

**Application for Federal Assistance SF-424**

Version 02

<b>* 1. Type of Submission:</b> <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	<b>* 2. Type of Application:</b> <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	<b>* If Revision, select appropriate letter(s):</b> _____ <b>* Other (Specify)</b> _____
--	--	---

<b>* 3. Date Received:</b> 06/13/2007	<b>4. Applicant Identifier:</b> _____
--	--

<b>5a. Federal Entity Identifier:</b> _____	<b>* 5b. Federal Award Identifier:</b> _____
--	---

**State Use Only:**

<b>6. Date Received by State:</b> _____	<b>7. State Application Identifier:</b> _____
---	---

**8. APPLICANT INFORMATION:**

<b>* a. Legal Name:</b> Chukchi Campus of Alaska Fairbanks
--

<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> 92-6000147	<b>* c. Organizational DUNS:</b> _____
--	---

**d. Address:**

<b>* Street1:</b> 604 3RD ST
<b>Street2:</b> _____
<b>* City:</b> Kotzebue
<b>County:</b> _____
<b>* State:</b> AK: Alaska
<b>Province:</b> _____
<b>* Country:</b> USA: UNITED STATES
<b>* Zip / Postal Code:</b> 99752-0297

**e. Organizational Unit:**

<b>Department Name:</b> Chukchi Campus	<b>Division Name:</b> _____
---	--------------------------------

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

<b>Prefix:</b> Mr.	<b>* First Name:</b> Lincoln
<b>Middle Name:</b> _____	
<b>* Last Name:</b> Saito	
<b>Suffix:</b> _____	

<b>Title:</b> Director
------------------------

<b>Organizational Affiliation:</b> _____
---

<b>* Telephone Number:</b> _____	<b>Fax Number:</b> (907) 442-2322
----------------------------------	-----------------------------------

<b>* Email:</b> _____
-----------------------

**Application for Federal Assistance SF-424**

Version 02

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

Alaska Native and Native Hawaiian Serving Institutions

Type of Applicant 2: Select Applicant Type:

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-5100-N-12

\* Title:

Alaska Native and Native Hawaiian Institutions Assisting Communities

**13. Competition Identification Number:**

ANNHIAC-12

Title:

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

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

Qaunagilugu Tupiq: Savaeksracput (Caring for Our Homes: Our Responsibility)

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

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

**\* 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:

Authorized for Local Reproduction

Standard Form 424 (Revised 10/2005)  
Prescribed by OMB Circular A-102

**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.

[Empty text input field]

## Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type

## 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   | 1717-abstract.doc        | Mime Type: application/msword       |
| 2) Please attach Attachment 2   | 7241-logicmodel.xls      | Mime Type: application/vnd.ms-excel |
| 3) Please attach Attachment 3   | 2601-Budget.xls          | Mime Type: application/vnd.ms-excel |
| 4) Please attach Attachment 4   | 4654-narrative.doc       | Mime Type: application/msword       |
| 5) Please attach Attachment 5   | 7667-BudgetNarrative.doc | Mime Type: application/msword       |
| 6) Please attach Attachment 6   |                          |                                     |
| 7) Please attach Attachment 7   |                          |                                     |
| 8) Please attach Attachment 8   |                          |                                     |
| 9) Please attach Attachment 9   |                          |                                     |
| 10) Please attach Attachment 10 |                          |                                     |
| 11) Please attach Attachment 11 |                          |                                     |
| 12) Please attach Attachment 12 |                          |                                     |
| 13) Please attach Attachment 13 |                          |                                     |
| 14) Please attach Attachment 14 |                          |                                     |
| 15) Please attach Attachment 15 |                          |                                     |

## Abstract

### *Qaunagilugu Tupiq: Savaaksraqput*

(Caring for our Homes: Our Responsibility)

Chukchi Campus of the College of Rural Alaska UAF AN/NHIAC Grant Application

Chukchi Campus is an eligible two year institution fully accredited through the Northwest Commission on Colleges and Universities. Chukchi Campus is an Alaska Native Serving Institution. During the fall of 2005, of all the students that Chukchi Campus served, about 74% were minority students. Chukchi Campus's designated contact person is Mr. Lincoln Saito, Director, phone: [REDACTED] fax: (907) 442-2322, e-mail: [REDACTED] UAF Chukchi Campus, PO Box 297; Kotzebue, AK 99752. Chukchi Campus main phone: [REDACTED] fax: (907) 442-2322.

This project addresses HUD's Policy Priorities and Strategic Goals. The Chukchi Campus will assist Native communities in Alaska's Northwest Arctic by increasing employability, preparing Native students for decent jobs, developing a skilled local workforce, promoting economic development, reducing unemployment and poverty, and playing a role in providing housing for low to moderate income residents of our region.

Chukchi, along with our partners, the Native Village of Kotzebue and the Northwest Inupiaq Housing Authority (two recognized HUD housing authorities), Northwest Electric (a small local minority owned business), the U.S. National Park Service and the Alaska Technical Center (a post-secondary vocational institution located in Kotzebue), will train the local workforce in construction trades (carpentry, electrical and plumbing), supervise, and finally employ the students during the practicum period as they construct and/or renovate private homes designated and approved for construction by Indian Housing Plans, and construct, renovate and maintain the electrical and plumbing in local homes and public buildings.

As a partner Chukchi Campus will provide vocational training course work toward a Certificate and Associates Degree in Construction Trades Technology (CTT). This coursework will include National Center for Construction Education and Research (NCCER) accreditation. The CTT program is also available in the Yukon Flats region and in the Interior region of Alaska. The CTT program has proven high employee retention rates. The AAS program gives employees the skills they will need to work year round in their village's home and public building maintenance positions.

The Alaska Technical Center (ATC), as our partner vocational training center, will house the program and the students during their training in Kotzebue, the hub of the Northwest Arctic Region. They will also provide student counseling services for academic and career counseling.

As partners, the Native Village of Kotzebue, the Northwest Inupiaq Housing Authority, Northwest Electric, and the National Park Service will identify the practicum construction, renovation and maintenance projects and provide needed construction materials and tools at the work site. Program participants will work on local building and maintenance projects with experienced carpenters, electricians and plumbers during the practicum. The partners will also pay wages to students during the course of the practicum period.

Funding from the AN/NHIAC program will be used to pay instructors, provide books and materials, provide accreditation through NCCER and pay UAF fees. UAF and NCCER accreditation are invaluable to students as they seek future employment.

With the experience and accreditation gained through the CTT program, students will participate directly in activities that help address local housing needs and improve existing housing through construction and renovation. Communities in the NW Arctic will experience reduced unemployment and reduced poverty through an increase in the number of skilled workers eligible for local and/or non-local construction jobs.



*Qaunagilugu Tupiq: Savaaksraaput*  
(Caring for Our Homes: Our Responsibility)  
Chukchi Campus of the College of Rural Alaska UAF AN/NHIAC Grant  
Application  
Rating Factors 1-4

**Rating Factor 1: Capacity of the Applicant and Relevant Organizational Experiences**

**(1) Knowledge and Experience**

**a) Knowledge and Experience *For Previously Funded Applicants***

The executive leadership of Chukchi Campus, University of Alaska Fairbanks is composed of the Vice Chancellor for Rural, Community and Native Education [REDACTED] and the Campus Director, Lincoln Saito. Mr. Saito is the proposed Project director. [REDACTED]

As campus director he has been the PI for over 7 federal grants, including two HUD grants. In his capacity as Director, Mr. Saito has addressed the needs of the rural borough through the guidance provided by the Chukchi Campus Advisory Council and the Northwest Arctic Workforce and Education Consortium.

By working with these two strong groups consisting of the major corporations and organizations within the region, Mr. Saito has increased the role of the campus in the community. Together they have developed programs that benefit the needs of our region. A few of the successful programs Chukchi Campus is engaged in are; a nursing program that has graduated two Registered Nurses, a second cohort group began nursing training in the spring of 2005, a teacher education program that will graduate eight locally trained teachers for our region in 2008, and a successful cohort of twelve Rural Human Service (RHS) counselors who are now graduated and live and work in the villages in our region.

## (2) Key Project Team Members

Mr. Saito has listened when the community recommended local training for local students. He has been able to provide this training by partnering with the Director of the Alaska Technical Center (ATC), [REDACTED]. With sixteen years of experience as the Director of the ATC, [REDACTED] is knowledgeable of employment opportunities and job training programs throughout the region and state. ATC provides dormitory and classroom space for village students coming to Kotzebue for training. [REDACTED] will support Mr. Saito in overseeing the Program Manager/Instructor.

[REDACTED] has agreed to be the Program Manager/ Instructor. [REDACTED] brings six years of experience working in Alaska and the Northwest Arctic on Construction Trades Training to the project. Before this [REDACTED] was employed in the construction trades in Oregon. [REDACTED] is a National Center for Construction Education (NCCER)<sup>1</sup> and Research Craft Instructor. [REDACTED] is trained to teach NCCER Core, NCCER Carpentry, NCCER Electrical, NCCER Plumbing and NCCER Master Trainer classes.

Our proposed Construction Trades Technology Program plans to utilize the successful partnership between the Alaska Technical Center and Chukchi Campus, UAF by offering Northwest Arctic Borough residents the opportunity to participate in a certificate and degree program resulting in local employment for local jobs.

### **b. Past Performance *For Previously Funded Applicants***

---

<sup>1</sup> The NCCER, a 501(c) (3) education foundation, develops and publishes standardized construction, and maintenance programs, safety programs, management education, and craft skills assessments. The Instructors will be certified to teach by NCCER. NCCER is a second, separate credential recognized by the construction industry with value for future employment.

(1) Chukchi Campus, UAF has received funding for two HUD/AN/NHIAC

grants:

Grant Name	Date Received	Amount Awarded	Amount obligated as of the date of this application
<i>Sulainich Arts Center</i>	September 2002	\$395,000.00	\$395,000.00
<i>Illisagvik Nappailgusislikun Training to Build</i>	November 2005	\$800,000.00	\$192,272.94

**b. Past Performance, The *Sulainich Arts Center***

The final report for the *Sulainich Arts Center* project was submitted in May, 2006.

*Sulainich* is Inupiaq for, “things we make”. Chukchi Campus partnered with the Economic Development project at the Northwest Arctic Borough (NWAB) to build an artists workshop. Local artists were cramped for space and working in unhealthy conditions in their home where the dust from the ivory they carve was creating an unsafe environment for them and their family members. The *Sulainich* Building houses a work space for local artists as well as a shop where artists can sell their artwork.

The original proposal was delayed after the Nunavik Foam Panel Plant closed. The original grant used foam panels from the plant to build the workshop. It took the partners a year to find another suitable place to house the *Sulainich*. Partners now lease a building from our regional Native Corporation. HUD funds to remodel the artists workshop ran short when a sewer line needed to be replaced. Additional funding from the Rasmuson Foundation and volunteer work of local artists completed the remodel.

(2) Tasks, objectives and outcomes for the *Sulainich Arts Center*:

- a. Build arts center completion date September, 2003 changed to remodel with completion date September, 2005. The remodel was completed in the winter of 2005/2006.
- b. The NWAB establishes an office in the center, October 2003 – December 2003. The NWAB has employed an Acting *Sulainich* Art Center Director, [REDACTED] The grand opening for the *Sulainich* was on May 29, 2007. The borough is presently moved into the building.
- c. Fifty artists move in to center, January 2004- May 2004. Artists have been volunteering their time to put in dust collectors and finish work benches. Currently the NWAB is working on safety factors – installing entry/exit doors, heat alarms, eye wash stations and a security system. The date for completion of these tasks is June 30, 2007. Artists will then move into the work space.
- d. Artists display works for sale, tourists visit center as part of their tour, June 2004 – September 2004. The new site of the *Sulainich* building is across the street from the National Park Service Museum. Visitors will have the opportunity to visit both buildings in one stop. Local arts sales in the small room in which the NWA Borough Economic Development Program houses its offices have soared since the inception of this grant. The gallery portion of the building will be open to the public on May 29, 2007 for display and sales of local artwork.

(3) The final report for the remodel of the *Sulainich* building was submitted in May 2006. A no-cost extension request and budget revision were mailed to [REDACTED] on September 25, 2003 and April 28, 2004 respectively. [REDACTED] is our primary contact at HUD for the *Sulainich* Project. We first notified [REDACTED] on May 20, 2003 with a memo of the changes to the project and of our needs. The final payment for *Sulainich* was received by the University on December 21, 2006.

(4) Comparison of Proposed Leveraged funds to those actually leveraged:

The NWAB proposed a leverage of [REDACTED] in funds for the land to build the Arts Center. The total value of the NWAB leverage was [REDACTED] for five year period.

The Borough, through its lease from NANA, is leveraging [REDACTED] / 5 year value of the lease in rent for the building and [REDACTED] year for management of the facility with an additional [REDACTED] leveraged for managerial equipment. The borough has spent an additional [REDACTED] from a Rasmuson Foundation grant to prepare the building for artists. The borough has also partnered with the Maniilaq Alcohol Program Recovery Center which will bring an additional [REDACTED] in leveraged funds for the utilities and upkeep of the building over the five years of the lease.

(5) Here is a detailed list of the *Sulainich Arts Center* reports:

Report Name	Date Due	Date Completed
Semiannual Progress Report	1/31/2003	1/31/2003
Semiannual Progress Report	7/31/2003	7/29/2003
Semiannual Progress Report	1/31/2004	1/31/2004

Semiannual Progress Report	7/29/2004	7/29/2004
Semiannual Progress Report	1/31/2005	1/31/2005
Environmental Review		11/07/2003

**b. Past Performance, *Illisagvik Nappailgusislikun***

Chukchi Campus is currently in our second year of the HUD AN/NHIAC grant *Illisagvik Nappailgusislikun*, Training to Build. Chukchi along with our partners, the Northwest Inupiaq Housing Authority, a recognized HUD housing authority, and the Alaska Technical Center, a post-secondary vocational institution located in Kotzebue, will train the local workforce in construction trades, supervise, and finally employ the participants during the practicum period as they construct residential housing and/or additions designated and approved by Indian Housing Plans.

**(2) Tasks, objectives and outcomes for *Illisagvik Nappailgusislikun*:**

Year 1:

- Provide vocational training course work (instruction, tools, textbooks, travel and room and board) in Construction Trades Technology to 12 participants by offering six two week sessions for a total of twelve weeks of instruction. 13 participants completed the Construction Trades Technology training.
- Employ 12 participants during the two week practicum period with Northwest Inupiaq Housing Authority. 13 participants were employed.

- Construct Residential housing and/or additions designated and approved by Indian Housing Plans. Participants constructed a storage building in Kotzebue to be used by NIHA.

Year 2:

- Provide vocational training course work (instruction, tools, textbooks, travel and room and board ) in Construction Trades Technology to 12 participants by offering six two week sessions for a total of twelve weeks of instruction. Eight participants are completing the Construction Trades Technology coursework as of May 1, 2007. All eight are expected to attend the practicum in June, 2007.

(3) This is a three year grant due to be completed in 2008.

(4) Comparison of Proposed Leveraged Funds to those Actually Leveraged.

