

MEMO

To: Verné Boerner, Chair - Program and Planning Committee, Chair
Through: Mike Abbott, Chief Executive Officer
From: Steve Williams, Chief Operating Officer
Date: July 16, 2021
Re: FY20 Closed Grant Report for Trustees

This memo serves as a preface to assist the reader in understanding the grant information included in this report.

FY20 Closed Grant Report

The report was generated to provide additional information about Trust funded projects as the Trust finalizes its amended FY23 budget. The report is organized into sections related to Trust focus and priority areas, but also includes a section examining on non-focus area grants. Each grant included in the report contains information about the grant's purpose, outcome results, and an individual staff analysis with a FY23 budget recommendation. For each grant the following are included:

1. A high-level project summary with general information about the grant.
2. A detailed project analysis completed by Trust program staff.
3. The project description from the grant agreement.
4. An executive summary, beneficiary numbers, and responses to performance measures as submitted by the grantee.
5. Any applicable attachments submitted by the grantee as part of the reporting process.

FY20 Closed Grant Selection Criteria

The criteria used for selecting the grants in this report were:

- a. Only FY20 closed grant projects (Authority Grants and MHTAAR grants)
- b. Only FY20 closed grants over \$100,000 (including grants awarded from an unallocated bucket in a Non-Focus Area or Focus Area line item; i.e. Partnerships or Beneficiary Employment and Engagement program grants)
- c. Only FY20 closed grant projects recommended for continued funding in the FY23 budget. (NOTE: If the FY23 recommendation is below the \$100,000 threshold, for example, a project is ramping down, the grant is not included in this report)

There were 36 grants that met the criteria and are included in the report.

Trust Grant-Making in General

Annually the board of trustees approves a budget that includes expenditures from the Trust Settlement Income Account for the awarding of grants and contracts to ensure an integrated comprehensive mental health program for the state and to improve the lives of Trust beneficiaries¹. In some cases, the approved funding is allocated to a specific organization (i.e. the Department of Health and Social Services or Alzheimer’s Resource Agency) and in other cases the funding is approved, but not to a specific organization. These “unallocated buckets” of approved funding (i.e. Partnership funds) are approved and awarded to grantees throughout the fiscal year. Depending on the dollar amount of the grant, they are approved by the board of trustees, the program and planning committee or the chief executive officer.

On average the Trust annually awards over \$20M in individual grants, as outlined in our recent [FY20 Grant Investment report](#). These grant awards can range from \$2,500 for a conference sponsorship to over \$500,000 for a program or service that supports Trust beneficiaries. The types of grants the Trust awards include:

- Capacity Building
- Capital - Equipment
- Capital - Construction
- Conference/Sponsorships
- Data Planning
- Direct Service
- Outreach
- Workforce Development/Training

In addition, for each grant award there is a signed grant agreement between the Trust and the grantee organization. The grant agreement includes:

- General Agreement as to the purpose of the grant
- Project Description
- Project Performance Measures
- Budget Agreement
- Payment Provisions
- Reporting Requirements

¹ Alaskans who experience mental illness, developmental disabilities, substance use disorders, Alzheimer’s disease and related dementia, and traumatic brain injuries.

Project Performance Measures

Individual grant project performance measures are established for every grant and included in the grant agreement. Generally, performance measures are developed by Trust staff with the grant recipient. This ensures the necessary beneficiary data is reported given the scope and type of grant award and that the data is within the grantee's capacity to track. As a starting point, the Trust uses the Results Based Accountability (RBA) framework² when developing performance measures. This framework is based on three core questions (1) How much did we do? (2) How well did we do it?, and (3) Is anyone better off? This framework is applicable for the majority of Trust grants, but not all (i.e. capital grants).

Using the RBA framework as the foundation, additional factors are considered when developing and establishing performance measures, such as the grant award amount and the grantee's capacity to collect, analyze and report data. In summary, the RBA framework grounds the development and establishment of grant performance measures, but there are other factors that are considered for each grant award.

Project Performance Measure Data

Project performance measure data is generated and submitted to the Trust by the grantee as outlined in the individual grant agreements. The information can and does vary depending on the grant type, the data required as well as the individual grantee's data collection infrastructure, staff capacity, and ability to analyze and interpret the data. As a result, there is performance data reporting variability across grantees and individual grants cannot and should not be compared to one another.

