator 39.5% (\$ [REDACTED] year 1 + \$ [REDACTED] year 2) = [REDACTED] total 2 years.

Travel - [REDACTED]

Students ([REDACTED]), Faculty/Staff ([REDACTED])

Travel costs are estimated due to the wide range of cost for traveling between rural villages in Alaska, and between major towns in Alaska, and between Alaska and the lower 48. A 1.1% cost of inflation is factored into airfare and car rental for all three years.

- *Note: Per diem is set in accordance with GSA/JTR Regulations. Per diem for travel within Alaska is \$44 per day for meals, outside of Alaska is \$60 per day.*

Travel for 3 years will include:

Students: Regional village travel will be provided in each year: 12 students traveling three times a year to King Salmon, AK to attend vocational training at Southwest Alaska Vocational and Education Center and 12 students traveling to Dillingham for vocational training at the Bristol Bay Campus. Each class will be 5 days/nights for a total cost of [REDACTED] per student (average [REDACTED] round trip airfare + [REDACTED] per night lodging based double occupancy for 5 nights = \$ [REDACTED] times 12 students x 6 classes per year ([REDACTED] year 1, [REDACTED] year 2, [REDACTED] year 3) =

██████████ **total 3 years.** Travel will be provided for: 25 students to travel from regional villages to Dillingham to attend the annual weekend Career Exploration Fair at a cost per student of ██████████ average round trip airfare (██████████ year 1, ██████████ year 2, ██████████ year 3) = ██████████ **total 3 years.**

Faculty/staff travel: One instructor will travel to train students in King Salmon, Alaska at Southwest Alaska Vocational and Education Center for 3 classes per year, 5 days/nights each, plus per diem. Each trip will cost ██████████ estimated round trip airfare, reduced lodging ██████████ night x 5 nights = ██████████ per day per diem x 5 days = ██████████ for cost ██████████ year 1, ██████████ year 2, ██████████ year 3) = ██████████ **total 3 years.** Travel will be provided for the Allied Health Faculty/Coordinator and the Dillingham Career Center Coordinator to take 2 trips per year for three day long in-state professional development training. Each trip will cost ██████████ ██████████ estimated round trip airfare, ██████████/night lodging for 3 nights = ██████████/day per diem for 3 days = ██████████ car rental ██████████ per day for 3 days = \$██████████) for 4 trips per year for cost (██████████ year 1, ██████████ year 2, ██████████ year 3) = ██████████ **total 3 years.** Two staff members will attend annual 5-day out-of-state HUD conference at a cost of ██████████ per person (██████████ estimated round-trip airfare, ██████████ per night lodging x 5 nights = ██████████ per diem x 5 days = ██████████ for cost (██████████ year 1, ██████████ year 2, ██████████ year 3) = ██████████ **total 3 years.**

Contractual - ██████████

Contractual is being requested for rent to support the Dillingham Career Center to be located in the Aleknagik Building in Dillingham, Alaska. Rent has been quoted at ██████████ per month for a total of ██████████ a year = ██████████ **for 3 years.** The annual weekend Career Exploration Fair will be scheduled to accommodate 40 students at the local high school. The contractual estimated cost per fair will be ██████████ (rental cost of Dillingham High School ██████████ per day x 3 days = ██████████, catering costs of ██████████ per day x 3 days = ██████████) for \$██████████ **for 3 years.** 3 local

business leaders will be invited as guest speakers at the annual Career Exploration Fair with [REDACTED] honorarium each ([REDACTED] x 3 = [REDACTED] total for 3 years.

Commodities - [REDACTED]

Supplies will need to be purchased in year 1 for the Dillingham Career Center. Project supplies will be needed in year one for general start-up of the program at an estimated cost of [REDACTED] = [REDACTED] total 1 year. Training supplies will be needed to demonstrate career choices with start up in year 1 of [REDACTED] and additional supplies purchased during the grant [REDACTED] years 2 and 3 = [REDACTED] total 3 years. Educational, Adult Literacy, and Vocational Books will be needed in year 1 for [REDACTED] with additional books purchased during the grant at an estimate of [REDACTED] years 2 and 3 (adult literacy, small business careers, carpentry training) = [REDACTED] total 3 years. Printing supplies needed for brochures, pamphlets, and promotional materials that will be printed during the 3 years at an estimated cost for printing supplies [REDACTED] yearly (printing paper, card stock, toner) = \$[REDACTED] total 3 years.