In Year 1, Partners, The Northwest Inupiaq Housing Authority and The Alaska Technical Center proposed to leverage [REDACTED] Actual amount leveraged in Year 1 was [REDACTED] Following is a break down of these leverage amounts:

Year 1: Northwest Inupiaq Housing Authority proposed to leverage :

- Two Carpenter/mentors for a two week practicum - [REDACTED] /yr.
- Employment for 12 participants - [REDACTED] in wages.
- Value of a two bedroom addition for the project - [REDACTED]

Actual leverage from the Northwest Inupiaq Housing Authority for Year 1 was:

- Three Carpenter/mentors for a total of [REDACTED]

- Employment for 13 participants , pay ranged from 1,220 – 1,600 each in wages, 5 participants continued to work for the summer – total employment resulted in [REDACTED] in wages.
- The value of the storage building is [REDACTED].

Year 1: Alaska Technical Center proposed to leverage:

- Shop space at the cost of [REDACTED]/mo. for 9 months.
- Ten days of the Director's time each year at [REDACTED]/day.

Due to a late start because of funding the Year 1 program was run in six months.

Actual leverage from the Alaska Technical Center for Year 1 was:

- Shop space was leveraged for 6 months for a total of [REDACTED]
- Nine days of the Directors salary was leveraged for a total of [REDACTED]

(5) Here is a detailed list of the *Illisagvik Nappailgusislikun* reports:

Report Name	Date Due	Date Completed
Year 1 Quarter 1 Report	4/30/06	4/30/06
Year 1 Quarter 2 Report	7/31/06	7/31/06
Year 1 Quarter 3 Report	10/31/06	10/31/06
Year 2 Quarter 1 Report	1/31/07	1/31/07
Year 2 Quarter 2 Report	4/30/07	4/30/07
Environmental Review		5/6/06



## Rating Factor 2: Need/Extent of Problem

This proposal addresses an economic and social need in the Northwest Arctic Region of Alaska. The elders in our region have lived in two worlds. In their lifetime they have seen the Inupiaq society change from a nomadic, subsistence based life to one based in a stationary, cash economy.<sup>2</sup> They have tried hard to raise their children the Inupiaq way but the elements of social change: school, church, stores and TV have provided great challenges. As a result, village children grow up needing the education and training which will help them adjust to living in both worlds.

Our region has a suicide rate which is 300% higher than the statewide rate. The statewide suicide rate is 200% higher than the national rate. The age group most affected is 15-35 year olds.<sup>3</sup> Why is suicide so prevalent in our region? There are a myriad of theories but perhaps the reason most solvable is the one of economic need.

Our villages are far behind the nation in terms of economic growth. Way too many of our young men in our villages are unemployed. In the year 2000, 24.3% of Native males in Alaska were unemployed with the highest rates of unemployment among Native males ages 20-24. The state of Alaska unemployment rate in 2000 was 7.7% for non-native males.<sup>4</sup> Our local unemployment rate in the Northwest Arctic was 10.3% in March 2007 compared to the average statewide unemployment rate of 6.6%.<sup>5</sup> This unemployment rate in our villages leads directly to the problems encountered with poverty.

---

<sup>2</sup> Kobuk River Human-Land Relationships (Progress Report), Division of Subsistence, Alaska Department of Fish and Game, [REDACTED] October 2000.

<sup>3</sup> State of Alaska Injury Prevention Statistics, [REDACTED] [www.alaska-ipc.org](http://www.alaska-ipc.org).

<sup>4</sup> Status of Alaska Natives 2004: Institute of Social and Economic Research, University of Alaska Anchorage, May 2004.

<sup>5</sup> Alaska Department of Labor and Workforce Development, Research and Analysis Section, <http://almis.labor.state.ak.us>

Throughout our recent history Alaska Natives have been far more likely than other Alaskans to live in poverty. In 2000, Native per capita income was just over half that of non-natives: \$24,920 per non-Native person versus \$12,817 per Native person. Natives in rural areas have, on average, incomes about 60% of natives in other parts of Alaska.<sup>6</sup> Add to the low incomes in rural areas the fact that the cost of living is much higher in rural areas, "Housing costs are particularly high, including not only costs of building in places with harsh climates, difficult terrain, and no road access but also the high costs of electricity and other utilities."<sup>7</sup> These high costs, the remote and harsh conditions, and very low incomes all compound the need to improve economic conditions in our region.<sup>8</sup>

Local labor for local jobs is needed. Based on 2001 data, 23 of the construction occupations reviewed for an analysis for *Alaska Economic Trends* had nonresident employment rates higher than the all-occupation average of 18.4 percent.<sup>9</sup> The current ten year forecast in construction from the November 2006 issue of *Alaska Economic Trends* states: "The construction industry has been trending more or less steadily upward for the past decade. This trend should continue and overall construction should enjoy faster than average growth through 2014."<sup>10</sup> The need for a local construction trades labor force in our communities is clear.

Alaska had the lowest rate in the nation of high-school graduates going on to college in the 1990s: just 40 percent started college within a year of graduating,

---

<sup>6</sup> Status of Alaska Natives 2004: Institute of Social and Economic Research, University of Alaska Anchorage, May 2004

<sup>7</sup> Trends in Alaska People and Economy, Institute of Social and Economic Research, UAA, October 2001

<sup>8</sup> Trends in Alaska People and Economy, Institute of Social and Economic Research, UAA, October 2001.

<sup>9</sup> Alaska Economic Trends, Alaska Department of Labor, November 2003

<sup>10</sup> Alaska Economic Trends, Alaska Department of Labor, November 2006

compared with a national average of 61 percent.<sup>11</sup> 60% of the Native students who left home to attend college returned home after their first year, giving up their pursuit of a degree.<sup>12</sup> Since most of the parents in our villages did not receive post-secondary education most of the young people in our villages are first generation college students. Nationally these students are more likely to drop out and less likely to succeed in college.

The CTT program will educate our students locally. Chukchi will pattern the CTT training on the successful Rural Human Services Program offered by the Chukchi Campus and Maniilaq Association partnership in 2003 and 2004. 92% of students starting the program completed, obtaining a certificate.<sup>13</sup>

Chukchi Campus, UAF and the Alaska Technical Center are members of the Northwest Arctic Workforce Development and Education Consortium (formerly the NWA Higher Education Consortium). In 2003 this Consortium surveyed local businesses on their needs for job training in our region for the next ten years. Every business queried cited employee job skills as the most important need they had.<sup>14</sup>

Clearly, our people are attempting a dangerous balancing act. They walk a tightrope in which a fall in either direction – back to the Inupiaq subsistence lifestyle or into a life governed by material western needs leads to problems as deeply based in our communities as outrageous rates of suicide. At Chukchi we are hard at work providing a safety net. This safety net is the education village residents need for work that is available locally. This education will provide a secure, safe haven in our communities for those walking the tightrope.

---

<sup>11</sup> Trends in Alaska People and Economy, Institute of Social and Economic Research, UAA, October 2001.

<sup>12</sup> Alaska Native Commission Report on Education, 1994

<sup>13</sup> Information from Ray Coppock, Maniilaq Association, May 2004.

<sup>14</sup> Northwest Arctic Borough Higher Ed. Consortium employment survey, [REDACTED] 2003.

### **Rating Factor 3: Soundness of Approach**

#### **a. Quality of the Work Plan**

##### **(1) Specific Services and/or Activities**

###### **(a) Clear description of proposed activities in measurable terms**

The University of Alaska Fairbanks (UAF), Chukchi Campus proposes to partner with the Native Village of Kotzebue (NVK), Northwest Electric (NW Electric), the National Park Service (NPS), the Northwest Inupiaq Housing Authority (NIHA), and the Alaska Technical Center (ATC) to expand the Construction Trades Technology Program (CTT), in the Northwest Arctic Borough (NWAB). Presently this program trains borough residents in carpentry skills.

We propose to train participants in electrical and plumbing skills and to bring in new partners for continued carpentry training. In addition to technical training, a component of this training program will be to give local participants the background in job skills that they will need to be successful in the work place. Upon completion participants will earn a Construction Trades Technology Certificate and credits toward an Associates of Applied Science degree in Construction Trades Technology from UAF. They will also become certified by the National Center for Construction Education and Research (NCCER).

The eight villages in the NWAB and Kotzebue will be surveyed for applicants. Participants will be selected by a selection committee consisting of ATC Recruiter/Administrator, [REDACTED], Village Access Coordinator from Chukchi, [REDACTED], and a representative from each of our partners. Entry level participants will take the CTT Certificate program. Experienced participants, who have completed

the core, will take the electrical and plumbing courses which lead to an AAS degree in CTT.

Participants will be selected from villages with a demand for construction trades workers. These villages will be identified by the partners, who will identify upcoming renovation, remodel and building projects. The majority of these projects will use HUD funding for new construction and renovation of homes for local use by families with an 80% or lower median area income.

There will be two components to the program. The first component is the Electrical and Plumbing training modules offered two years. Eight two-week sessions of the Electrical and Plumbing coursework will lead to an AAS in Construction Trades Technology. Participants eligible for this training are those who have completed the CTT core. The Electrical and Plumbing component compromise the remainder of the CTT coursework needed to work towards obtaining an AAS in CTT from UAF. Participants in Electrical and Plumbing will participate in a practicum project for each. They will be employed by a partner during their twelve day practicum. The second component is the CTT Core program focusing on Carpentry modules. It consists of eight two-week sessions in which the core, Construction Math, Residential Carpentry Level One and Two are offered and one twelve-day practicum project in which the participant is employed by a partner.

All these college classes will be offered at the Alaska Technical Center (ATC) in Kotzebue. Village residents will be flown in to Kotzebue and housed at ATC. Each month students will attend classes for two weeks then return to their village for two weeks. This model of attendance is based on the successful 2003 and 2004 Chukchi

Campus Rural Human Service Program. For this program village students were brought in to Kotzebue for University courses taught in one week sessions. Students spent one to two weeks a month in Kotzebue and returned to their village for the remainder of each month. Of the students beginning that program 92% completed with a RHS Certificate from UAF after two years. 88% were still employed in the village one year later.<sup>15</sup>

Another important component of the CTT curriculum is the Human Relations and Business English classes. These classes will teach students' job skills. Job skills are the number one need cited by area businesses in a survey coordinated by the Northwest Arctic Higher Education Consortium in 2003.<sup>16</sup> These classes will be taught in conjunction with the Construction Core classes.

Upon completion of the Carpentry core and the Electrical and Plumbing sessions, students will complete a practicum project. The Program Instructor/Manager will set up the practicum for the students. The Native Village of Kotzebue (NVK), Northwest Inupiaq Housing Authority (NIHA), NW Electric and the National Park Service (NPS) will provide master level carpenters and journeymen level electricians and plumbers for students to work with. Students will work in our regional villages and in Kotzebue on homes and public buildings.

One Train the Trainer session will be offered the first year of the program. Partners will encourage their employees who are skilled carpenters, electricians and plumbers to attend this session. Train the Trainer sessions follow NCCER<sup>17</sup> guidelines

---

<sup>15</sup> Information from Ray Coppock, Staff Development Specialist, Maniilaq Counseling Program, May 2005

<sup>16</sup> Northwest Arctic Higher Education Consortium Survey of Kotzebue Businesses, compiled by [REDACTED], Alaska Technical Center, 2003.

<sup>17</sup> The NCCER, a 501(c) (3) education foundation, develops and publishes standardized construction, and maintenance programs, safety programs, management education, and craft skills assessments. The Instructors will be certified to teach by NCCER. NCCER is a second, separate credential recognized by the construction industry with value for future employment.

and materials. They provide journeymen and master level employees an opportunity to learn how to better teach the skills they use on the job.

The chart below lists outcomes of the program in measurable terms over the next three years:

<b>Activity</b>	<b>Detail</b>	<b>Outcome</b>	<b>Partner Responsible</b>
Students Served	12 students in one carpentry program, 10 students each in two electrical and plumbing programs.	32 students Served, 80% or 26 students complete	CC, ATC
Employees Served	5 employees in Train the Trainer session.	5 employees served, 80% or 4 employees complete	CC, ATC
Carpentry Classes Offered	Construction Technology Core@53hrs Construction Math @ 45hrs Residential Carpentry 1@ 180 hrs. (includes module on accessibility and universal design) Residential Carpentry 2@253hrs Business English @45hrs Human Relations@45hrs, Student Practicum @100hrs First Aid/CPR @12hrs	7 classes Year 1 =7 classes offered Carpentry Practicum Year 1 = 1 practicum offered.	CC
Electrical Classes Offered	Electrical Level 1 @144 hrs. Electrical Level 2 @ 168 hrs.	2 classes Year 2 and 3 = 4 classes offered.	CC
Classes Offered	Plumbing Level 1 @ 77 hrs. Plumbing Level 2 @ 158 hrs.	2 classes Year 2 and	CC

		3 = 4 classes offered.	
Classes Offered	Train the Trainer, yr. 1	1 class offered.	CC, Partners
Carpentry Practicum Days	The practicum project will include six students per carpenter.	12, 10hr. days experience x 1 year = 12 days work experience in carpentry	CC, ATC, NIHA, Kotzebue IRA, NPS
Electrical Practicum Days	The practicum project will include two students per electrician.	12, 10 hr. days experience x 2 years= 24 days work experience in electrical	CC and all partners
Plumbing Practicum Days	The practicum project will include four students per plumber.	12, 10 hr. days experience x 2 years = 24 days work experience in plumbing	CC, ATC, NIHA, Kotzebue IRA, NPS
CTT Certificates Earned	UA/IAC Construction Trades Technology certification with option to articulate to further degrees	10 CTT Certificates which is 80% completion.	CC
National Center for Construction Education and Research (NCCER) Certifications	The NCCER, a 501(c) (3) education foundation, develops and publishes standardized construction, and maintenance programs, safety programs, management education, and craft skills assessments. The Instructors will be certified to teach by NCCER. NCCER is a second, separate credential recognized by	10 NCCER Certificates which is 80% completion in Carpentry.	CC, ATC



	the construction industry with value for future employment.		
Trainers trained	24 hrs of NCCER Train the Trainer coursework provided to master carpenters in the region and others identified by NWIHA and ATC to enhance their ability to supervise multiple projects to NCCER standards.	4 Trainers trained which is 80% completion	CC, and all Partners
CPR/First Aid Cards	Due to remote locations, students are trained in basic CPR and first aid for first-responders.	10 CPR/First Aid Cards 80% completion.	ATC

**(b) List CDBG national objectives:**

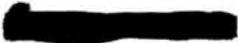
This program meets two Community Development Block Grant national objectives. The *Program Benefits low- and moderate-income persons* in the Northwest Arctic Borough. As shown in the needs section of this proposal “In 2000, Native per capita income was just over half that of non-natives.”<sup>18</sup> This program will enable family members in these villages to attend a training program that will give them a beginning toward a university degree as well as national certification to work locally and anywhere in the nation on building projects.

The second CDBG national objective this program addresses is *aid in the prevention or elimination of slums or blight*. Many homes in the villages and Kotzebue are below standard. There is no one to fix them. When electrical and plumbing systems fail there is no one in the village to repair them. The CTT program includes renovation and maintenance skills as well as new construction skills in electrical and plumbing. The assets to the community will be seen in increased local employment rates.