When a grant report is submitted, Trust staff review the report against the performance measures outlined in the grant agreement. If there are questions or if there is missing information the assigned Trust staff to the grant, reaches out to the grantee to discuss the identified question or issue. This communication accomplishes three key things. First, it develops or strengthens the Trust/grantee partnership. Second, it provides an opportunity for Trust staff to understand the context and any potential unidentified capacity issues that may have contributed to the question or issue. Finally, it provides the opportunity to assist the grantee in understanding the Trust data needs and possibility to clarify or resubmit information in the report. In the end, this generally results in better data on the project and a greater understanding of beneficiary impact.

² Mark Friedman

Staff Analysis

The Trust is a highly engaged grant making organization, meaning Trust staff often are connecting and working with the grantee from the point of approval through to the close of the grant award. Thus, the submitted grant report itself is one element that Trust staff considers when performing their analysis of a grant project. Other elements include grantee/Trust communication over the grant period; identified factors outside the grantee's control that may have positively or negatively impacted grant performance (i.e. staff turnover, state regulatory or funding changes; changes in leadership priorities, etc.); confidence in grantee leadership; and historical grantee performance. These elements may or may not be included in a grant report, but when applicable are considered and included by Trust staff in their final analysis of the grant.

Summary

We hope this information helps to frame the context and understanding of the information that is included in the grant reports that follow. In addition, we hope that the information will assist trustees in understanding the identified Trust FY23 budget recommendations and the related projects. Trust staff looks forward to answering any questions trustees may have, and engaging in a dialogue about the report.

Projects: Non-Focus Area, includes select attachments

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Project Title: ACoA Planner	
Grantee: Alaska Commission on Aging	
Fund: MHTAAR	
Geographic Area Served: Statewide	Project Category: Data/Planning
Years Funded: FY03 to Present	
FY20 Grant Amount: \$126,100.00	
<p>High Level Project Summary: The Trust supports the Statutory Advisory Boards with a staff position. For ACOA it is the Planner position, a key position for capacity building that supports the implementation of legislation and programs that affect senior beneficiaries. The Planner position advocates for positive outcomes for seniors, including senior beneficiaries. The work of the Planner has aligned with these overall goals for Alaska’s seniors. In FY20, ACOA saw both turnover and a considerable vacancy period for the executive director position. The Planner filled in for the executive director when the position was vacant. During the end of FY20, a large portion of the work of ACOA was reallocated to helping seniors fight isolation during COVID and assisting providers in accessing funds to deliver services via distance. These factors impacted the ability to meet the performance measures identified. Trust staff recommends continued funding for FY23 as part of an ongoing partnership with the Statutory Advisory Boards.</p> <p>The planner position works to implement Goals that span across Strengthening the System: Alaska’s Comprehensive Integrated Mental Health Program Plan.</p>	