Equipment - [REDACTED]

The University of Alaska sets a threshold for equipment purchases at [REDACTED]. Using this definition we are not requesting any equipment in this proposal.

Indirect Costs - \$[REDACTED]9

Indirect (F & A) Costs are negotiated with the Office of Naval Research for training programs and are calculated at 30% of the Modified Total Direct Costs (MTDC). This agreement is available at http://www.alaska.edu/controller/cost-analysis/negotiated_agreements.html.

[REDACTED] year 1, [REDACTED] year 2, [REDACTED] = \$[REDACTED] total 3 years.

Other Direct Costs - \$[REDACTED]

This proposal includes participant support, a student service in the form of transcription fees which are exempt from F & A costs. 12 students taking a total of 6 classes (3 classes in King Salmon and 3 classes in Dillingham) = 72 students x transcription fee of [REDACTED] per class = [REDACTED] per year for [REDACTED] **total 3 years.** 40 students attending a class during the annual weekend Career Fair = 40 students x [REDACTED] transcription fee = [REDACTED] **total 3 years.**

Abstract

University of Alaska Fairbanks Bristol Bay Campus (UAF BBC) designed this project “Healthier Sustainable Communities in Bristol Bay” to assist Alaska Native and community residents who have very-low to low and moderate income levels to address needs in their geographically isolated rural villages. The main purpose of this funding request is to enhance the quality of in-region job training and employment assistance and to increase services to local employers, employees and future employees. Activities will concentrate primarily in three areas for economic development: 1) education outreach for special populations including unemployed adults and youth and those needing basic education and family literacy skills, 2) job training/career exploration, and 3) job creation through small business development. Activities will occur at the main campus in Dillingham or in a village-based learning center in King Salmon or Togiak, Alaska.

Educational outreach activities will include the development of a “Dillingham Career Center” that will provide services to local residents and families including family literacy and an outreach component to school districts, adult basic education programs, military and unemployed youth. The Dillingham Career Center will generate opportunities for 160 local residents to experience services utilizing the Alaska Department of Labor and Workforce Development information system (ALEXsys), and CareerOneStop (DOL, 2010) will be utilized to provide pathways to career success and provide the tools to help job seekers, students, businesses and career professionals further their goals. Individual counseling and placement advising, career development workshops and presentations on personal career path options will be offered. Over 75 school-age participants from the local school system will be provided with information on career options and information about pathways to achieve careers in their chosen fields. Options

will be incorporate into their high school curriculum. Job training and career exploration in partnership with the Bristol Bay Housing Authority will provide 25 local residents training in construction and weatherization using super energy efficient strategies. Rural Allied Health/Nursing training will open employment opportunities for 10 local residents. Economic development and employment opportunities will be explored through small businesses to create 10 new jobs for a local workforce. Information sharing and coordination with federal, state and local entities will provide opportunities for small business owners to be creative and explore their ideas. Minority-owned and women-owned small businesses and youth entrepreneurs will be targeted and opportunities for at least five Section 3 residents will be generated.

Economic stability that will result from local residents securing the jobs that have historically been filled by others will be the greatest impact of this funding. Lead partners for this project include Bristol Bay Housing Authority, Bristol Bay Native Corporation, Southwest Alaska Vocational Education Center, Bristol Bay Native Association, Bristol Bay Area Health Corporation, Dillingham City School District, Southwest Region School District and the Dillingham Job Center. The total number of persons served will be 285 unduplicated headcount. Statement of Eligibility and Alaska Native Serving: UAF BBC is accredited by the Northwest Commission of Colleges and Universities and is a two-year institution recognized by the U.S. Department of Education. UAF BBC is an Alaska Native Serving Institution with approximately 64 percent of 700 students served per semester being Alaska Native.