<sup>18</sup> Status of Alaska Natives 2004: Institute of Social and Economic Research, University of Alaska Anchorage, May 2004

**(c) Measurable Outcomes**

By the end of the grant we expect to have placed 80% of the 32 students, or 26 students, in practicum projects. The practicum project is key to the success of these participants in the work force because it is there they work with experienced carpenters, electricians and plumbers. It is also during the practicum that our partners become potential employers. They have a chance to look at participants performance and assess how they will do in the work place.

 the owner and journeyman electrician of NW Electric a small locally owned business in Kotzebue summed up the economic potential of training local people. "We have to hire out for local jobs and this raises the cost of our bids on projects. With local people working for our company we will be able to lower our bids and compete with outside construction firms."

Each of our partners will bring a unique need to the table. With partners NVK and NIHA we will help to renovate four homes and to help to build two homes. With the National Park Service and NW Electric we will work on the local Cultural Center and other public buildings.

80% of the program participants will be successful. 80% of 12 participants or 10 participants will obtain certificates in the UAF CTT Program and NCCER Carpentry modules. 80% of 20 participants or 16 participants will have completed all of the CTT coursework in electrical and plumbing and will receive NCCER certification for the modules. 80% of the 5 employees or 4 employees in the Train the Trainer session will obtain NCCER Trainer Certification.

**(d) Outline the major tasks required**

The major tasks of this grant will be focused on the training provided in classes offered through Chukchi Campus at ATC, and the practicum in Kotzebue and the villages with our Partners.

These tasks are outlined below:

<b>Major Task</b>	<b>Key Staff</b>	<b>Date Completed</b>
Prepare for Instruction <ul style="list-style-type: none"> <li>- Schedule Courses</li> <li>- Arrange housing</li> <li>- Gather/purchase books and materials</li> <li>- Arrange student travel</li> <li>- hire program manager</li> </ul>	[REDACTED]	September 30, 2008 September 30, 2009
Organize Electrical and Plumbing Practicum <ul style="list-style-type: none"> <li>- meet with partners</li> <li>- discuss projects and personnel</li> <li>- place students</li> </ul>	[REDACTED]	December 31, 2008 December 31, 2009
Recruit Participants <ul style="list-style-type: none"> <li>- advertise</li> <li>- meet with Village Resource Specialists</li> <li>- meet with partners</li> </ul>	[REDACTED]	September 30, 2008 September 30, 2009
Create annual IHP Complete permitting process Develop building schedule Transportation of building materials to work site Construction and Scheduling Coordinate with Instructor/Manager on ongoing participant needs	[REDACTED] [REDACTED] [REDACTED] NW Electric George Helfrich, NPS <sup>19</sup>	June 15, 2009 June 15, 2010

<sup>19</sup> Native Village of Kotzebue (NVOK), National Park Service (NPS), Northwest Inupiaq Housing Authority (NIHA)

Instruction, Testing, Academic and Career Counseling	[REDACTED]	May 30, 2009 May 30, 2010.
On Site Carpentry Practicum	[REDACTED]	June 15, 2009
On Site Electrical and Plumbing Practicum	[REDACTED]	June 15, 2009 June 15, 2010
Apply for and receive NCCER Certification for coursework	[REDACTED]	June 15, 2009 June 15, 2010
Apply for and receive UAF Certificates	[REDACTED]	June 15, 2009

**(f) Describe how the project director will work with partners and citizens**

Director Lincoln Saito will be responsible for the general oversight of the Construction Trades Program. He is responsible for meeting monthly with partners from August – June each year focused on major details regarding practicum projects. He also oversees the scheduling of the sessions at the Alaska Technical Center as well as participant recruitment and retention. These components of the project are all addressed at monthly meetings.

Mr. Saito is the UAF, Chukchi Campus representative to the Northwest Arctic Borough Workforce Development and Education Consortium. This Consortium, which consists of local businesses and service providers, meets four times annually to share developments and projections in workforce development and higher education in our region. The Consortium is governed by an executive board consisting of four leaders from the largest employers in our region and the directors of ATC and Chukchi. With the backing of this consortium the programs Mr. Saito oversees are locally responsive and accepted.

**2) Describe clearly how each proposed activity will**

**(a) Expand the role of the institution in its community:**

This project will expand the role of the institution in our community by creating a link between a training program that is field oriented and the classroom orientation of our University environment.

Our student population consists primarily of women. The average percentage of male enrollment for the years 2003 and 2004 at Chukchi Campus was 21.66% males.<sup>20</sup> This construction trades field orientated project will allow Chukchi to serve a higher percentage of males in our region. This program will allow Chukchi to aggressively reach out to a large portion of underserved students. Most of the students we will be serving will be the first generation of their family to succeed in college.

Besides offering a program that is much more attractive to a large portion of underserved students, another barrier to expanding our role that this grant addresses is funding. The cost of training and college is expensive. The funding provided by this grant will remove a significant barrier to participation for these students and will significantly increase Chukchi's engagement with this segment of our region;

Chukchi and ATC have developed a complementary working relationship and have partnered successfully over the past five years to provide joint educational opportunities. Satisfied with the quality of construction trades participants trained, NIHA is joining us for a second three year commitment. The Native Village of Kotzebue, NW Electric and the National Park Service are first time partners. Chukchi will expand their presence in the community by meeting with these partners on a regular basis.

Many of the employment positions in our region that require a college degree or certification are filled by people from outside the region. Often these people only remain

---

<sup>20</sup> Registrar, Chukchi Campus, UAF

in our region for a year or two and then leave. This turnover reduces the quality of service. By increasing the number of local residents who have earned certifications we will be increasing the number of local residents who will be employed locally. We will be engaged with community businesses and help them to reduce the employee turnover rate. By increasing employee stability we will increase the quality of service our residents' experience.

**(b) Address the needs identified in Factor 2:**

Both economic and social needs are addressed in this project. The unemployment rate in our region among native males is high, in March 2005 our region was among the highest statewide with an unemployment rate of 14.5%. The average unemployment rate in Alaska in March 2005 was 7.4%.<sup>21</sup> We will train students so that they will have the training, the experience and the certification to compete successfully for employment positions in our region. While these students are being trained they will be employed on projects which will improve the living conditions in their communities. It has been determined that local construction jobs will continue to "offer solid employment opportunities into the future."<sup>22</sup>

Native males in our region are at risk for suicide. Our suicide rate is three times higher than the state-wide rate which is two times higher than the national rate.<sup>23</sup> Training and employment will decrease the suicide risk factor among native males in our communities.

---

<sup>21</sup> Alaska Department of Labor and Workforce Development, Research and Analysis Section

<sup>22</sup> Alaska Economic Trends, November 2003

<sup>23</sup> State of Alaska Injury Prevention Statistics [REDACTED] [www.alaska-ipc.org](http://www.alaska-ipc.org).

“One in three Native households reported being overcrowded in 2000, and one in three were on waiting lists for housing.”<sup>24</sup> The need for improved housing conditions will be met through training and employment of a local labor work force. And finally by training a first generation of University students we are opening the door for future generations to successfully attend post-secondary institutions and become members of a work force which is increasingly degree based.

**(c) relate to and not duplicate other activities in the target area:**

When it first offered training in 1982, ATC had a nine month carpentry program. Due to funding changes their program is now a seven week session during the Building Trades Program. The Building Trades Program also has a nine week electrical and a seven week plumbing component. We will expand the CTT program back into an independent program and offer more advanced electrical and plumbing training. The CTT program we are currently offering will be expanded by offering graduates the opportunity to take electrical and plumbing training. Our partners for the carpentry component will change for this grant cycle. We will partner with the Kotzebue based native village organization.

With national and university certification, the students completing this program locally will be trained for local jobs. The Native Village of Kotzebue and NIHA will continue to build houses in Kotzebue and the villages, village houses will continue to need remodeling and local people will continue to get these jobs if they are trained.

Another important component of this program which makes it different from any other construction trades program that has been offered in our region is the incorporation of Business English and Human Relations coursework through the University. In a 2003

---

<sup>24</sup> Trends in Alaska People and Economy, Institute of Social and Economic Research, UAA, Oct.2001,p.10

survey of local businesses done by the NWAB Higher Ed. Consortium job skills was the single most desired trait for employability of local residents.<sup>25</sup> It is our belief, and it has been proven by the 98-100% retention rates of the pilot project in the Interior of Alaska,<sup>26</sup> that by giving students a background in what business is about they become better workers. These two courses together with construction math and the carpentry core will enable our students by giving them important insights to job skills and business processes.

**(d) Involve citizens in the local area in the planning and implementation of the proposed project**

Together with our partners, who are established community service providers, we will develop an educated local work force who will take command over local housing and building needs. This project was approved by members of the Chukchi Advisory Council. This Council is composed of student representatives (both secondary and post secondary), representatives of our borough villages, NANA Regional Corporation, Maniilaq Association, Native Village of Kotzebue, NWAB School District, NIHA, NWAB, City of Kotzebue, NPS, ATC, and our local for-profit corporation, Kikitagrak Inupiat Corporation. This Council has established Chukchi's Strategic Plan. The first 3 Major Goals of this plan are to: 1) increase the regional student enrollment; 2) address the educational needs of the village students; and 3) implement programs that meet the educational needs of local organizations. This grant allows us to implement the goals expressed by our community.

---

<sup>25</sup> *ibid*, Northwest Arctic Borough Higher Education Consortium Survey

<sup>26</sup> Interior Aleutians Campus, CTT program retention rates ,Ken Eaves, Program Manager



**b. Involvement of the faculty and students**

The students are what this program is about. They are people from our community who will receive an education locally and become trained for local jobs. Each student will work with the Native Village of Kotzebue, NIHA , NPS and NW Electric carpenters, journeyman electricians and plumbers during their two week practicum. These students will in be important agents of change in their communities. After receiving a college certification or degree these students will be knowledgeable of what it takes to be successful in the school and work environment. They will become ambassadors for higher education in their communities in the Northwest Arctic.

**c. HUD Policy Priorities**

The CTT Program will address the following HUD Policy Priorities: Providing Increased Homeownership and Rental Opportunities for Low-and Moderate-Income Persons, Persons with Disabilities, the Elderly, Minorities, and Persons with Limited English Proficiency, Improving our Nation’s Communities, Participation of Minority-Serving Institutions (MSI’s) in HUD Programs and Encouraging Accessible Design Features.

**Providing Increased Homeownership for Low and Moderate Income Persons, Persons with Disabilities, the Elderly, Minorities, and Persons with Limited English Proficiency:**

This policy priority is addressed through our partnership with the Northwest Inupiaq Housing Authority and the Native Village of Kotzebue. Funded through NAHASDA, NWIHA and the Native Village of Kotzebueserve Low and Moderate Income Persons. The program is designed to promote local home ownership and the

care and maintenance of local homes through developing a local workforce to build, renovate and maintain these homes in the villages and in Kotzebue.

**Improving our Nations Communities:**

**(1) Bring private capital into distressed communities**

**(d) Create decent jobs for low-income people**

This project will train and educate local people who will bring private capital into communities through participation in the workforce. With the presence of a local skilled workforce, private businesses will be more likely to invest in a community. Capital projects in the communities will be more likely to succeed with a local work force.

**Participation of Minority-Serving Institutions**

As an Alaska Native Serving Institution, Chukchi Campus has advanced the capacity of the University of Alaska to provide high quality education and increase opportunities for Alaska Natives. During the Fall of 2005, of all the students that Chukchi served, about 74% were minority students.<sup>27</sup>

**Encouraging Accessible Design Features**

In the Carpentry II coursework we will include a module on accessible and universal design. This module will familiarize students with the Americans with Disabilities Act and discuss design modification for bathrooms, doorways and access. The module will also demonstrate the use of standard accessibility hardware. Through this module students will be prepared to incorporate accessibility and universal design into both new and substantially rehabilitated structures. During the practicum period, students will build using these standards since new construction funded by NAHASDA incorporates these features.

---

<sup>27</sup> UA in Review 2006, Statewide Budget and Institutional Research, Fairbanks, AK

**d. Economic Opportunities for Low- and Very-Low Income Persons**

Training, room and board, travel and an opportunity to become NCCER and UAF certified in the Construction Trades is offered to Section 3 residents in our region.

According to US Census data, the Northwest Inupiaq Housing Authority reports that 80 – 85% of the villages it serves in our region qualify under Section 3 of the Housing and Urban Development Act of 1968.

**Chukchi Campus, University of Alaska Fairbanks  
AN/NHIAC Grant Application  
Rating Factor 4**

<b>(1) Organization Name and Executive Officer</b>	<b>(2) Dollar Value of the In-kind Goods and Services Committed</b>	<b>(3) Description of How Contribution is to be Used</b>	<b>(4) Current and Past Working Relationship with Contributing Organization</b>	<b>(5) Date Contribution Will be Made Available</b>	<b>(6) Terms or Conditions Affecting the Commitment Other than the Receipt of a HUD Grant.</b>
Native Village of Kotzebue, Cole Schaeffer, Housing Director	\$12,800. pay for 8 students during two week practicum \$5,120 pay for carpenters to instruct students.	Employment and instruction during Practicum Projects for CTT Students.	One Representative on Chukchi Advisory Council, Member of Northwest Arctic Borough Workforce Development and Education Consortium.	May 1, 2008	None
Northwest Inupiatq Housing Authority, Guy Adams, Executive Director	\$16,000 pay for 10 students during two week practicum \$5,258 pay for two skilled workers/ electrician and	Employment and instruction during Practicum Projects for CTT Students	One Representative on Chukchi Advisory Council, Partner for <i>Ilisagvik Nappailguistikun</i> , Chuchi Campus HUD AN/NHIAC	2009, 2010	None

(1) Organization Name and Executive Officer	(2) Dollar Value of the In-kind Goods and Services Committed	(3) Description of How Contribution is to be Used	(4) Current and Past Working Relationship with Contributing Organization	(5) Date Contribution Will be Made Available	(6) Terms or Conditions Affecting the Commitment Other than the Receipt of a HUD Grant.
Plumbers to instruct students			05 Grant.		
[REDACTED] President	one Practicum student in 2009, one in 2010	Employment and instruction during Practicum Projects for CTT students	New Partner	2009.2010	None
National Park Service, George Helfrich, Superintendent, Western Arctic Parklands	\$1,600 pay for one Practicum student \$2,804 pay for carpentry/maintenance to instruct student.	Employment and instruction during Practicum Projects for CTT students	One Representative on Chukchi Advisory Council, Member of Northwest Arctic Borough Workforce Development and Education Consortium.	May 1, 2008	None
[REDACTED] director	[REDACTED] in classroom space, 9 months/year for 3 years. [REDACTED] in Director's Salary, 10 days/ year @ [REDACTED] 3 years.	ATC is the local training center where students will room and board and attend classes.	One Representative on Chukchi Advisory Council, Member of Northwest Arctic Borough Workforce Development and	December 1, 2007	None

(1) Organization Name and Executive Officer	(2) Dollar Value of the In-kind Goods and Services Committed	(3) Description of How Contribution is to be Used	(4) Current and Past Working Relationship with Contributing Organization	(5) Date Contribution Will be Made Available	(6) Terms or Conditions Affecting the Commitment Other than the Receipt of a HUD Grant.
Alaska Technical Center (continued)			Education Consortium. Partner for <i>Ilisagvik Nappaitigusihtun</i> Chuchi Campus HUD AN/NHIAC 05 Grant. Local Partner for Chuchi Student Housing and Room and Board.		
Chukchi Campus, UAF Lincoln Saito	10% Annual Salary /year = \$17,048 x3yrs= \$51,144	Oversee and Direct all Program Components	Director, Chukchi Campus, UAF	December 1, 2007	None

**(1) Partner Organizations**

**Native Village of Kotzebue, NVK**

The Native Village of Kotzebue is the Federally-recognized Tribal government representing the Qikiktagrukmiu, the original inhabitants of the area of northwest Alaska surrounding modern day Kotzebue (Qikiktagruk). The Tribe, a sovereign entity, is commonly called the Kotzebue IRA due to its organization pursuant to the 1934 Indian Reorganization Act and as amended for Alaska

in 1936. Membership of the Kotzebue IRA is estimated at 2500 persons, most of who belong to the original families of Qikiktagrak, although native peoples from other Tribes are members of the Kotzebue IRA.