<p>Project Title: ACoA Planner</p>
<p>Staff Project Analysis:</p> <p>The Trust supports the Statutory Advisory Boards with one staff position. For ACOA it is the Planner position, a key position for capacity building which supports the implementation of legislation and programs that affect senior beneficiaries and advocates for positive outcomes for seniors, including senior beneficiaries. The work of the Planner has aligned with these overall goals. In FY20, ACOA saw both turnover and a considerable vacancy period for the executive director position. The Planner filled in for the executive director when the position was vacant. During the end of FY20, a large portion of the work of ACOA was reallocated to helping seniors fight isolation during COVID and assist providers in accessing funds to deliver services via distance. These factors impacted the ability to meet the performance measures identified.</p> <p>In FY22, ACOA will begin the work of analyzing the updated census data for Alaska for seniors. A review of the existing funding formula for senior services in Alaska will begin, based on this updated information. ACOA has already started holding listening sessions with seniors to gather the information needed to update the Alaska State Plan for Senior Services. This plan will be finalized in FY23 and will include an in-depth analysis of the needs of seniors in Alaska, including Trust beneficiaries. The planner position works to implement Goals that span across Strengthening the System: Alaska’s Comprehensive Integrated Mental Health Program Plan. Trust staff recommend continued funding for FY23 as part of an ongoing partnership with the Statutory Advisory Boards.</p>
<p>Project Description: The ACoA currently has one MHTAAR-funded planner. The planner is responsible for supporting the Executive Director in coordination between the ACoA and the Trust, including gathering data for reporting, coordination of advocacy and planning, and preparing on-going grant progress reports to the ACoA and the Trust. The planner also works with staff to maximize other state and federal funding opportunities for MHTAAR projects and to ensure effective use of available dollars. In addition, the planner position acts as liaison with the other beneficiary boards, i.e. participating in the development of joint advocacy efforts, state plans, collaborative projects, etc.</p>
<p>Grantee Response - FY20 Grant Report Executive Summary: The FY2020 fiscal year was very unusual for the Alaska Commission on Aging. The Planner 1, Lesley Thompson, had to step into the executive director position not once but twice during the year. After Denise Daniello left to take a position in Fairbanks, Lesley worked 7 months as the only staff member to the commission. With much help from many sources the commission was able fulfill the requirements for the year. The commission hired a person that lasted 4 months. Lesley was able to complete the rest of the fiscal year in the interim role once again.</p> <p>The ACoA was able to fulfill its yearly responsibilities in FY2020. We were able to have a robust legislation advocacy year, we provided training to our new group of commissioners and provided several Covid 19 Zoom conferences to providers and others about how the virus affected the senior population.</p> <p>We continued to work with the Trust on the Comp Plan and data requirements. we made 4 quarterly presentations and appreciated all of the assistance that staff provided to the ACoA.</p>
<p>Number of beneficiaries experiencing mental illness reported served by this project in FY20: 200</p>
<p>Number of beneficiaries experiencing substance misuse reported served by this project in FY20: 400</p>

Number of beneficiaries experiencing a developmental disability reported served by this project in FY20: 10
Number of beneficiaries experiencing Alzheimer’s Disease or a related dementia reported served by this project in FY20: 200
Number of beneficiaries experiencing a traumatic brain injury reported served by this project in FY20: 10
Number of individual trained as reported for this project in FY20: 30
<p>Performance Measure 1: DATA</p> <ul style="list-style-type: none"> a. The Commission will describe the beneficiary population in Alaska, the numbers of beneficiaries, their characteristics, and trends in their quality of life based on the most credible and consistent data available. Alaska specific data is preferred, when available. Data will be provided to trustees annually at their May meeting. Less data is expected during the beginning year of the two-year Trust budget cycle. b. The Commission will provide updated data related to their beneficiary groups to be used in the Comprehensive Integrated Mental Health Plan, and will collaborate with the Trust and partner boards for reasonable consistency across Trust beneficiary groups in the way data is analyzed and reported in the Plan.
<p>Grantee Response to Performance Measure 1:</p> <p>Every year in the Annual Report we publish what is called a "senior snapshot." This report focuses on as many senior data points as we can find. We have published the same types of data and have a history of senior stats for over 13 years.</p> <p>It has been somewhat difficult to get data points on all of the beneficiaries, but we continue to try to get these numbers.</p> <p>Attached to this report is our most current senior snapshot.</p>
<p>Performance Measure 2: ADVOCACY</p> <ul style="list-style-type: none"> a. Annually, the Commission will implement strategies to improve the status of beneficiaries in the key advocacy issues identified by the Commissioners. They will document collaboration with the Trust and the other Trust partner boards in major areas defined at the Advocacy Summit. An advocacy update will be provided to trustees annually. b. Annually, the Commission will conduct an annual survey of stakeholders to assess satisfaction with board activities and make recommendations for change.
<p>Grantee Response to Performance Measure 2:</p> <p>The ACoA continues to utilize quite a bit of our resources to focus on key advocacy issues for both the Trust and on additional senior bills and budget funding.</p> <p>The annual update on advocacy was completed by Teri Tibbett with the support of ACoA and other partner boards. Teri does an amazing job on documenting the advocacy status of our collaborative work.</p> <p>Because of the change in executive directors, the commission was not able to do the stakeholder satisfaction survey and is in the process of doing so now.</p>
<p>Performance Measure 3: PLANNING</p> <ul style="list-style-type: none"> a. The Commission will partner with the Trust to identify, develop, implement, and evaluate the

success of Trust focus areas. The Commission will assume leadership roles in conducting some of the work of a focus area as practicable.