Designated Contact: Deborah L. McLean, Project Director, 907-842-5109, FAX 907-842-5692, dlimclean@alaska.edu

Appendix section

Statement Affirming Fair Housing

The applicant will carry out its proposed activities in a manner that affirmatively furthers fair housing by helping to overcome impediments to fair housing choice.

The community development activities in this project “Healthier Sustainable Communities in Bristol Bay” will help residents afford opportunities to live in a variety of neighborhoods in the Bristol Bay region by providing training for high-paying high-skilled jobs (i.e., construction and health).

This proposal grantee recognizes that an inclusive community is one in which all people have access to quality housing, education, employment opportunities, health care and transportation. It is the intention and hope that this application fulfills the requirements to provide equal access to all services and training and to help provide a quality life for very-low, low- and moderate income families in the Bristol Bay region.

To eliminate any racial segregation in activities funded by this proposal, the staff will advertise widely and assist persons with any barriers that would prevent them from taking advantage of the opportunities offered. Historically, this applicant has offered services to a diverse group of students and consistently serves at least 60 percent Alaska Natives with all services from low to moderate-income levels.

Regional plans include the comprehensive plan by the Bristol Bay Housing Authority and the consolidated housing plan for the State of Alaska. Both agencies strongly support efforts to promote fair housing choice and work to affirmatively further fair housing. Equal and fair access to housing is central to Alaska’s overall housing community development plan and central to Bristol Bay Housing Authority’s regional plan. Alaska Housing Finance Corporation plans to offer Fair Housing/504 training. Entities will be invited on a space-available basis. The principal investigator of this proposal will contact the training agency and request a space. This will allow the applicant to fully understand what types of discrimination are covered by fair housing laws, to become more aware of fair housing enforcement mechanisms, to become familiar with members of protected classes, and to become familiar with fair housing advocacy organizations.

Budget Justification
3 Year Budget [REDACTED]

Personnel - [REDACTED]

Salaries ([REDACTED]) - Fringe Benefits ([REDACTED])

Principal Investigator and Other Personnel

The encompassing task of keeping this program on track and within grant guidelines falls to the Principal Investigator (PI), [REDACTED]. This person will be in charge of the overall project, ensuring that goals and objectives are met, and that personnel and projects are moving in the intended direction. Other key personnel who will assist in managing the components and objectives of the grant are: [REDACTED] (Vocational Coordinator), [REDACTED] (Sustainable Energy faculty), [REDACTED] (Allied Health faculty), [REDACTED] (Small Business Coordinator and current HUD grant), [REDACTED] (Systems Manager), and [REDACTED] (Administrative Assistant). There will be no cost to the grant for the services of the above personnel (see Bristol Bay Campus' letter of in-kind support).

Salaries

Dillingham Career Center (DCC) Coordinator (vacant), this position will be responsible to plan and help implement community workshops on career choices, make contacts with potential participants, and provide support as necessary for program development. The DCC Coordinator will be funded for the 3 year period of the grant proposal. This person will be retained for 1560 hours per year (1.0 FTE) at \$28.34 per hour, 20.1% annual leave rate, and a 1.03% annual estimated salary increase [REDACTED] year 1 + [REDACTED] year 2 + [REDACTED] year 3) = [REDACTED] **total 3 years.** *Allied Health Faculty/Coordinator* (vacant), this position will work to coordinator the newly developed Allied Health Program and to teach needed health classes for the program. This position will be retained for 780 hours per year (.50 FTE) for years one and two at \$ [REDACTED]

per hour, 1.4% annual leave rate, and a 1.045% estimated salary increase ([redacted] year 1 + [redacted] year 2) = [redacted] total 2 years.

Fringe Benefits

Staff benefits percentages vary according to job group; faculty benefits vary with faculty union representation. For this proposal, benefit percentages for: Dillingham Career Center Coordinator is 46.2% ([redacted] year 1 + [redacted] year 2 + [redacted] year 3) = [redacted] total 3 years, and Allied Health Faculty/Coordinator 39.5% (\$14,058 year 1 + \$14,691 year 2) = [redacted] total 2 years.