### **The National Park Service, Western Arctic Parklands, NPS**

Western Arctic National Parklands is a management unit which includes Noatak National Preserve, Cape Krusenstern National Monument and Kobuk Valley National Park all near Kotzebue, Alaska, and Bering Land Bridge National Preserve located on the Seward Peninsula near Nome, Alaska. Its headquarters are located in Kotzebue, Alaska where park staff live in federally owned housing. [REDACTED] is currently working with NANA, the local Native Organization, to build a new Cultural Center in Kotzebue.

[REDACTED] is a local Kotzebue resident with [REDACTED] own small business. [REDACTED] works on residential and commercial projects in the NW Arctic Borough. [REDACTED] would like to bid on bigger projects but, "our local workforce is lacking in qualified electricians.

With local people to employ (my) company could keep costs down and become more competitive in the electric field."

### **Northwest Inupiaq Housing Authority, NIHA**

The Northwest Inupiaq Housing Authority (NIHA) was formed in 1970. Its mission is to practice Inupiat values by promoting housing opportunities for the Inupiaq people in the Northwest Arctic. Over the past five years NIHA has built forty-five homes in the

region and remodeled over twenty-five. NIHA employs nineteen full time employees. These include a development director, maintenance director, housing director and an accountant. The villages it serves are: Ambler, Buckland, Deering, Kiana, Kobuk, Noatak, and Shungnak. The NIHA is a licensed and bonded institution and adheres to all applicable federal laws pertaining to HUD grantees with respect to environmental review, permit approval and construction.

[REDACTED]

[REDACTED] opened its doors in 1982 with nine month training programs in Carpentry, Building Maintenance, Food Service, Office Occupations, Mechanics and Natural Resources. [REDACTED] is under the auspices of the [REDACTED]

[REDACTED] Borough School District but it remains a separate entity by receiving state and federal funding. In 1985 [REDACTED] opened a dormitory which is staffed by trained dorm supervisors. They have been successful at implementing a dorm program that continues to attract students from the NWAB and other regions of rural Alaska. The [REDACTED] Program will house students in the [REDACTED] dorm.

### **The Northwest Arctic Borough Workforce Development and Education Consortium**

ATC and Chukchi Campus are members of the Northwest Arctic Borough Workforce Development and Education Consortium. This Consortium, which consists of local businesses and service providers, meets four times annually to share developments and projections in workforce development and higher education in our region. The Consortium is governed by an executive board consisting of four leaders from the largest employers in our region and the directors of ATC and Chukchi.

### **(2) Total Dollar Value of the In-Kind Goods and Services Committed**



[REDACTED] Native Village of Kotzebue + [REDACTED]  
National Park Service + [REDACTED] Alaska Technical Center + [REDACTED] Chukchi Campus, UAF

**(7) Signature of the Appropriate Executive Officer**

All letters of commitment are signed by the appropriate executive officer.

Grant Application for  
AN/NHIAC, US Dept. of Housing and Urban Development  
*Qaunagilugu Tupiq: Savaaksraqput* (Caring for our Homes: Our Responsibility)  
Chukchi Campus, UAF  
June 13, 2007

## Budget Narrative

### Total Cost is 799,955, Column 1 HUD Share

#### 1. Personnel \$6,400.00

Three Adjunct Professors will be hired in year two to teach a total of two 3 credit courses and one 1 credit course that year. Their pay will be \$914.28/credit. Adjunct professor pay: \$6400 for Year 2.

#### 2. Fringe \$608.00

Fringe Benefit costs for the adjunct professors are \$608.00 in Year 2. Details of individual leave and benefit rates are available on request.

#### 3. Travel \$261,344

Year 1 Travel consists of one person to the HUD Office of University Partnership Conference for \$2237.00 including air fare, hotel and per diem.

Year 2 Travel: Kotzebue to village flight costs average \$249 per rt (round trip) in year two with a 10% increase in year 3. In year two 6 electrical and plumbing students will travel from the villages for nine (including Practicum) sessions (4 of the 10 student should already be in Kotzebue).  $6 \times 9 = 54 \text{rt} \times \$249/\text{rt} = \$13,446$  Electrical and Plumbing Travel Year 2. In year two 7 carpentry students will travel from the villages for nine (including Practicum) sessions (7 of the 14 students should already be in Kotzebue).  $7 \times 9 = 63 \text{rt} \times \$249/\text{rt} = \$15,687$  Carpentry Travel Year 2. In year two 3 Train the Trainer students will travel 1 trip to Kotzebue (2 of the 5 Train the Trainers should already be in Kotzebue).  $3 \times \$249/\text{rt} = \$747$  Train the Trainer Travel Year 2. In year two the Program Manager/ Instructor will travel one trip to the village from Kotzebue for the Electrical and Plumbing Practicum and the Carpentry Practicum.  $2 \times \$249/\text{rt} = \$498$  Instructor/Manager Travel Year 2. In Year 2, 2 people will attend the HUD Office of University Partnership Conference for \$4539.00 including air fare, hotel and per diem. Total Year 2 air fare =  $\$13,446 + \$15,687 + \$747 + \$498 + \$4539 = \$34,917$ .

Room and Board at the ATC Dormitory is \$80/day. Meals for students not rooming cost \$30/day. Sessions excluding the practicum and Train the Trainer are 11 nights room and 12 days board. In Year 2, 7 Carpentry and 6 Plumbing and Electrical Students will stay 8 sessions for 12 nights each at \$80.00/night for a total of  $13 \times 8 \times 12 \times \$80.00 = \$99,840.00$ . In Year 2, 7 Carpentry and 4 Plumbing and Electrical Students will eat for 11 days during 8 sessions at \$30.00/day for a total of  $11 \times 11 \times 8 \times \$30/\text{day} = \$29,040.00$ . In Year 2, 7 carpentry and 6 electrical and plumbing students will spend 12 nights for 1 practicum for \$80.00/night for a total of  $13 \times 12 \times \$80/\text{night} = \$12,480/\text{practicum Year 2}$ . In Year 2, 3 Train the Trainers will stay 2 nights for 1 session at \$80/night for a total of  $3 \times 2 \times \$80/\text{night} = \$480.00$  2 Train the Trainers

will eat for 2 days during 1 session at \$30.00/day for a total of  $2 \times 2 \times \$30. = \$120.00$ . Year 2  
Total Room and Board is:  $\$99,840 + \$29,040 + \$12,480 + \$480 + \$120 = \$141,960$   
Total Travel Year 2 =  $\$34,917 + \$141,960 = \$176,877.00$

Year 3 Travel: Kotzebue to village flight costs average \$273.90 per rt (round trip) in year  
3. In year three 6 electrical and plumbing students will travel from the villages for nine  
(including practicum) sessions (4 of the 10 students should already be in Kotzebue).  $6 \times 9 = 54\text{rt}$   
 $\times \$273.90/\text{rt} = \$14,790.60$  Electrical and Plumbing Travel Year 3. In Year 3 the Program  
Manager/Instructor will travel one trip to the village from Kotzebue for the Electrical and  
Plumbing Practicum = \$273.90 for 1 rt in Year 3. In Year 3, 2 people will attend the HUD  
Office of University Partnership Conference for \$4766 including air fare, hotel and per diem.  
Year 3 Total air fare is  $\$14,790.60 + \$273.90 + \$4766.00 = \$19,830.50$ .

In Year 3, 6 Plumbing and Electrical Students will stay 8 sessions for 12 nights each at  
\$80/night for a total of  $6 \times 8 \times 12 \times \$80/\text{night} = \$46,080$ . In Year 3, 4 Plumbing and Electrical  
Students will eat for 11 days during 8 sessions at \$30/day for a total of  $4 \times 11 \times 8 \times \$30/\text{day} =$   
 $\$10,560$ . In Year 3 6 Plumbing and Electrical Students will spend 12 nights for 1 practicum for  
\$80/night for a total of  $6 \times 12 \times \$80/\text{night} = \$5,760$ . Year 3 Total Room and Board is  $\$46,080 +$   
 $\$10,560 + \$5,760 = \$62,400$  Total Room and Board Year 3.

Total Travel Year 3 is  $\$19,830.50 + \$62,400. = \$82,230.50$

#### **4. Supplies \$52,755.00**

In Year 2 electrical and plumbing students will be provided a basic set of tools and  
textbooks. To meet industry standards all students will be drug tested three times. Plumbing  
tools/student =  $\$365 \times 10 \text{ students} = \$3,650$ . Plumbing texts /student =  $\$335 \times 10 \text{ students} =$   
 $\$3,350$ . Electrical tools/student =  $\$371 \times 10 \text{ students} = \$3,710$ . Electrical texts/student =  $\$335 \times$   
 $10 \text{ students} = \$3,350$ . Drug tests/student =  $\$30.00 \times 10 \text{ students} \times 3 = \$900$ . Program Tools will  
be purchased in Year 2 for Plumbing and Electrical @ \$5,000 each =  $\$5,000 \times 2 = \$10,000$ .  
These tools will be used again in Year 3. In Year 2 Carpentry students will be provided a basic  
set of tools and textbooks. To meet industry standards all students will be drug tested three  
times. Carpentry tools/student=  $\$395 \times 14 \text{ students} = \$5,530$ . Carpentry texts/student =  $\$405 \times$   
 $14 \text{ students} = \$5,670$ . Drug tests/student =  $\$30.00 \times 14 \times 3 = \$1260$ . Tools to run the program  
are already on site from the *Ilisagvik Nappailgusislikun* Program. Train the Trainer texts in Year  
1 will cost  $\$75/\text{text} \times 5 = \$375.00$  Total Year 2 Supplies =  $\$3650 + \$3350 + \$3710 + \$3350 +$   
 $\$900 + \$10,000 + \$5530 + \$5670 + \$1260 + \$375 = \$37,795$ .

In Year 3 Electrical and Plumbing students will be provided tools and texts and drug tests  
as in Year 1. Year 3 Total \$14,960.00

#### **5. Contractual \$350,042.94**

Hire of the Instructor/Manager for the program will be contracted to the Alaska Technical  
Center using the pay/wage and benefits scale for their Instructors. This position is more of a  
vocational/technical position than it is a faculty position. Thus, the hiring of this position should  
be under the auspices of the Vocational/Technical Center. Instructor/Manager salary for Year  
One is \$25,000.

An additional Instructor will be hired in Year 2 as we will offer two programs. Total  
Instructor in Year 2 is:  $\$103,099 + \$81,191.97 = \$184,290.97$ . Plus Overhead and Extra

Classroom Space for 2 programs for 9 months =  $2 \times 9 \times \$1,280/\text{mo} = \$23,040$ . Total Contractual in Year 2 is  $\$184,290.97 + \$23,040 = \$207,330.97$ .

In Year 3 One Instructor/Manager will receive  $\$106,191.97$  and Overhead and Extra Classroom Space for 1 program for 9 months =  $9 \times \$1,280 = \$11,520$ . Total Year 3 Contractual =  $\$106,191.97 + \$11,520 = \$117,711.97$ .

#### 6. Other \$19,210.00

Transcription fees cost \$75 per 1-3crt course, plus an additional \$10 per crt. Up to a maximum of \$105. per course. Application fees are \$30.00 per application, Graduation fees are \$50.00 per application.

In Year Two two eight credit courses and one nine credit course will be transcribed for Plumbing and Electrical =  $\$105 \times 3 \text{ fees} \times 10 \text{ students} = \$3150$ . One four credit course will be transcribed for Plumbing and Electrical  $\$85 \times 10 \text{ students} = \$850$ . Total Transcription Fees Plumbing and Electrical in Year Two =  $\$4,000$ . In Year Two five 3 credit courses or less will be transcribed for Carpentry =  $\$75 \times 5 \text{ fees} \times 14 \text{ students} = \$5250$ . In Year Two one eight credit course and one nine credit course will be transcribed for Carpentry =  $\$105 \times 2 \text{ fees} \times 14 \text{ students} = \$2940$ . Total Year Two Carpentry transcription fees =  $\$8190$ . In Year Two 1 one credit course will be offered to 4 Train the Trainer students =  $\$75 \times 4 = \$300$ . In Year Two 24 students will apply to program and 24 students will apply to graduate =  $24 \text{ students} \times \$30 + 24 \text{ students} \times \$50 = \$1920$ . Total Year Two fees =  $\$4000 + \$8190 + \$300 + \$1920 = \$14,410$ .

Total Transcription Fees in Year Three Electrical and Plumbing are the same as in Year Two =  $\$4,000$ . Application and Graduation Fees for 10 Electrical and Plumbing students in Year Three are =  $10 \text{ students} \times \$30 + 10 \text{ students} \times \$50 = \$800$ . Total fees Year Three =  $\$4,000 + \$800 = \$4,800$ .

#### 7. Indirect \$109,595.00

Calculated on University Indirect Rate Scale of 30.0% (contract amount over \$25K is not included in indirect ) for sponsored training.

#### Leverage

##### 1. Personnel

Ten days Director's salary ATC a [redacted] per day =  $10 \times [redacted] = [redacted]$  Years 1, 2 and 3.

[redacted] Directors salary Chukchi Campus, UAF at [redacted] year, Years 1, 2 and 3.

Two Master Carpenters Native Village of Kotzebue (NVOK), Year 2, two electricians/plumbers Northwest Inupiaq Housing Authority (NIHA), Year 2. [redacted] + [redacted] = [redacted]

Student Pay during Practicum. [redacted] for 8 students, Year 2, NVOK. [redacted] for 10 students, Years 2 and 3, NIHA. [redacted] for two students, Years 2 and 3 Northwest Electric.

[redacted] = [redacted] Total Student Pay.