- b. The Commission will collaborate with the Trust and other key partners in key planning activities related to beneficiaries and Trust focus areas, including but not limited to, staff participation in focus area meetings and activities, Trust-sponsored initiatives, research and planning activities, and public planning processes with beneficiaries.
- c. The Commission will collaborate with key stakeholders, the Department of Health and Social Services, and the Trust in the Comprehensive Integrated Mental Health Plan.
- d. A report on planning activities will be provided to trustees annually.

Grantee Response to Performance Measure 3:

The Commission has partnered with the Trust this past year to help with the Trust focus areas. Many of the focus areas do not always fall within the priorities of ACoA like working with children and youth and adults under 60.

There was every effort made to be active in the collaborate efforts of the Trust and the key partners.

A report of activities was provided during the quarterly presentations to the Trustees.


Alaska Commission on Aging (ACoA) Senior Snapshot: Older Alaskans in 2018/19

Annually, the Alaska Commission on Aging gathers data to provide a snapshot in time of the health and well-being of Alaskan residents, age 60 years and older. The Senior Snapshot incorporates the latest data available however not all items are updated on an annual basis.

Below are highlights from the 2018/2019 Senior Snapshot as well as the data sources compiled to complete this report.

Population Growth


Alaska continues to be the fastest growing senior population per capita for the ninth consecutive year. In five states, the age 65 and over population increased by 50% or more between the years of 2007 and 2017: Alaska (71%); Nevada (58); Colorado (56%); South Carolina (51%); and Georgia (50%).

 **Source:** *2018 Profile of Older Americans, Administration on Aging.*

Alaska's population of seniors age 60+ continues to grow, and increased 53% between 2010 and 2019.

The senior population is the fastest growing demographic in the state, exceeding youth (under19) and adults (age 19-59) which both declined by 1.2% in 2019. Despite this year's statewide population declines due to net migration losses (-3,048 people), those age 60+ increased more than 3%.


In 2019, Alaskans age 60+ represent 19 percent of the state's total population. Almost one in five Alaskans has reached senior age.

 **Source:** *Alaska Department of Labor Workforce and Development, Research and Analysis, 2019 Population Estimates.*

Alaska's senior population has increased in all regions across the state from 2010 to 2019, with no area experiencing a decline.

Southcentral has the highest regional growth at 3.9% during this time frame followed by the Interior.

Southeast Alaska continues to have the highest concentration of seniors where almost one in four residents in the region is an adult age 60+.

 **Source:** *Alaska Department of Labor Workforce and Development, Research and Analysis, 2019 Population Estimates*

Poverty

The percentage of Alaska seniors (age 65+) living below poverty levels decreased from 5.3 percent in 2010 to 4.2 percent in 2016 but then climbed to 7.4 percent in 2018. Source: Kaiser Family Foundation.

Alaska Pioneer Homes

The State of Alaska owns and operates six licensed assisted living homes, including a state veterans home, known collectively as the Alaska Pioneer Homes. These homes are located in Anchorage, Fairbanks, Juneau, Ketchikan, Palmer, and Sitka.

The six Alaska Pioneer Homes licensed for 497 beds in total, collectively served 592 Alaskan elders in 2019, which is an increase in 25 elders from FY2018. Approximately 58% of Alaska Pioneer Home residents have some form of dementia.

To be eligible for the Pioneer Homes, one must be 65 years or older, be a resident for at least one year, and complete an application and qualify for the active wait list. To qualify for the active wait list, the senior must be willing and ready to move into a Pioneer Home within 30 days of an offer.

✉ **Source:** *Alaska Pioneer Homes, 2019*

Mortality Rates

While mortality rates for Alaskan seniors are lower than most of the leading causes of death such as cancer, diabetes, chronic lower respiratory diseases, and others, Alaskan seniors have a higher mortality rates due to causes linked to behavioral health conditions.