Travel - [redacted]

Students ([redacted]), Faculty/Staff ([redacted])

Travel costs are estimated due to the wide range of cost for traveling between rural villages in Alaska, and between major towns in Alaska, and between Alaska and the lower 48. A 1.1% cost of inflation is factored into airfare and car rental for all three years.

- *Note: Per diem is set in accordance with GSA/JTR Regulations. Per diem for travel within Alaska is \$44 per day for meals, outside of Alaska is \$60 per day.*

Travel for 3 years will include:

Students: Regional village travel will be provided in each year: 12 students traveling three times a year to King Salmon, AK to attend vocational training at Southwest Alaska Vocational and Education Center and 12 students traveling to Dillingham for vocational training at the Bristol Bay Campus. Each class will be 5 days/nights for a total cost of [redacted] per student (average [redacted] round trip airfare + [redacted] per night lodging based double occupancy for 5 nights = [redacted] times 12 students x 6 classes per year ([redacted] year 1, [redacted] year 2, [redacted] year 3) =

total 3 years. Travel will be provided for: 25 students to travel from regional villages to Dillingham to attend the annual weekend Career Exploration Fair at a cost per student of average round trip airfare (year 1, year 2, year 3) = total 3 years.

Faculty/staff travel: One instructor will travel to train students in King Salmon, Alaska at Southwest Alaska Vocational and Education Center for 3 classes per year, 5 days/nights each, plus per diem. Each trip will cost estimated round trip airfare, reduced lodging night x 5 nights = per day per diem x 5 days = for cost (year 1, year 2, year 3) = total 3 years. Travel will be provided for the Allied Health Faculty/Coordinator and the Dillingham Career Center Coordinator to take 2 trips per year for three day long in-state professional development training. Each trip will cost estimated round trip airfare, /night lodging for 3 nights = /day per diem for 3 days = car rental per day for 3 days = for 4 trips per year for cost (year 1, year 2, year 3) = total 3 years. Two staff members will attend annual 5-day out-of-state HUD conference at a cost of per person (estimated round-trip airfare, per night lodging x 5 nights = per diem x 5 days = for cost (year 1, year 2, year 3) = total 3 years.

Contractual -

Contractual is being requested for rent to support the Dillingham Career Center to be located in the Aleknagik Building in Dillingham, Alaska. Rent has been quoted at per month for a total of a year = for 3 years. The annual weekend Career Exploration Fair will be scheduled to accommodate 40 students at the local high school. The contractual estimated cost per fair will be (rental cost of Dillingham High School per day x 3 days = , catering costs of per day x 3 days = for for 3 years. 3 local

business leaders will be invited as guest speakers at the annual Career Exploration Fair with

██████████ honorarium each (\$██████████) total for 3 years.

Commodities - ██████████

Supplies will need to be purchased in year 1 for the Dillingham Career Center. Project supplies

will be needed in year one for general start-up of the program at an estimated cost of \$██████████ =

██████████ total 1 year. Training supplies will be needed to demonstrate career choices with start up

in year 1 of ██████████ and additional supplies purchased during the grant \$██████████ years 2 and 3

(allied health medical supplies, small carpentry tools, small business tools, web design tools, etc.)

██████████ total 3 years. Educational, Adult Literacy, and Vocational Books will be needed in

year 1 for \$3,000 with additional books purchased during the grant at an estimate of ██████████ years

2 and 3 (adult literacy, small business careers, carpentry training) = ██████████ total 3 years.

Printing supplies needed for brochures, pamphlets, and promotional materials that will be printed

during the 3 years at an estimated cost for printing supplies ██████████ yearly (printing paper, card

stock, toner) = ██████████ total 3 years.

Equipment - ██████████

The University of Alaska sets a threshold for equipment purchases at ██████████. Using this

definition we are not requesting any equipment in this proposal.