Co-Funding: National Park Service (NPS) is contributing but can not be included in the cost share amount as their funding is federal. One Carpenter/Maintenance person, [redacted] Year 2. Student Pay during Practicum, 1 student @ [redacted] Year 2. [redacted] + [redacted] = [redacted]

##### 2. Contractual

ATC Classroom Space [redacted] mo. x 27 months = [redacted]

**Grant Applications  
Detailed Budget**

U.S. Department of Housing  
and Urban Development

OMB Approval No. 2501-0017  
(expires 03/31/2005)

\* Organization Name:

Chukchi Campus of Alaska Fairbanks

\* Project/Activity Name:

Caunagijigu Tupiq; Savaaksraqput

	Functional Categories										Total (\$)
	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 (\$)			
a. Personnel (Direct Labor)											
b. Fringe Benefits											
c. Travel	2,237.00									2,237.00	
d. Equipment (only items > \$5,000 depreciated value)											
e. Supplies (only items < \$5,000 depreciated value)											
f. Contractual											
g. Construction	25,000.00									25,000.00	
1. Administration and Legal Expenses											
2. Land, Structures, Rights-of-Way, Appraisals, etc.											
3. Relocation Expenses and Payments											
4. Architectural and Engineering Fees											
5. Other Architectural and Engineering Fees											
6. Project Inspection Fees											
7. Site Work											
8. Demolition and Removal											
9. Construction											
10. Equipment											
11. Contingencies											
12. Miscellaneous											
h. Other Direct Costs											
i. Subtotal of Direct Costs	27,237.00									27,237.00	
j. Indirect Costs (% Approved Indirect Cost Rate: <input type="text" value="11"/> )										12,500.00	
Grand Total (Year <input type="text" value="1"/> ):											
Grand Total (All Years):											

Tracking Number: GRANT00288665

**Grant Applications  
Detailed Budget**

U.S. Department of Housing  
and Urban Development

OMB Approval No. 2501-0017  
(expires 03/31/2005)

\* Organization Name:

Chukchi Campus of Alaska Fairbanks

\* Project/Activity Name:

Caunagilugu Tupiq Savaakraqput

	Functional Categories										Total (\$)
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	
	HUD Share (\$)	Applicant Match (\$)	Other HUD Funds (\$)	Other Fed Share (\$)	State Share (\$)	Local/ Tribal Share (\$)	Other Share (\$)	Program Income (\$)			
a. Personnel (Direct Labor)	6,400.00										6,400.00
b. Fringe Benefits	608.00										608.00
c. Travel	176,877.00										176,877.00
d. Equipment (only items > \$5,000 depreciated value)											
e. Supplies (only items < \$5,000 depreciated value)	37,795.00										37,795.00
f. Contractual	207,331.00										207,331.00
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	14,410.00										14,410.00
i. Subtotal of Direct Costs	443,421.00			4,404.00					44,958.00		14,410.00
j. Indirect Costs (% Approved Indirect Cost Rate: [ ] %)											
Grand Total (Year [ 2 ]):											
Grand Total (All Years):											

**Grant Applications  
Detailed Budget**

U.S. Department of Housing  
and Urban Development

OMB Approval No. 2501-0017  
(expires 03/31/2005)

\* Organization Name:

Chukchi Campus of Alaska Fairbanks

\* Project/Activity Name:

Qaunagilugu Tupiq: Savaaksraqut

	Functional Categories											
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9			
	HUD Share (\$)	Applicant Match (\$)	Other HUD Funds (\$)	Other Fed Share (\$)	State Share (\$)	Local/ Tribal Share (\$)	Other Share (\$)	Program Income (\$)	Total (\$)			
a. Personnel (Direct Labor)												
b. Fringe Benefits												
c. Travel	82,230.00								82,230.00			
d. Equipment (only items > \$5,000 depreciated value)												
e. Supplies (only items < \$5,000 depreciated value)	14,960.00								14,960.00			
f. Contractual	117,712.00								117,712.00			
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	4,800.00								4,800.00			
i. Subtotal of Direct Costs	219,702.00								219,702.00			
j. Indirect Costs (% Approved Indirect Cost Rate: [redacted]%)												
Grand Total (Year [3]):												
Grand Total (All Years):												

**Grant Applications  
Detailed Budget**

U.S. Department of Housing  
and Urban Development

OMB Approval No. 2501-0017  
(expires 03/31/2005)

\* Organization Name: Chukchi Campus of Alaska Fairbanks

\* Project/Activity Name: Qaunagiugu Tupiq; Savaakraqput

	Functional Categories									Column 9 Total (\$)
	Column 1 HUD Share (\$)	Column 2 Applicant Match (\$)	Column 3 Other HUD Funds (\$)	Column 4 Other Fed Share (\$)	Column 5 State Share (\$)	Column 6 Local/Tribal Share (\$)	Column 7 Other Share (\$)	Column 8 Program Income (\$)	Column 9 Total (\$)	
a. Personnel (Direct Labor)	6,430.00									6,430.00
b. Fringe Benefits	610.85									610.85
c. Travel	256,064.45									256,064.45
d. Equipment (only items > \$5,000 depreciated value)										
e. Supplies (only items < \$5,000 depreciated value)	49,255.00									49,255.00
f. Contractual	350,042.94									350,042.94
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	17,880.00									17,880.00
i. Subtotal of Direct Costs	680,283.24									680,283.24
j. Indirect Costs (% Approved Indirect Cost Rate: <input type="text"/> %)										119,715.98
Grand Total (Year <input type="text"/> All):										799,999.22
Grand Total (All Years):										



## DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year                      quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime    <input type="checkbox"/> SubAwardee    Tier if known:</p> <p>* Name: University of Alaska Fairbanks</p> <p>* Address: PO Box 757880  Fairbanks  AK: Alaska  99775-7880</p> <p>Congressional District, if known:</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>US Dept of Housing &amp; Urban Development</p>	<p>7. * Federal Program Name/Description: Alaska Native/Native Hawaiian Institutions Assisting Communities</p> <p>CFDA Number, if applicable: 14.515</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: N/A</p> <p>N/A</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: N/A</p> <p>N/A</p>	
<p>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.</p>		<p>* Signature: Andrew Parkerson-Gray</p> <p>* Name: Andrew  Parkerson-Gray</p> <p>Title: Director, Office of Sponsored Programs</p> <p>Telephone No.: <span style="background-color: black; color: black;">XXXXXXXXXX</span></p> <p>Date: 06-13-2007</p>

Federal Use Only:

Authorized for Local Reproduction  
Standard Form - LLL (Rev. 7-97)

**Public Burden Disclosure Statement**

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

**Applicant/Recipient  
Disclosure/Update Report**

U.S. Department of Housing  
and Urban Development

OMB Approval No. 2510-0011  
(exp. 12/31/2006)

Applicant/Recipient Information

\* Duns Number:

\* Report Type: INITIAL

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

\* Applicant Name:

Chukchi Campus of Alaska Fairbanks

\* Street1: 604 3RD ST

Street2:

\* City: Kotzebue

County:

\* State: AK: Alaska

\* Zip Code: 99752-0297

\* Country: USA: UNITED STATES

\* Phone:

2. Social Security Number or Employer ID Number: 92-6000147

\* 3. HUD Program Name:

Alaska Native/Native Hawaiian Institutions Assisting Communities

\* 4. Amount of HUD Assistance Requested/Received: \$ 800,000.00

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

\* Project Name: Qaunagiliq Tupiq: Savaaksraqput (Taking Care of Our Homes)

\* Street1: PO Box 297

Street2:

\* City: Kotzebue

County:

\* State: AK: Alaska

\* Zip Code: 99752

\* 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.

Form HUD-2880(3/99)

---

**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.)

**Part III Interested Parties.** You must disclose:

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 %)
			\$ _____ %
			\$ _____ %
			\$ _____ %
			\$ _____ %
			\$ _____ %

(Note: Use Additional pages if necessary.)

**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:  
Andrew Parkerson-Gray

\* Date: (mm/dd/yyyy)  
06/13/2007

## Attachments

AdditionalInfo\_attDataGroup0

File Name

Mime Type

AdditionalInfo1\_attDataGroup0

File Name

Mime Type

# 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:**

Chukchi Campus of Alaska Fairbanks

**Applicant's DUNS Name:**

**Federal Program:**

Alaska Native and Native Hawaiian Institutions Assisting Communities

**CFDA Number:**

14.515

- |  |   |
|--|---|
| 1. Has the applicant ever received a grant or contract from the Federal government?<br><input checked="" type="radio"/> Yes <input type="radio"/> No | 5. Is the applicant a local affiliate of a national organization?<br><input type="radio"/> Yes <input checked="" type="radio"/> No  |
| 2. Is the applicant a faith-based organization?<br><input type="radio"/> Yes <input checked="" type="radio"/> No                                     | 6. How many full-time equivalent employees does the applicant have? (Check only one box).<br><input type="radio"/> 3 or Fewer <input checked="" type="radio"/> 15 - 50<br><input type="radio"/> 4 - 5 <input type="radio"/> 51 - 100<br><input type="radio"/> 6 - 14 <input type="radio"/> Over 1000  |
| 3. Is the applicant a secular organization?<br><input checked="" type="radio"/> Yes <input type="radio"/> No   | 7. What is the size of the applicant's annual budget? (Check only one box.)<br><input type="radio"/> Less Than \$150,000<br><input type="radio"/> \$150,000 - \$299,999<br><input type="radio"/> \$300,000 - \$499,999<br><input type="radio"/> \$500,000 - \$999,999<br><input type="radio"/> \$1,000,000 - \$4,999,999<br><input type="radio"/> \$5,000,000 or more |
| 4. Does the applicant have 501(c)(3) status?<br><input type="radio"/> Yes <input checked="" type="radio"/> No  |   |

# Survey on Ensuring Equal Opportunity for Applicants

OMB NO. 1890-0014 EXP. 2/28/2009

Provide the applicant's (organization) name and 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.



**Facsimile Transmittal**

1178914303 - 7063

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

OMB Approval No. 2525-0118  
exp. Date (04/30/2005)

\* Name of of Document Transmitting: CTT Program, Chukchi Campus, UAF

<b>1. Applicant Information:</b>	
* Legal Name:	<u>Chukchi Campus of Alaska Fairbanks</u>
* Address:	
* Street1:	<u>604 3RD ST</u>
Street2:	<u></u>
* City:	<u>Kotzebue</u>
County:	<u></u>
* State:	<u>AK: Alaska</u>
* Zip Code:	<u>99752-0297</u>
* Country:	<u>USA: UNITED STATES</u>
<b>2. Catalog of Federal Domestic Assistance Number:</b>	
* Organizational DUNS:	<u>[REDACTED]</u>
CFDA No.:	<u>14.515</u>
Title:	<u>Alaska Native/Native Hawaiian Institutions Assisting Communities</u>
Program Component:	<u></u>
<b>3. Facsimile Contact Information:</b>	
Department:	<u>Chukchi Campus</u>
Division:	<u></u>
<b>4. Name and telephone number of person to be contacted on matters involving this facsimile.</b>	
Prefix:	<u></u>
* First Name:	<u>Andrew</u>
Middle Name:	<u></u>
* Last Name:	<u>Parkerson-Gray</u>
Suffix:	<u></u>
* Phone Number:	<u>[REDACTED]</u>
Fax Number:	<u>(907) 474-5444</u>
<b>* 5. Email:</b> <u>[REDACTED]</u>	
<b>* 6. What is your Transmittal? (Check one box per fax)</b>	
<input type="radio"/> a. Certification <input type="radio"/> b. Document <input checked="" type="radio"/> c. Match/Leverage Letter <input type="radio"/> d. Other	
<b>* 7. How many pages (including cover) are being faxed?</b> <u>9</u>	

Form HUD-96011 (10/12/2004)

Unit proposal number: S9864  
 PI: Lincoln Saito

check

		BANNER ECLASS	Wage/HR	Leave Rate	Hours	Year 1	Year 2	Year 3	Total Project	
<b>A. Senior Personnel (faculty)</b>										
number of months										
0	Principal Investigator	F9	0.00	1.4%	0	0	0	0	0	
0	Adjunct	FW	914.28	0.0%	3	0	2742	0	2742	
0	Adjunct	FW	914.28	0.0%	2	0	1829	0	1829	
0	Adjunct	FW	914.28	0.0%	2	0	1829	0	1829	
0	Co-Investigator	F9	0.00	1.4%	0	0	0	0	0	
<b>A. Total Senior Personnel</b>						0	6400	0	6400	6400
<b>B. Other Personnel</b>										
(full time = 174 hours in a month)										
number of months										
0	Classified (NonExempt Staff - Regular)	NR	0.00	21.0%	0	0	0	0	0	
0	Classified (NonExempt Staff - Regular)	NR	0.00	21.0%	0	0	0	0	0	
0	Exempt Staff - Regular	XR	0.00	20.2%	0	0	0	0	0	
0	Exempt Staff - Regular	XR	0.00	20.2%	0	0	0	0	0	
number of students										
0	Under Grad academic yr (760 hrs)	SN	0.00	0.0%	0	0	0	0	0	
0	Under Grad in summer (560 hrs)	ST	0.00	0.0%	0	0	0	0	0	
0	Grad Student academic yr (760 hrs)	GN	0.00	0.0%	0	0	0	0	0	
0	Grad Student in summer (560 hrs)	GT	0.00	0.0%	0	0	0	0	0	
<b>B. Total Other Personnel</b>						0	0	0	0	
<b>Total Salaries and Wages (A+B)</b>						0	6400	0	6400	6400
<b>C. Fringe Benefits</b>										
Exempt Personnel Benefits					55.6%	0	0	0	0	staff
Adjunct Benefits					9.5%	0	608	0	608	ber
Under Grad Benefits					8.5%	0	0	0	0	
Grad Student Benefits					8.5%	0	0	0	0	
Classified Personnel Benefits					65.3%	0	0	0	0	
<b>C. Total Fringe Benefits</b>						0	608	0	608	608
<b>Total Salaries and Benefits (A+B+C)</b>						0	7008	0	7008	7008
<b>D. Equipment</b>										
<b>D. Total Equipment</b>						0	0	0	0	0
<b>E. Travel</b>										
<b>1. Domestic</b>										
student travel (E/P and Carp)						2237	176877	82230.45	261344.5	
<b>2. Foreign</b>										
<b>E. Total Travel</b>						2237	176877	82230	261344	261344
<b>F. Participant Support</b>										
<b>F. Total Participant Support</b>						0	0	0	0	0
<b>G. Other</b>										
materials & supplies							37795	14960	52755	
publications									0	
consultant									0	
computer									0	
subawards									0	
student fees (transcription, application, graduation)						25000	207331	117712	350042.9	
number of students							14410	4800	19210	
tuition										
0 in-state tuition									0	tuition r
0 out-of-state tuition									0	
total tuition						0	0	0	0	
<b>G. Total Other</b>						25000	259536	137472	422008	422008
<b>H. Total Direct Costs (A-G)</b>						27237	443421	219702	690360	690360
base						27237	236090	101990	365317	365317
<b>I. Total Indirect Costs (F&amp;A)</b> MTDC x overhead rate						current rate is	30.0%			
						8171	70827	30597	109595	109595
<b>J. Total Direct &amp; Indirect (H+I)</b>						35408	514248	250299	799955	799955