Mortality rates for senior suicide, chronic liver disease and cirrhosis, fatal falls, and alcohol- induced deaths are higher for the Alaska senior population than national averages. These figures suggest that behavioral health programs targeted to seniors with depression, other mental illness, and substance abuse problems could have a positive impact on the quality of life for older Alaskans.

📄 **Source:** *Alaska Healthy Analytics & Vital Records, 2018*

Senior Population by Region and Age Group

Population Age 60+ By Region	Percentage of Regions 2019 Population	Seniors in CY2019	Seniors in CY2018	Seniors in CY2017	Seniors in CY2010	Change in Population 2010-2019	Communities in Regions
Statewide	19.0%	138,572	134,983	130,067	90,876	52.5%	
I. Bethel Area	11.8%	3,099	3,013	2,896	2,306	34.4%	Bethel, Kusilvak Census Area
II. Interior	18.3%	20,126	19,846	19,192	13,134	53.2%	Fairbanks NSB, Yukon-Koyukuk, Denali, SE Fairbanks
III. North Slope	11.5%	1,137	1,116	1,095	856	32.8%	North Slope Borough
IV. Anchorage	17.7%	51,793	50,678	49,145	35,079	47.6%	Municipality of Anchorage
V. Southcentral	21.8%	38,047	36,615	34,670	22,760	67.2%	Kenai Peninsula, Mat-Su, Valdez- Cordova
VI. Northwest	12.8%	2,240	2,170	2,130	1,681	33.3%	Nome, Northwest Arctic
VII. Southwest	18.2%	3,713	3,606	3,470	2,440	52.2%	Bristol Bay, Dillingham, Kodiak, Lake & Peninsula
VIII. Aleutians	15.5%	1,317	1,220	1,204	847	55.5%	Aleutians East, Aleutians West
IX. Southeast	23.6%	17,100	16,719	16,265	11,764	45.4%	Haines, Juneau, Ketchikan, Prince of Wales, Sitka, Skagway-Hoonah-Angoon, Wrangell-Petersburg, Yakutat

Source: Data from Alaska Department of Labor and Workforce Development's 2019 population estimates. Regions are those used by the Alaska Department of Health and Social Services. "The Alaska State Plan for Senior Services, FY2020 – FY2023" prescribes funding by region for senior grant programs which include the nine DHSS regions identified.

Population Age 60+ By Age Group	Percentage of 60+ senior population	Seniors in CY2019	Seniors in CY2018	Seniors in CY2017	Seniors in CY2010	Senior Population Change 2010-2019
Age 60-64	34.1%	47,294	47,679	47,268	35,938	31.6%
Age 65-74	44.7%	61,919	59,300	56,267	33,350	85.7%
Age 75-84	16.3%	22,650	21,426	20,131	14,877	52.2 %
Age 85+	4.8%	6,709	6,578	6,401	4,711	42.4%

Source: Data from Alaska Department of Labor, Workforce and Development, Research and Analysis.

Senior Population Growth: Age 65+

2011-2017 US Ranking	AK Growth, 2007-2017	US Average Growth, 2006-2017
#1	71%	30%

Senior Economic Factors

Economic Contribution	CY2014	CY2013	CY2012	CY2010
Seniors' economic contribution to Alaska	\$2.5 billion	\$2.4 billion	\$2.1 billion	\$1.7 billion

Source: The University of Alaska Anchorage's Institute for Social and Economic Research (ISER) estimated the 2004 cash contribution of Alaska retirees age 60 and older at \$1.461 billion. The estimate is contained in the 2007 ACoA-commissioned "Report on the Economic Well-Being of Alaska Seniors" available on the Commission's website at: www.alaskaaging.org

Economic Status Indicators	2019	2018	2017	2016
Estimated Average Monthly Social Security Benefits in Alaska	\$1,461	\$1,404	\$1,328	\$1,341
Average Monthly Public Employee Retirement Payments	\$1,946	\$1,872	\$1,791	\$1,759
Number of seniors receiving Public Employee Retirement System payments	18,276	17,882	17,060	16,318
Average Monthly Teachers Retirement System Payment	\$3,017	\$2,965	\$2,864	\$2,861
Number of seniors receiving Teachers Retirement System payments	6,124	6,059	5,863	5,715

** Rates based on fewer than 6 occurrences are not reported.

Sources: Fact Sheet Social Security <https://www.ssa.gov/news/press/factsheets/colafacts2018.pdf> - Average payment per person for retirement PERS payments. Alaska Dept. of Administration, Division of Retirement & Benefits - figures on PERS (Public Employee Retirement System) benefits include PERS retirees age 60 and older who currently reside in

Alaska. AK Dept. of Administration, Div. of Retirement & Benefits - figures on TRS (Teachers Retirement System) benefits include TRS retirees age 60 and older who currently reside in Alaska.