Indirect Costs - ██████████

Indirect (F & A) Costs are negotiated with the Office of Naval Research for training programs

and are calculated at 30% of the Modified Total Direct Costs (MTDC). This agreement is

available at http://www.alaska.edu/controller/cost-analysis/negotiated_agreements.html.

██████████ year 1, ██████████ year 2, ██████████ total 3 years.

Other Direct Costs - ██████████

This proposal includes participant support, a student service in the form of transcription fees which are exempt from F & A costs. 12 students taking a total of 6 classes (3 classes in King Salmon and 3 classes in Dillingham) = 72 students x transcription fee of [REDACTED] per class = [REDACTED] per year for [REDACTED] total 3 years. 40 students attending a class during the annual weekend Career Fair = 40 students x [REDACTED] transcription fee = [REDACTED] total 3 years.

Rating Factor 4: Leveraging Resources

Leveraging Resources - [REDACTED]

Organization	Amount	Source	Service	Letter
Bristol Bay Campus	[REDACTED]	Internal	Vocational support, faculty, technical, administrative, project management	See attached
Adult Education Program	[REDACTED]	Internal	Faculty, administrative, supplies, equipment	See attached
Bristol Bay Housing Authority	[REDACTED]	External	Training assistance, administrative, supplies, equipment, meals for students	See attached
Southwest Alaska Vocational and Education Center	[REDACTED]	External	Classroom space, supplies, facility use, administrative	See attached
Total	[REDACTED]			

Commitment Letters

See at end of document

Forms

SF 424 – Application for Federal Assistance: attached as part of application

SF 424 – Supplement Survey on Ensuring Equal Opportunities for Applicants: attached as part of application

SF 424 – Supplement Faith Based EEO: attached as part of application

HUD 424 CB – Grant application detailed budget: attached as part of application

SF LLL – Disclosure of Lobbying Activities: attached as part of application

HUD 2880 – Applicant Recipient Disclosure Update Report: attached as part of application

HUD 2991 – Certification of Consistency with the Consolidated Plan: attached as part of application under attachments

HUD 96010 – Program Outcome Logic Model: attached as part of application under attachments

BRISTOL BAY CAMPUS



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August 12, 2010

Sherone Ivey
Office of University Partnerships
U.S. Department of Housing and Urban Development
Washington, D.C. 20410

Re: Support Letter for Internal In-Kind

The Bristol Bay Campus (BBC), University of Alaska Fairbanks is pleased to submit this letter of in-kind financial support for the components of the AN/NHIAC grant proposal entitled "Healthier Sustainable Communities in Bristol Bay". This grant proposes to enhance the quality of in-region job training and employment assistance and increase services to local employers and employees. The extent of our in-kind commitment is just over [REDACTED] for years one and two and [REDACTED] for year three for a total grant period commitment of [REDACTED] which will begin immediately if grant is awarded.

Vocational Services

In-kind services can be offered by the campus for vocational support. We have on staff a Vocational Technical Coordinator [REDACTED] who will assist the Dillingham Career Center Coordinator in designing and implementing programs and workshops. Extent of commitment per year – 10% of the Vocational Technical Coordinator's salary and benefits [REDACTED]

Technical Support

In-kind technical support can be offered by BBC's System Manager [REDACTED] who can provide informational technology support of computers, software, and other computer teaching applications as well as the maintenance and repair of computer equipment. Extent of commitment per year – 10% of System Manager [REDACTED] salary and benefits [REDACTED] x 3 yrs. = [REDACTED]

Faculty Support

In-kind services can be offered by the campus for vocational training and support from the Assistant Professor of Sustainable Energy, [REDACTED] who will assist in teaching, designing and implementing the carpentry programs and sustainable energy classes needed by the community. Extent of commitment per year – 10% of [REDACTED] salary and benefits [REDACTED] x 3