Unit proposal number: S9864  
 PI: Lincoln Saito

**A. Senior Personnel (Faculty)**

number of months	BAWNER ECLASS	Wage/HR	Leave Rate	Hours	Year 1	Year 2	Year 3	Total Project	check
0	Principal Investigator	F9	0.00	1.4%	0	0	0	0	0
0	Adjunct	FW	914.28	0.0%	3	2742	0	2742	0
0	Adjunct	FW	914.28	0.0%	2	1828	0	1828	0
0	Co-Investigator	F9	914.28	0.0%	2	1829	0	1829	0
0	Co-Investigator	F9	0.00	1.4%	0	0	0	0	0
<b>6400</b>					<b>6400</b>	<b>6400</b>	<b>6400</b>	<b>6400</b>	

**B. Other Personnel**

number of months	(full time = 174 hours in a month)	Wage/HR	Leave Rate	Hours	Year 1	Year 2	Year 3	Total Project	check
0	Classified (NonExempt Staff - Regular)	NR	0.00	21.0%	0	0	0	0	0
0	Classified (NonExempt Staff - Regular)	NR	0.00	21.0%	0	0	0	0	0
0	Exempt Staff - Regular	XR	0.00	20.2%	0	0	0	0	0
0	Exempt Staff - Regular	XR	0.00	20.2%	0	0	0	0	0
0	Under Grad academic yr (760 hrs)	SN	0.00	0.0%	0	0	0	0	0
0	Under Grad in summer (560 hrs)	ST	0.00	0.0%	0	0	0	0	0
0	Grad Student academic yr (760 hrs)	GN	0.00	0.0%	0	0	0	0	0
0	Grad Student in summer (560 hrs)	GT	0.00	0.0%	0	0	0	0	0
<b>6400</b>					<b>6400</b>	<b>6400</b>	<b>6400</b>	<b>6400</b>	

**Total Salaries and Wages (A+B)**

0 6400 0 6400

**C. Fringe Benefits**

0	Exempt Personnel Benefits	55.8%	0	0	0	0	0	0	0
0	Adjunct Benefits	9.5%	0	608	0	0	0	608	0
0	Under Grad Benefits	8.5%	0	0	0	0	0	0	0
0	Grad Student Benefits	8.5%	0	0	0	0	0	0	0
0	Classified Personnel Benefits	85.3%	0	608	0	0	0	608	0
<b>608</b>				<b>608</b>	<b>608</b>	<b>608</b>	<b>608</b>	<b>608</b>	

**Total Salaries and Benefits (A+B+C)**

0 7008 0 7008

**D. Equipment**

0 0 0 0

**E. Travel**

1. Domestic	student travel (E/P and Camp)	2237	176877	82230.45	261344.5	0	0	0	0
2. Foreign		0	0	0	0	0	0	0	0
<b>2237</b>		<b>176877</b>	<b>82230.45</b>	<b>261344.5</b>	<b>261344.5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Total Travel**

2237 176877 82230.45 261344.5

**F. Participant Support**

0 0 0 0

**Total Participant Support**

0 0 0 0

**G. Other**

materials & supplies	37795	14980	52755	0	0	0	0	0	0
publications	0	0	0	0	0	0	0	0	0
consultant	0	0	0	0	0	0	0	0	0
computer	0	0	0	0	0	0	0	0	0
subawards	25000	207331	117712	350042.9	0	0	0	0	0
student fees (transcription, application, graduation)	0	14410	4800	18210	0	0	0	0	0
number of students	0	0	0	0	0	0	0	0	0
tuition	0	0	0	0	0	0	0	0	0
0 in-state tuition	0	0	0	0	0	0	0	0	0
0 out-of-state tuition	0	0	0	0	0	0	0	0	0
<b>total tuition</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>\$ per credit # of credits</b>	<b>268</b>	<b>18</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>total tuition r</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Total Direct Costs (A-G)**

27237 443421 219702 690360

**Total Indirect Costs (F&H)**

8171 70827 30597 109595

**Total Direct & Indirect (H+I)**

35408 514248 250299 799955

**Total Project**

799955







Component Name:

**Evaluation Tools**

7

**Accountability**

**A. Tools for Measurement**

Pre-post tests

Time sheets

Plans

**B. Where Data Maintained**

School

**C. Source of Data**

Progress reports

Testing results

**D. Frequency of Collection**

Quarterly

**E. Processing of Data**

Computer spreadsheets

Manual tallies

Component Name:

Evaluation Tools

7

Accountability



Component Name:

Evaluation Tools

7

Accountability



**Applicant Name:** Chukchi Campus, UAF  
**Project Name:** Gaunagilugu Tupiq: Savaaksraqput  
**TERM:** Year 2  
**HUD Program:** AN/NHIAC

**Period:**  
**Start Date:**  
**End Date:**

HUD Goals	Policy Priority	Problem, Need, Situation	Service or Activities/Output	Pre	Post	Outcome	Pre	Post
1	A	2 Planning There is a need for economic development, including localities served by NNHIs.	3 Programming Administrative/Planning	4 Measure		5 Impact	6	
A2	A			Planning			Measure	
B3	B5	2 Develop practicum	3 Practicum	2		Built new affordable housing units	22	
C2	E			3			Units	
		1 Education	3 Persons	22		Employment opportunities-Other - Persons	17	
				1			Units	
		2 Establishment of program and recruitment	22	22		Homes renovated	5	
				1			Units	
		3 Job readiness and employability skill development	22	22				
				22			#N/A	
		4 Job training and education	22	22				
				22			#N/A	
		5 Vocational/trade skills training/education	22	22				
				22			#N/A	
		6 Students complete Certification program	10	10				
				10			#N/A	
		7 Construction of affordable housing	1	1				
				1			#N/A	
		8 Hire students	17	17				
				17			#N/A	
		9 Partnerships with related organizations	5	5				
				5			#N/A	
		10 Rehabilitation of residential structures	5	5				
				5			#N/A	
		11	#N/A	#N/A				
				#N/A			#N/A	
		12	#N/A	#N/A				
				#N/A			#N/A	
		13	#N/A	#N/A				
				#N/A			#N/A	
		14	#N/A	#N/A				
				#N/A			#N/A	
		15	#N/A	#N/A				
				#N/A			#N/A	
		16	#N/A	#N/A				
				#N/A			#N/A	
		17	#N/A	#N/A				
				#N/A			#N/A	
		18	#N/A	#N/A				
				#N/A			#N/A	
		19	#N/A	#N/A				
				#N/A			#N/A	
		20	#N/A	#N/A				
				#N/A			#N/A	
		21	#N/A	#N/A				
				#N/A			#N/A	





Component Name:

0

**Evaluation Tools**

7

Accountability

**A. Tools for Measurement**

Pre-post tests

Time sheets

**B. Where Data Maintained**

School

**C. Source of Data**

Progress reports

**D. Frequency of Collection**

Quarterly

**E. Processing of Data**

Computer spreadsheets

Manual tallies

Component Name:

0

Evaluation Tools

7

Accountability

Component Name:

0

Evaluation Tools

7

Accountability









Component Name:

0

**Evaluation Tools**

7

Accountability

**A. Tools for Measurement**

Time sheets

Pre-post tests

**B. Where Data Maintained**

School

**C. Source of Data**

Progress reports

**D. Frequency of Collection**

Quarterly

**E. Processing of Data**

Computer spreadsheets

Computer spreadsheets

Manual tallies

Component Name:

0

Evaluation Tools

7

Accountability

Component Name:

0

Evaluation Tools

7

Accountability











ousing and Urban Development  
535-0114 exp. 09/30/2007

Component Name:

0

Evaluation Tools

7

Accountability

Component Name:

0

Evaluation Tools

7

Accountability

**IT IS RECOMMENDED THAT YOU PRINT THESE INSTRUCTIONS BEFORE CONTINUING**

It may be helpful to print out a copy of the instructions and have them on hand while creating your eLOGIC MODEL™. These instructions may not look exactly as displayed on your screen. To print any of the 12 Worksheets, select the TAB with your cursor at the bottom of screen and use your print function (usually File | Print).

**Do not modify the workbook. Do not change the integrity of the form by adding additional tabs or worksheets. The instructions provided here will meet your needs.**

**SECURITY AND THE USE OF "MACROS"**

The 2007 HUD eLogic Model™ when downloaded and opened may prompt a "Macro" alert on your screen. "Macros" are a form of programming used in Excel to enable additional functionality. You will need to "enable" the "Macros" to use all functions on your eLOGIC MODEL™. After submission of your eLogic Model™ grant application, you may reset your security levels to their original settings. Depending on your version of Excel™, there are several steps you must take in order to use the eLogic Model™. A description is provided below for three most common versions of Excel™ in use today, one of which is probably installed on your computer.

**NOTE: If you do not enable the "Macros" your eLogic Model™ will not function properly. If you are working in a network, and you cannot control your desktop settings, contact your system administrator for support. Some of you may already be very familiar with Macros. If you are not, here are some easy step-by-step instructions for you to follow to enable the Macros.**

Excel™ 2003 - There are four levels of security regarding the use of "Macros": Very High, High, Medium, and Low. If upon opening the eLogic Model™ the dialog box states that you must change your Security setting to enable "Macros", your security settings are either set to Very High or High and you must take the following steps: Go to the toolbar at the top of the screen and click on "Tools". Then click "Options" and then click the tab labeled "Security" located on the top right of the window. At the bottom right of the window, click the button that says "Macro Security" and select Medium as your setting. Click "OK" and then click "OK" in the Options window. Close your eLogic Model™. Re-open your eLogic Model™. You will now receive a dialog box with the message "Security Warning". Click on the button at the bottom that says "Enable Macros". Your eLogic Model™ will open and be fully functional.

If upon opening the eLogic Model™ the dialog box gives you an option to enable "Macros" at that moment, it means that Security is set to Medium. All you need to do is to click the button at the bottom of the dialog box that says "Enable Macros". Your eLogic Model™ will open and be fully functional.

If upon opening the eLogic Model™ there is no dialog box, your Security setting is set on "Low" and your Macros are already enabled. There is no additional step needed.

Excel™ 2000 - There are three levels of security regarding the use of "Macros": High, Medium, and Low. The High security setting automatically disables most Macros and does not alert you to the action. If, when entering Services/Activities in Column 3, or Outcomes in Column 5, you select "other," the word "other" appears and remains in the cell, the Macro is not functioning. Save and close changes you have made thus far. Then from the menu, select "Tools," "Macro," "Security". A dialog box will open. Click on the "Security" TAB and select "Medium," then click "OK." Reopen your eLogic Model™. A dialog box will open. Select "Enable Macros". Your eLogic Model™ will open and be fully functional.

If your copy of Excel is already set to "Medium" security, the enable Macros dialog box will appear and you can proceed as above.

The low security setting automatically enables all Macros and you will not receive any message. The eLogic Model™ will open and be fully functional.

Excel™ 1997 - If you are using this version of Excel, please contact HUD's NOFA Information Center for assistance at (800) HUD-8929. Persons with hearing or speech impairments may access this number via TTY by calling the Federal Information Relay Service at (800) 877-8339. The NOFA Information Center is open between the hours of 10 a.m. and 6:30 p.m. eastern time, Monday through Friday, except federal holidays.

#### **eLOGIC MODEL™ SPECIAL FEATURES**

There are several new features available in this year's eLOGIC MODEL™:

**Populate Worksheets** - When identifying information is entered in the Year1 worksheet, e.g. Applicant Name, Project Name, and Component Name, this information will automatically populate or carryover into the Year2, Year 3, and Total worksheets. Activities and Outcomes do not populate as there are a number of combinations of activities that can be performed over the life of an award.

**Expand Worksheet Columns for Better Viewing** - The Need (Column 2), Service or Activity (Column 3) and Outcome (Column 3) columns can be expanded for better viewing. See additional details under, COLUMNS OF THE eLOGIC MODEL™ (1-7).

#### **Use of "Other" in the Dropdown List for "Services or Activities/Output" and "Outcome"**

The dropdown lists for "Services or Activities/Output" and "Outcome" can be expanded to include up to three additional entries. If a service/activity and outcome in the existing dropdown lists do not adequately reflect your project, you may select "other" and add up to three additional entries for "Services or Activities/Output" and three additional entries for "Outcome". These entries are for the total duration of the project, not each year. For example, if you want to add one "other" activity and associated outcome in Year1, Year2 and Year3 you will not be able to add any additional "other" items. Please bear this in mind when determining the need to select "other" rather than an item already identified in the drop down menu. See additional details under, COLUMNS OF THE eLOGIC MODEL™ (1-7).

#### **A Reporting TAB Has Been Added**

The worksheets of the eLogic Model™ contain projections of services or activities and outcomes in support of your proposed project. If you are selected for funding, your approved eLogic Model™ will lock the approved activities/output and proposed projections of your eLogic Model™ and also open up the post reporting functionality. You will be provided a copy of your approved eLogic Model™ with your award agreement. The approved eLogic Model™ will allow you to report actual numbers in the space provided in the "post" column.

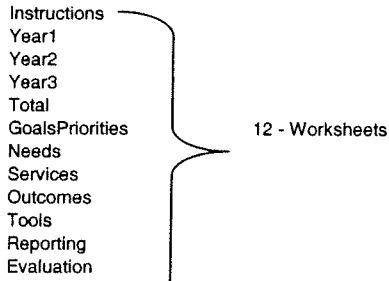
A "Reporting" TAB has been designed to contain two text boxes. Use the text boxes provided. The first provides an area for reporting any positive/negative deviations from the approved eLogic Model™ projections and the basis for the deviations. The second text box is to be used to report responses to the Management Questions negotiated by the HUD program offices as part of your award. See additional details under, INSTRUCTIONS FOR REPORTING PERFORMANCE TO HUD.

This ends the highlights section. The following are detailed instructions for completing the eLogic Model™.

## **INSTRUCTIONS FOR COMPLETING THE eLOGIC MODEL™**

### **BACKGROUND**

The eLogic Model™ form (4 copies, Year1 Year2 Year3 and Total) is contained within this Excel™ Workbook. The Workbook has 12 separate worksheets and each worksheet is identified by a TAB at the bottom of the page. **If you cannot see all the TABS, be sure to maximize the workbook by clicking the middle button in the top right corner of the workbook to expand your window or move your bottom scroll bar so all the TABS appear. Usually this situation does not occur. If it does, the Reporting TAB and the Evaluation TAB may be hidden until you follow the above procedure.** The worksheet(s) labeled "Year1 Year2 Year3 and Total" contain the actual form that you should complete. The other Worksheet(s) provide supportive and reporting information. The TABs are:



### **ACCESSING THE eLOGIC MODEL™**

Select the TAB labeled "Year1." This is the first copy of the eLogic Model™ form. The additional copies of the form labeled Year2 Year3 and Total are used for multiple year grants to specify Activities and Outcomes for each year of the proposed program. Year2, for example, would contain Activities and Outcomes projected for the second year ONLY (not a cumulative total from Year1). Applicants applying for a multiple year grant must complete a worksheet for each year of performance, plus a total worksheet showing a cumulative total for all years covered by the award. The "Total" worksheet must reflect the sum of all years of the grant. For example, a two-year grant would include Year1 and Year2 and Total. A three-year grant would include Year1 Year2 Year3 and Total. A one-year grant would include ONLY Year1. A Total worksheet is not required for one year grants.

**NOTE: Each cell of the worksheet is "lock protected" so you can only make entries in cells that are for input as directed by these instructions.**

To complete the eLogic Model™ form, in the first row there is a label, "Applicant Name", cell [E1]. Enter the name of the applicant organization applying for funding. Enter the Applicant Name exactly as it appears in box 15 of the SF-424. Once you have entered your "Applicant Name" in the worksheet labeled Year1, the Year2, Year3, and Total worksheets will automatically populate the same information.

In the second row there is a label, "Project Name:" Enter the name of your project in cell [E2]. Use exactly the same name as you did on box 8a. of the form SF-424. If you are submitting multiple applications under the same applicant name for the same HUD program, you must include a project name that can distinguish between the two applications and logic models submitted, e.g. HBCU-Dillard-Affordable Housing15, HBCU-Dillard-Affordable Housing16. If the project name is not known at time of application then insert TBD1, TBD2, etc, e.g. HBCU-Dillard-TBD1, HBCU-Dillard-TBD2. Once you have entered your "Project Name" in the worksheet labeled Year1, the Year2, Year3, and Total worksheets will automatically populate the same information.

Immediately below "Project Name," there is a field for "Term," which corresponds to worksheets for Year1, or Year2, or Year3, or Total. This field is already pre-filled. Immediately below TERM is a field designated for the HUD Program Name. This field is already pre-filled; please verify that it matches the program for which you are applying. You will also see a field labeled "Component Name:" cell [L-4]. If the program under which you are applying has components, e.g., EOI or PEI under the Fair Housing Initiatives Program, or a TA Program under the CDTA NOFA, enter the name of the program component for which you are applying. If there are no components in the funding opportunity for which you are seeking funding, leave this field blank. Once you have entered your "Component Name" in the worksheet labeled Year1, Year2, Year3, and Total will automatically populate the same information.

To the right of the Applicant and Project fields, there are fields labeled Period and Start Date and End Date. Leave these fields blank. They are for reporting purposes. See additional details under, INSTRUCTIONS FOR REPORTING PERFORMANCE TO HUD.

## COLUMNS OF THE eLOGIC MODEL™ (1-7)

### Column 1 – Policy

Under the "Policy" Column (1), there are actually two columns; one for HUD Goals, and one for Policy Priority. Review the HUD Goals and Policy Priorities by clicking on the TAB labeled "GoalsPriorities" at the bottom of the workbook. For each of the eLogic Model™ worksheets used in your application (Year1 Year2 Year3 Total) select the HUD Goals and Policy Priorities that your program will address. You do this by clicking the mouse in one of the cells in column (1) of the worksheets labeled (Year1 Year2 Year3 Total). A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of letters and numbers that correspond to the HUD Goals and Policy Priority will appear. Select one of the HUD Goals and Policy Priority letter/number in the list by clicking it. Repeat this process in other cells of the HUD Goals column and the Policy Priority column until you have selected all that apply to your application.

### Column 2 – Planning

Under the "Planning" Column (2), select a Problem, Need, Situation statement. Do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Need Statements appears. Select one or more of the Need Statements in the list by clicking it. Because the column is too narrow to show the full Need Statement in the dropdown list, you may wish to refer to the TAB labeled "Needs" to see the full Need Statement or you can (using your mouse) click on the shaded cell [D5] labeled **Problem, Need, Situation** and this will expand the cell. To return the cell to its original size, click again on cell [D5] labeled **Problem, Need, Situation**.

**NOTE: When expanding and returning the cell to its original size, click once. Do not double click.**

When you select a Need Statement, the full Need Statement will fill the cell. If you don't want this Need Statement, you can simply click the dropdown arrow again and select another item. Or, you can delete a Need Statement by selecting the cell and clicking the DELETE KEY on your keyboard. If you want to select more than one Need Statement, go to the next cell in the column and repeat the process, selecting the appropriate Need Statement. You can do this until you have selected all the Needs Statements that are appropriate to your proposed program. The selections should reflect the needs identified in your response to your Rating factor narratives. There is no need to select all the Need Statements if they do not apply to what you plan to address or accomplish with the funding requested.

### Column 3 – Programming

Under the "Programming" Column (3), select a Service or Activity. You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of eligible Services or Activities appears. Select one of the Services or Activities in the list by clicking it. List Year1 Services or Activities using the Year1 worksheet of the form. List Year2 Services or Activities using the Year2 worksheet of the form. List Year3 Activities using the Year3 worksheet of the form. Make a composite Logic Model of all years on the Total worksheet. If you are only applying for one year grant, you do not need to create a composite Logic Model on the Total TAB. Because the column is too narrow to show the full Services or Activities/Outputs Statement in the dropdown list, you may wish to refer to the TAB labeled "Services" to see the full range of eligible Services or Activities/Outputs or you can (using your mouse) click on the shaded cell [E5] **Service or Activities/Outputs**. This will expand the cell. To return the cell to its original size, click on shaded cell [E5] **Service or Activities/Outputs**.

**NOTE: When expanding and returning the cell to its original size, click once. Do not double click.**

**NOTE: If the Service or Activity/Outputs that you are looking for does not appear on the dropdown list, choose "Other" from the dropdown list.** A dialog box will appear that says "Year1". Click "OK" and another dialog box will appear that says "You have selected "Other" which means that "you must create a new Activity or Outcome and a Unit of Measure, are you prepared to do this Now?", click "Yes" if you wish to continue. You will see an input window that says "Enter a new Activity or Outcome to your selection list". Enter your Service or Activity in the field provided and click "OK". A second window will appear that says "Specify a Unit of Measure for the Activity or Outcome you entered". Enter the unit of measure in the field provided and click "OK". The new Service or Activity will appear in the Logic Model cell and it will be added to the dropdown list. **YOU ARE ONLY PERMITTED TO ADD A TOTAL OF THREE NEW SERVICES OR ACTIVITIES PER LOGIC MODEL.**

**In the event that you want to delete, or change your newly created Service or Activity,** click the TAB labeled Services at the bottom of your screen and then click cell [B1] "**Click here to allow deletion of New Activities**" at the top right of the window. A dialog box will appear that says "Click on a new Activity to delete it from you Logic Model", click "OK". A dialog box will appear that says "Caution! This will delete all instances of new services or activities in your Logic Model, do you wish to continue?" Click "Yes": The new Activity you added will be displayed with the prefix "new". You can only delete new Services or Activities.

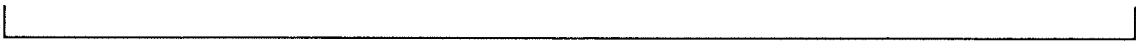
### Column 4 – Measure

Notice that as the Service or Activity you selected appears in the cell, a corresponding unit of measure appears or populates in the Measure column. The unit of measure could be "persons", "dollars", "square feet", "houses", or some other unit of measure that relates to the selected Service or Activity. Immediately below the unit of measure are two blank cells. Enter the projected number of units you are proposing to deliver or accomplish in the "Pre" column. The "Post" column is locked to be used later for reporting purposes.

### Column 5 – Impact

Under the "Impact" Column (5), select the Outcome that best corresponds to the Need and Service or Activity that you just previously identified and selected for your logic model. Do this the same way as previously described for Needs and Services or Activities. Select an Outcome from the dropdown list. Notice that once again, a unit of measure automatically appears in the next column "Measure". Because the column is too narrow to show the full Outcome Statement in the dropdown list, you may wish to refer to the TAB labeled "Outcomes" to see the full range of Outcomes or you can (using your mouse) click on the shaded cell [I5] **Outcome**. This will expand the cell. To return the cell to its original size, click on shaded cell [I5] **Outcome**.

**NOTE: When expanding and returning the cell to its original size, click once. Do not double click.**





**NOTE:** If the Outcome that you are looking for does not appear on the dropdown list, choose "Other" from the dropdown list. A dialog box will appear that says "Year1". Click "OK" and another dialog box will appear that says "You have selected "Other" which means that "you must create a new Activity or Outcome and a Unit of Measure, are you prepared to do this Now?", click "Yes" if you wish to continue. You will see an input window that says "Enter a new Activity or Outcome to your selection list". Enter your Outcome in the field provided and click "OK". A second window will appear that says "Specify a Unit of Measure for the Activity or Outcome you entered". Enter the unit of measure in the field provided and click "OK". The new Outcome will appear in the Logic Model cell and it will be added to the dropdown list. **YOU ARE ONLY PERMITTED TO ADD A TOTAL OF THREE NEW OUTCOMES PER LOGIC MODEL.**

**In the event that you want to delete, or change your newly created Outcome,** click the TAB labeled Outcomes at the bottom of your screen and then click cell [B1] "Click here to allow deletion of New Outcomes" at the top right of the window. A dialog box will appear that says "Click on a new Outcome to delete it from your Logic Model", click "OK". A dialog box will appear that says "Caution! This will delete all instances of new outcomes in your Logic Model, do you wish to continue?" Click "Yes". The new Outcome you added will be displayed with the prefix "new". You can only delete new Outcomes.

#### **Column 6 – Measure**

Under the "Measure" Column 6, specify a projected number of Outcome units you are proposing.

**Repeat the process of specifying a Need, a Service or Activity, and an Outcome using as many rows as is necessary to fully describe your proposal.** The eLogic Model™ form extends to about three pages when printed out. You may view a preprint of your model at any time by selecting from the Menu bar at the very top of the Excel Window: FILES | Print Preview. It is recommended that you do this periodically to get a better view of the logic model you are creating.

**NOTE:** You can adjust the look of your logic model by skipping rows, so that Needs, Activities, and Outcomes are grouped appropriately.

**CAUTION, DO NOT CUT & PASTE ITEMS FROM ONE COLUMN TO ANOTHER.** For example, do not cut and paste an item from the Needs column to the Service or Activity column, or the Activity column to the Outcome column. You will produce an unstable worksheet which will behave erratically, requiring you to start over with a new blank eLogic Model™ workbook.

#### **Column 7 – Accountability**

Under the "Accountability" column (7), enter the tools and the process of collection and processing of data in your organization to support all project management, reporting, and responding to the Management Questions. This column provides the framework for structuring your data collection efforts. If the collection and processing of data is not well planned, the likelihood of its use to further the management of the program and support evaluation activity is limited. If data are collected inconsistently, or if data are missing, or if data are not retrievable, or if data are mishandled, the validity of any conclusions is weakened.

The structure of Column 7 contains five components in the form of dropdown fields that address the Evaluation Process. You are responsible for addressing each of the five steps that address the process of managing the critical information about your project.

- A. Tools for Measurement
- B. Where Data Maintained
- C. Source of Data
- D. Frequency Collection
- E. Processing of Data

You may select up to five choices for each of the five processes (A-E) that supports Accountability and tracks Outputs and Outcomes. Given the limited space, please identify the most frequent sources for the processes (A-E). As you proceed through the remaining components, B through E, specify those components in the same order as you selected the "Tools For Measurement" listed under item A. That is, if the first Tool is "Pre-post Test," then the first item under B "Where Data Maintained" must identify where the pre-post test data is maintained, and so on through E the first entry should pertain to "Pre-post Test." Likewise, if the second item in A is "Satisfaction Surveys," then specify the second item in B through E as it pertains to "Satisfaction Surveys."

**A. Tools for Measurement.** A device is needed for collecting data; e.g., a test, a survey, an attendance log, an inspection report, etc. The tool "holds" the evidence of the realized Output or Outcome specified in the logic model. At times, there could be multiple tools for a given event. A choice can be made to use several tools, or rely on one that is most reliable, or most efficient but still reliable. Whatever the tool, it is important to remain consistent throughout the project.

Instructions: Under the Accountability column, select your choices of Tools to Track Outputs and Outcomes. You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Tools appears. Select one or more of the Tools in the list by clicking it.

**B. Where Data Maintained.** A record of where the data or data tool resides must be maintained. It is not required that all tools and all data are kept in one single place. You may keep attendance logs at the main office files, but keep other tools or data such as a "case record" in the case files at the service site. It is important to designate where tools and/or data are to be maintained. For example, if your program has a sophisticated computer system and all data is entered into a custom-designed database, it is necessary to designate where the original or source documents will be maintained.

Instructions: Under the Accountability column, select your choices of Where Data Maintained. You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Where Data Maintained appears. Select one or more of the Where Data Maintained in the list by clicking it.

**C. Source of Data.** This is the source where the data originates. Identify the source and make sure that it is appropriate.

Instructions: Under the Accountability column, select your choices of Source of Data. You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Source of Data appears. Select one or more of the Source of Data in the list by clicking it.

**D. Frequency of Collection.** Timing matters in data collection. In most instances, you want to get it while it occurs. Collect data at the time of the encounter; if impossible, when it is most opportune immediately thereafter. For example, collect report card data immediately upon the issuance of report cards. Do not wait until after the school year is over. Collect feedback surveys at the conclusion of the event, not a few months later when clients may be difficult to reach. Reporting can be done at anytime if the data is already collected. Another important aspect of this dimension is consistency. If some post tests are collected soon after the event, but others are attempted months later, the data are confounded by the differences in the timing. If some financial data are collected at the middle of the month and others at the end of the month, the data may be confounded by systematic timing bias.

Instructions: Under the Accountability column select your choices of Frequency of Collection. You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Frequency of Collection appears. Select one or more of the Frequency of Collection in the list by clicking it.

**E. Processing of Data.** This is where you identify the mechanism that will be employed to process the data. Some possibilities are: manual tallies, computer spreadsheets, flat file database, relational database, statistical database, etc. The eLogic Model™ is only a summary of the program and it cannot accommodate a full description of your management information system. There is an implicit assumption that the grantee has thought through the process to assure that the mechanism is adequate to the task(s).

Instructions: Under the Accountability column, select your choices of Processing Data. You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Processing of Data appears. Select one or more of the Process of Data in the list by clicking it.

#### **SAVING YOUR eLOGIC MODEL™**

When you are finished completing the eLogic Model™ form, or wish to stop and continue later, save the file by going to Excel's™ Menu bar and choosing FILE | Save As. Then specify a name for the file, and note where you save the file on your hard drive. Use the name of the HUD Program and your organization name to form a file name for your eLogic Model™, e.g., HBCU-Dillard.xls or HCP-UrbanLeague.xls. Excel™ automatically adds the file extension ".xls" to your file name. Make sure the file extension .xls is not capitalized. In following these directions, if your organizational name exceeds the 50 character limit for space, you should abbreviate your organizational name by either using its initials or a recognizable acronym, e.g. South Carolina State University maybe written as SCSU; Howard University maybe written as HOWDU.

If you are submitting multiple applications under the same applicant name for the same HUD program, you must include a project name that can distinguish between the two applications and logic models submitted, e.g. HBCU-Dillard-Affordable Housing15.xls, HBCU-Dillard-Affordable Housing16.xls. Please be sure to review the file formats and naming requirements contained in the General Section.

Later, you will "Attach" this file to your application. Please remember the name of the file that you are saving. Be sure to delete any earlier version so that when you go to attach the file to your application you select the appropriate and final file.

A single workbook will be adequate for completing your eLogic Model™.

This ends the instructions for completing your Logic Model for application submission.