In-kind services can be offered by BBC for Allied Health support for the Nursing Program from Assistant Professor of Allied Health [REDACTED] will assist in the ongoing implementation of the newly developed Allied Health Nursing Program and work with the Nursing Faculty/Coordinator to further development this important community program. Extent of commitment per year – 30% of [REDACTED] salary and benefits for two years [REDACTED] x 2 = [REDACTED]

Administrative Support

In-kind administrative support can also be offered by the current HUD Small Business Coordinator, [REDACTED] who will assist in the reporting duties in regards to obtaining the goals and objectives of grant and assisting in the organization of the annual proposed Career Exploration Fair. Extent of commitment per year – 10% of [REDACTED] salary and benefits [REDACTED] x 3 yr = [REDACTED]

In addition, support of in-kind services by the campus for [REDACTED] Administrative Assistant [REDACTED], who will assist in organizing proposed events, assisting in arranging travel for staff, faculty, and students, working with purchasing, scheduling classes, and any other administrative duties to alleviate the administrative costs associated with implementing the goals and objectives of the grant. The extent of commitment per year for [REDACTED] – 10% of salary and benefits [REDACTED] = [REDACTED]

PI Support

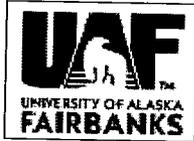
In-kind support can be offered by the campus for [REDACTED], Director of BBC and PI for the campus' AN/NHIAC grants. The extent of commitment per year – 10% of salary and benefits for [REDACTED]

Support will be given in the facility use of Bristol Bay Campus for classroom space, utilities, office space for all in-kind personnel. As a growing campus serving this region, we welcome the opportunity to better serve the village residents who will take advantage of the proposed activities. The proposed activities will address retention rates of our village residents who opt to remain in the region to pursue their educational goals and gain viable employment skills.

Thank you in advance for working to improve our village services and helping us to enhance our programs in our region.

Sincerely,


Dr. Deborah McLean, Ed.D
Director, Bristol Bay Campus
Dillingham, AK 99576
907-842-5109



Adult Education Program

Bristol Bay Campus/UAF
PO Box 1070
Dillingham, AK 99576

(907) 842-3505
(907) 842-3506 Fax

August 12, 2010
Sherone Ivey
Office of University Partnerships
U.S. Department of Housing and Urban Development
451 Seventh Street SW., Room 7251
Washington, D.C. 20410

Re: Financial Support Letter

The Bristol Bay Adult Learning Education Center offers basic academic education and vocational training services through the Regional Adult Basic Education Program (ABE) in Dillingham and the 32 surrounding communities with an estimated population of 8,000 residents. In operation for 28 years, the Bristol Bay Campus ABE Program emphasizes individualized and small group instruction to prepare the region's adult learners for transitioning into the labor market, vocational training, or higher education. This is accomplished through instruction in the basic skills of reading, writing, and mathematics, and in GED preparation. Students also acquire skills in computer basics and keyboarding, resume preparation, and life skills development. In addition, the ABE program assists regional employers in building staff competence through learning opportunities to improve skills in the workplace.

Adult Basic Education is a publicly funded training program operated under the auspices of the Bristol Bay Campus of the University of Alaska Fairbanks. The operational budget of \$120,000 for FY11 is primarily funded by the Department of Labor, Workforce Investment ACT (WIA). Other financial partners include:

Bristol Bay Economic Development Corporation	\$40,000
Department of Health and Social Services	\$40,000
Bristol Bay Native Association	\$ 4,500

The ABE program headquarters is located in Dillingham with thirty-two satellite sites in operation throughout the region. All of these ABE programs are required to first provide instruction in basic academic skills and GED preparation. The ABE programs also:

- Provide many types of Life Skills workshops which include such topics as resume writing, interview skills, and budgeting
- Assist adult learners in transitioning from adult basic education into jobs, higher education, or vocational training
- Provide individual tutoring and special classes for adult learners with learning disabilities
- Provide pre- and post-assessments to determine the grade level equivalency of adult learners
- Assist adult learners with finding supportive services such as transportation and child care resources

We are pleased to submit this letter of financial support for the components of the Bristol Bay Campus' AN/NHIAC grant proposal that includes adult literacy training and education for area residents to help them in meeting the basic needs to enter college level and vocational training classes. This grant directly supports our mission to provide the skills needed for student to transition into the workforce, higher education, or vocational training. The extent of our in-kind commitment for 3 years is [REDACTED]. We will make this in-kind funding available to UAF BBC immediately when the grant is awarded and for the duration of the 3 year award.