#### **INSTRUCTIONS FOR REPORTING PERFORMANCE TO HUD**

**Do not change the integrity of the form by adding additional tabs or worksheets. The instructions and the worksheets provided in your eLogic Model™ will meet your needs.**

If your project is selected for funding, the eLogic Model™ will be used as a monitoring and reporting tool upon final approval from the HUD program office. Upon approval, HUD will open the reporting side of the eLogic Model™ allowing you to submit actual outputs and outcomes against approved activities and projected outcomes. HUD will also open the Reporting TAB for you to meet the reporting requirements that are discussed below. The HUD program office will send you the approved eLogic Model™ to be used for reporting purposes. Identify the reporting period covered by the report in Column "I" of the worksheet lines 1, 2 and 3.

To the right of the Applicant and Project fields, there are fields labeled Period and Start Date and End Date. When actually reporting performance on your approved eLogic Model™ form, enter a Start Date and End Date that reflects the reporting period you will be submitting in accordance with required reporting time frames, e.g.; quarterly, semiannually, annually, final. For the Start Date, enter the start date of the reporting period. For End Date enter the End Date for the reporting period. When entering the dates, use the format MM/DD/YYYY.

The Reporting TAB serves two functions: 1) If applicable, use it to describe or explain actual performance as compared to what was projected and provide an explanation of any deviation (positive or negative) from the projections in your approved eLogic Model™, 2); and to respond to the Management Questions identified in the Evaluation TAB.

The worksheet labeled "Reporting" contains three large text boxes to be used by grantees when reporting. Use the reporting worksheet to add any further description or explanation about actual performance or to explain variances between projected Services or Activities and Outcomes vs. Actual Services or Activities and Outcomes.

When responding to the Management Questions, first write the Management Question followed by the response.

#### **COMPLETING PERFORMANCE INFORMATION in YEAR1, YEAR2, YEAR3, AND TOTAL TABS.**

**The HUD approved eLogic Model™ will be used as a monitoring and reporting tool for your grant award.** HUD will open the reporting side of the eLogic Model™ allowing you to submit actual outputs and outcomes against approved activities and projected outcomes. The HUD program office will send you the approved eLogic Model™ to be used for reporting purposes. **Identify the reporting period covered by the report in Column "I" of the worksheet lines 1, 2 and 3.**

#### **Narrative Description - Positive/Negative Deviation from Approved Logic Model Projections**

In addition to your submission of your eLogic Model™ results, you must include a narrative indicating any positive or negative deviations from projected outputs and outcomes as contained in your approved eLogic Model™ and explain the basis for the actual performance as compared to what was projected. In your narrative be sure to identify the output and outcome that you are describing from your approved eLogic Model™ and the reason why this deviation occurred. When doing this, create a paragraph header labeled, "Narrative Description - Positive/Negative Deviation from Approved Logic Model Projections".

**Save the eLogic Model™ file you receive from HUD.** Each time you submit your report to HUD, add the reporting period and year to the file name, e.g. HBCU-Dillard-Affordable Housing16qtr107 for a 1st quarter report, HBCU-Dillard-Affordable Housing16qtr207 for a 2nd quarter or semi-annual report, HBCU-Dillard-Affordable Housing16qtr307 for a 3rd quarter report, and HBCU-Dillard-Affordable Housing 16qtr407 for a 4th quarter or annual report. When reporting for a multiple year award, use the same format but change the year, e.g HBCU-Dillard-Affordable Housing16qtr108.

#### **Response to Management Questions**

The Management Questions are located in the Evaluation TAB. It lists the Management Questions that apply to your proposed program. Applicants who receive awards will be notified about which Management Questions will be used for monitoring accountability throughout the project. The data in your eLogic Model™ should enable you to address most or all of these Management Questions. The data collected during the course of your work and captured in the eLogic Model™ will also be useful to you in evaluating the effectiveness of your program. For eLogic Model™ Training via webcast, consult the webcast schedule found at HUD's website at <http://www.hud.gov/offices/adm/grants/fundsavail.cfm>. If you have any questions regarding reporting requirements, please contact your HUD program representative.

In your report and in accordance with your NOFA instructions and grant agreement, respond to the Management Questions found in the Evaluation TAB. When responding to the Management Questions, use the text box in the Reporting TAB and write the Management Question followed by the response for all Management Questions applicable to your activities.

#### **Submission Requirements**

In addition to following the reporting requirements in your award agreement, you must also submit an electronic copy. (See the FY2007 General Section of the NOFA for the HUD approved electronic formats)

**CAMP eLogic Model™**[Click here to allow deletion of 'New' Outcomes](#)**Copy to Column 5**

<b>ACHIEVEMENT OUTCOMES GOALS AND INDICATORS</b>	<b>UNITS</b>
Built new affordable housing units	Units
Business opportunities-Other – Businesses	Businesses
Business opportunities-Other – Dollars	Dollars
Business opportunities-Section 3 – Businesses	Businesses
Business opportunities-Section 3 – Dollars	Dollars
Businesses incubated	Businesses
Businesses report improvement in supply of skilled labor	Businesses
Children enrolled in child care	Children
Commercial facilities constructed	Facilities
Commercial facilities rehabilitated	Facilities
Communities replicate childcare program model	Communities
Community center completed and operational	Centers
Employment opportunities-Other – Available jobs	Available jobs
Employment opportunities-Other – Persons	Persons
Employment opportunities-Section 3 – Available jobs	Available jobs
Employment opportunities-Section 3 – Persons	Persons
Families have access to high quality subsidized childcare	Persons
Gain employment utilizing computer skills	Persons
Homes constructed	Constructed units
Homes made lead safe	Units
Homes renovated	Units
Income generated from assessments/incubator rental	Dollars
Increase salary	Persons
Job training grants received	Grants
Jobs created	Persons
Long-term job placements	Persons
Micro enterprises-expanded as a result of financial assistance	Micro-enterprises
Micro-enterprises established as a result of financial assistance	Micro-enterprises
Micro-enterprises established as a result of technical assistance	Micro-enterprises
Micro-enterprises stabilized as a result of financial assistance	Micro-enterprises
Micro-enterprises stabilized as a result of technical assistance	Micro-enterprises
Micro-enterprises that expanded as a result of financial assistance	Micro-enterprises
Micro-enterprises that expanded as a result of technical assistance	Micro-enterprises
Micro-enterprises-established as a result of financial assistance	Micro-enterprises
Micro-enterprises-established as a result TA	Micro-enterprises
Micro-enterprises-expanded as a result of TA	Micro-enterprises
Micro-enterprises-stabilized as a result of financial assistance	Micro-enterprises
Micro-enterprises-stabilized as a result of TA	Micro-enterprises
Minority/women-owned businesses report improvements	Persons
New employers locate to city	Businesses
Obtain employment	Persons
Public facilities constructed	Facilities
Public facilities renovated	Facilities
Public facilities that were improved	Facilities
Purchase a home as a result of down- payment assistance	Persons
Purchased new home	Persons

Purchased renovated home	Persons
Residents using the improved facilities for the first time	Persons
Small Business Network grants received	Grants
Small businesses housed incubator	Micro-enterprises
Training Opportunities-Other	Persons
Training Opportunities-Section 3	Persons
Water and sewer facilities improved	Facilities
other	other



## CAMP eLogic Model™

<b>A. Tools For Measurement</b>
Bank accounts
Construction log
Database
Enforcement log
Financial aid log
Intake log
Interviews
Mgt. Info. System-automated
Mgt. Info. System-manual
Outcome scale(s)
Phone log
Plans
Pre-post tests
Post tests
Program specific form(s)
Questionnaire
Recruitment log
Survey
Technical assistance log
Time sheets
<b>B. Where Data Maintained</b>
Agency database
Centralized database
Individual case records
Local precinct
Public database
School
Specialized database
Tax Assessor database
Training center
<b>C. Source of Data</b>
Audit report
Business licenses
Certificate of Occupancy
Code violation reports
Counseling reports
Employment records
Engineering reports
Environmental reports
Escrow accounts
Financial reports
GED certification/diploma
Health records
HMIS
Inspection results
Lease agreements
Legal documents
Loan monitoring reports
Mortgage documents
Payment vouchers
Permits issued
Placements
Progress reports
Referrals
Sale documents
Site reports
Statistics
Tax assessments
Testing results
Waiting lists
Work plan reports
<b>D. Frequency of Collection</b>
Daily
Weekly
Monthly
Quarterly
Biannually
Annually
Upon incident
<b>E. Processing of Data</b>
Computer spreadsheets
Flat file database
Manual tables
Relational database
Statistical database

**CAMP eLogic Model™***Click here to allow  
deletion of 'New'  
Activities***Copy to Column 3**

<b>SERVICES OR ACTIVITIES/OUTPUTS</b>	<b>UNITS</b>
Acquisition of real property	Units
Administrative/Planning	Planning
Advancement of incubation	Incubations
Best practices training	Trainings
Business and industry provide job training for employees	Businesses
Business contacts	Contacts
Business counseling	Persons
Business opportunities-Other – Businesses	Businesses
Business opportunities-Other – Dollars	Dollars
Business opportunities-Section 3 – Businesses	Businesses
Business opportunities-Section 3 – Dollars	Dollars
Business training/education	Persons
CDBG Community Economic Development Programs	Programs
CDBG energy conservation projects	Projects
CDBG neighborhood revitalization	Projects
Child Care – Provider training	Persons
Child Care – Provider training workshops	Persons
Childcare training	Persons
Clearance and demolition	Units
Computer certification training and education	Persons
Computer lab with learning software	Labs
Constructed housing – Design incorporates universal design	Units
Constructed housing – Design incorporates visitability standards	Units
Constructed housing – With Energy Star	Units
Constructed office – Design incorporates universal design	Units
Constructed office – Design incorporates visitability standards	Units
Constructed office – With Energy Star	Units
Constructed public facilities	Units
Constructed public facilities – Design incorporates universal design	Units
Constructed public facilities – Design incorporates visitability standards	Units
Constructed public facilities – With Energy Star	Units
Constructed with With Energy Star	Units
Construction – Commercial facilities	Units
Construction – Commercial facilities – Design incorporates universal design	Units
Construction – Commercial facilities – Design incorporates visitability standards	Units
Construction – Commercial facilities – With Energy Star	Units
Construction – Housing units	Units
Construction – Office complex	Units
Construction of affordable housing	Units
Construction of commercial facilities	Facilities
Construction of facility	Facilities
Construction of units	Units
Coordinate programs with local schools	Schools
Coordination of University research/projects	Projects
Create community survey	Surveys
Create incubation curriculum	Curriculum

Create incubation curriculum	Curriculum
Crime prevention	Projects
Cultural and natural resource development projects	Projects
Cultural preservation programs	Programs
Design satellite counseling center	Centers
Develop multi-lingual curriculum/program	Curriculum
Develop practicum	Practicum
Develop recruitment plan	Plan
Develop special needs program	Programs
Development of post-secondary careers/education paths	Persons
Direct homeownership assistance	Persons
Drug abuse education	Persons
Education	Persons
Educational workshops	Workshops
Employment Assistance	Persons
Employment opportunities-Other – Available jobs	Available jobs
Employment opportunities-Other – Persons	Persons
Employment opportunities-Section 3 – Available jobs	Available jobs
Employment opportunities-Section 3 – Persons	Persons
Energy conservation projects	Projects
Energy efficiency training	Persons
Entrepreneurial training	Persons
Environmental review	Reviews
Establish Advisory Committee	committees
Establish center for workforce development	Centers
Establish Neighborhood Network Centers	Centers
Establish small business incubator	Facilities
Establishment of a Community Development Corporation	Corporation
Establishment of program and recruitment	Programs
Fair housing counseling and services	Persons
Financial assistance for expansion of micro enterprises	Micro-enterprises
Financial assistance referrals	Persons
Financial literacy training and counseling	Persons
Financial literacy workshops	Persons
Furnish classrooms	Classrooms
Grant writing workshops	Workshops
Healthcare services	Persons
Hire draftsman	Draftsman
Hire staff	Staff
Hire students	Students
Homebuyer down-payment assistance	Dollars
Housing counseling and training	Persons
Install portable structures	Structures
Job placement	Persons
Job readiness and employability skill development	Persons
Job training and education	Persons
Job training for students	Persons
Land upgrades	Upgrades
Lead-based paint hazard evaluation	Evaluations
Lead-based paint hazard reduction	Hazards
Leadership training	Persons
License facility for childcare	Persons



Maintain Neighborhood Network Centers	Centers
Multi-lingual educational programs	Programs
Non-credit free classes	Sections
Obtain building permit	Persons
Obtained childcare	Children
Obtained drug abuse counseling	Persons
Obtained healthcare	Persons
On-site vocational training	Persons
Organizational & capacity building training	Training
Partnership coordination on Energy Star compliance	Partnerships
Partnerships with related organizations	Partnerships
Planning	NonePlans
Planting	Planting
Prepare bid	Bids
Provide early intervention for special needs	Children
Public facilities improvements	Facilities
Recreational needs	Needs
Recruit students	Students
Rehab/Renovate facility	Facilities
Rehabilitation – Commercial facilities – Design incorporates universal design	Units
Rehabilitation – Commercial facilities	Units
Rehabilitation – Commercial facilities – Design incorporates visitability standards	Units
Rehabilitation – Commercial facilities – With Energy Star	Units
Rehabilitation – Housing units	Units
Rehabilitation – Office complex	Units
Rehabilitation – Public facilities	Units
Rehabilitation – Public facilities – Design incorporates universal design	Units
Rehabilitation – Public facilities – Design incorporates visitability standards	Units
Rehabilitation – Public facilities – With Energy Star	Units
Rehabilitation of commercial structures	Units
Rehabilitation of residential structures	Units
Relocation payments	Dollars
Rental of small business incubator	Micro-enterprises
Residents who received relocation payments	Persons
Scholarship awards	Awards
Secure contracts	Contracts
Selection of Architect/Contractor	Permits
Service Learning programs	Persons
Skill assessment testing	Persons
Soil amended	Amended
Students complete Certification program	Persons
TA for <u>establishment</u> of Micro-enterprises	Micro-enterprises
TA for <u>expansion</u> of Micro-enterprises	Micro-enterprises
TA for <u>stabilization</u> of Micro-enterprises	Micro-enterprises
Technical assistance for establishment of micro-enterprises	Micro-enterprises
Technical assistance for expansion of micro-enterprises	Micro-enterprises
Technical assistance for stabilization of micro-enterprises	Micro-enterprises
Technical assistance training workshops	Workshops
Technology center classes	Classes
Training Opportunities-Other	Persons
Training Opportunities-Section 3	Persons
Training/Counseling for non-profits	Non profits

Vocational/trade skills training/education	Persons
Water and sewer facilities	Facilities
Write Small Business Network grants	Grants
Youth trained for management	Persons
other	other



**CAMP eLogic Model™**

**Copy to Column 2**

**PROBLEM, NEEDS, SITUATION**

There is a need for community development, including neighborhood revitalization and housing in localities served by AN/NHIs.

There is a need for economic development, including neighborhoods in localities served by N/NHIs.

Neighborhoods in need of revitalization lack public service activities that serve to stabilize a neighborhood and contribute to sustainable development.