Faculty/Director Support

In-kind services can be offered by the Director of the Adult Basic Education program, [REDACTED] who can provide testing and teaching services for students so they can meet criteria to enroll in basic college or certificate programs. Extent of commitment per year – 10% of [REDACTED] salary and benefits [REDACTED] x 3 yrs. = [REDACTED]

Supplies/Equipment

We can also offer a commitment of technology supplies such as shared use of our printer, paper, toner, and maintenance of the equipment. We estimate the use of these supplies and equipment would be [REDACTED] a year for a 3 year total of [REDACTED]

As the largest Adult Literacy Center in the region, we welcome the opportunity to better serve the local community and the village residents who will take advantage of the proposed activities. The proposed activities will address retention rates of our village residents who opt to remain in the region to pursue their educational goals and gain viable employment skills.

Thank you in advance for working to improve our village services and helping us to enhance our programs in our region.

Sincerely,



Maryanne Dickey
Director, ABE/GED Program
Dillingham, AK 99576
907-842-3505
mdickey@alaska.edu



P.O. Box 50 Dillingham, Alaska 99576 Phone (907) 842-5956
Fax (907) 842-2784 TTY Phone (907) 842-6541

August 12, 2010

Sherone Ivey
AN/NHAICP grant applications
HUD
Washington, D.C.

Dear Committee:

This letter is in support of the University of Alaska Fairbanks Bristol Bay Campus application for assistance under the HUD AN/NAICP program. The Bristol Bay Housing Authority (BBHA) has partnered with UAF BBC over the past 10 years to develop and strengthen delivery of vocational and trade skill educational opportunities and work related to on-the-job training for the residents of Bristol Bay.

We plan to commit a total estimate of [REDACTED] in-kind support for two years with a total yearly estimate of in-kind support of [REDACTED]. This support will come in the form of meals, funds to assist in the set-up and scheduling of classes to teach weatherization skills, carpentry skills, certification training for construction components, etc. and by utilizing the time of our current weatherization coordinator, Val Angasan and his assistant (see attached list of needed courses and break-down cost per class). We are anticipating partnering with the Bristol Bay Campus in offering at least 3 classes per year, our in-kind funding would begin immediately when grant begins and be available for the first two years.

The goals and objectives of this grant proposal closely align what the Bristol Bay Housing Authority intends to do in the next few years to expand educational and vocational opportunities to our mutual stakeholders. We look forward to continuing to support our partnership with the Bristol Bay Campus in their efforts for the region.

Sincerely,

A handwritten signature in black ink, appearing to read "Dave McClure", is written over a white background.

Dave McClure
Executive Director, BBHA
Dillingham, Alaska

To: BJ Alexander
From: Val Angasan, Ewx Coordinator
BBHA
Subject: In-Kind Contribution-Small Grants
Date: August 11, 2010

Grantee Direct Time: [REDACTED] Wx Coordinator & Assistant
Copying, Files, Office
Logistics Assistance
Total Wx Costs per class [REDACTED]
Estimated meals per year [REDACTED]

Classes needed:

Cold Climate Building & Technology
OSHA 10/30
Air Sealing
Carpentry I & II (5 day) (Construction Safe Practices)
Lead Certification
Blower Door Certification
Respirator Certification
Spray Foam Technology
Cold Climate Foundations
First Aid/CPR



Southwest Alaska Vocational & Education Center
Training Alaskans to fill Alaskan jobs.

P.O. Box 615
Bldg. 647, King Salmon AFB
King Salmon, AK 99613

Phone: (907) 246-4600
Fax: (907) 246-4607
Web: www.savec.org

August 6, 2010
Sherone Ivey
Department of Housing and Urban Development
Washington D.C.

Grant Selection Committee:

On behalf of Southwest Alaska Vocational & Education Center (SAVEC), I strongly support the University of Alaska Fairbanks (UAF) Bristol Bay Campus (BBC)' HUD Grant application entitled "Healthier Sustainable Communities in Bristol Bay". This grant is intended to assist UAF/BBC while enhancing the quality of in-region job training and employment assistance. The grant will also provide increased services to local employers, employees and future employees. Within the three areas of major economic development Southwest Alaska Vocational and Education Center will provide a significant role in the grant activity of economic development: job training.

The partnership established with UAF/BBC has provided students an avenue to receive university credits during training modules. Our partnership utilizes a variety of resources, including those from HUD. This partnership has resulted in improvement of vocational education and employment to residents throughout Southwest Alaska. Securing additional grant funding will assist in the capacity building of a consistent web of services plus provide three (3) one-week construction and housing rehabilitation classes each year for three (3) years for our residents of Bristol Bay.

Southwest Alaska Vocational & Education Center is a private "not for profit" postsecondary vocational education institution. This proposal by UAF/BBC is to provide vocational training and employability skills which are extremely important to the Bristol Bay residents. As a partner with UAF/BBC, should this project receive funding, SAVEC will contribute in-kind funding at an estimated value of [REDACTED] per year for 3 years for a total estimated value of [REDACTED] which includes one classroom and one construction lab at no-charge, year round supply storage, dining facility, instructor lounge, campus vehicle, utilities, ground delivery for supplies, administrative support, computer, wireless internet and technology equipment. There will also be no-charge for the use of shop tools and construction equipment (saws, grinders, hammers, carpenter squares, tape measures, etc). SAVEC will reduce the lodging cost from \$155 per night to [REDACTED] for the one class instructor and one coordinator. This project holds great promise to enhance the employability skills for several Bristol Bay residents which is consistent with SAVEC's mission "to promote, coordinate and provide high quality training and education to residents of Southwest Alaska. Our intent is to make this in-kind funding available as needed after grant is awarded.

Southwest Alaska Vocational & Education Center adds our strongest support to this proposal. Should you have any questions or concerns, please do not hesitate to call.

Sincerely,

Marjorie A. Payton-Hewlett
Instructional Operations Manager, SAVEC



Southwest Alaska Vocational & Education Center
 Learning Alaskans to fill Alaskan Jobs

P.O. Box 615
 Bldg. 647, King Salmon AFB
 King Salmon, AK 99613

Phone: (907) 246-4600
 Fax: (907) 246-4607
 Web: www.savec.org

**In-Kind Donations
 For UAF/BBC HUD Grant
 August 6, 2010**

1 Classroom @ [redacted] per day X 3 one-week classes (15 days) = [redacted] X 3 years = [redacted]

1 Construction Lab @ [redacted] per day X 3 one-week classes (15 days) = [redacted] X 3 years = [redacted]

Storage for construction supplies (year round) @ [redacted] per month X 12 = [redacted] X 3 years = [redacted]

Shop tools and construction equipment @ [redacted] per week X 3 one-week classes = [redacted] X 3 years = [redacted]

Campus vehicle @ [redacted] per day X 3 one-week classes (15 days) = [redacted] X 3 years = [redacted]

Ground transportation for supplies delivery @ \$195 per day X 2 days [redacted] X 3 classes per year = [redacted] X 3 years = [redacted]

Administrative Support @ \$ [redacted] per week X 3 weeks a year = \$ [redacted] X 3 years = [redacted]

Computers, wireless internet service and technology equipment @ [redacted] per day X 3 one-week classes (15 days) = [redacted] X 3 years = [redacted]

Reduced lodging for one instructor and one coordinator ([redacted] saving [redacted] per day X 2 people = [redacted] X 3 one-week classes (15 days) = [redacted] X 3 years = [redacted]

TOTAL \$44,910.00

Verified by:
 Marjorie A. Payton-Hewlett
 Instructional Operations Manager