Senior Behavioral Health

Behavioral Health, Seniors Age 65+	2017 Alaska	2016 Alaska	2017 U.S.
Binge drinkers	6.5%	6.0%	17.4%
Heavy drinkers	6.3%	4.6%	4.0%
Smokers	7.6%	6.1%	8.6%
Disabled seniors	32.4%	31.6%	28.0%
Obese seniors	8.0%	11.5%	7.4%

"Binge drinking" is defined as males having five or more drinks on one occasion and females having four or more drinks on one occasion. "Heavy drinking" is defined as adult men having more than two drinks per day and adult women having more than one drink per day. "Smokers" are defined as current smokers. "Obese" individuals are defined as those with a body mass index (BMI) of 30.0 or greater. Seniors include those age 65 and over who say that they are limited in their activities because of physical, mental, or emotional conditions.

Senior Benefits by Region

Region	October 2019:	October 2018:	October 2017:	October 2016:	Communities in Regions
Statewide Total	10,723	11,492	11,312	11,784	Number of seniors age 65+ receiving Senior Benefits.
I. Bethel Area	678	741	720	804	Bethel, Kusilvak Census Area
II. Interior	1,300	1,359	1,321	1,406	Fairbanks NSB, Yukon- Koyukuk, Denali, SE Fairbanks
III. North Slope	25	30	33	35	North Slope Borough
IV. Anchorage	4,097	4,268	4,238	4,340	Municipality of Anchorage
V. Southcentral	2,790	3,007	2,932	2,948	Kenai Peninsula, Mat-Su, Valdez-Cordova
VI. Northwest	316	388	391	422	Nome, Northwest Arctic
VII. Southwest	319	393	368	413	Bristol Bay, Dillingham, Kodiak, Lake & Peninsula
VIII. Aleutians	43	49	45	60	Aleutians East, Aleutians West
IX. Southeast	1,155	1,257	1,264	1,356	Haines, Juneau, Ketchikan, Prince of Wales, Sitka, Skagway-Hoonah-Angoon, Wrangell-Petersburg, Yakutat

Source: Information from the Alaska Division of Public Assistance.

Food Stamps and Other Senior Assistance Programs

Other assistance	FY2019	FY2018	FY2017
Seniors in Alaska (age 60+) receiving the Alaska Supplemental Nutrition Assistance Program (SNAP)	4,989 (60-64) 6,804 (65+) Total: 11,793	4,929 (60-64) 6,507 (65+) Total: 11,436	4,639 (60-64) 5,961 (65+) Total 10,600
Average dollar monthly benefit for Alaskan seniors on SNAP	\$294 (Age 60-64) \$184 (Age 65+)	\$295 (Age 60-64) \$195 (Age 65+)	\$316 (60-64) \$216 (65+)
Seniors receiving Adult Public Assistance age 65+	9,154 \$226	8,882 \$228	8,882 \$235
Households with a senior member (age 65+) receiving heating assistance	LIHEAP: 2,308	LIHEAP: 2,308	LIHEAP: 2,252

Source: The SNAP program, previously referred to as the Food Stamp Program, provides food benefits to low-income households. Eligible applicants must pass income and assets tests. The gross monthly income test is based on 130% of the current Alaska poverty standard. Information from the Alaska Division of Public Assistance.

Adult Public Assistance is a supplement to SSI, so recipients must be either certified as disabled by the Social Security Administration (with severe long-term disabilities that impose mental or physical limitations on their day-to-day functioning) or be age 65 and older.

The federally-funded Low Income Heating and Energy Assistance Program (LIHEAP) provides heating assistance to households below 151% FPL.

AHFC and Senior Housing

Housing	2019	2018	2017
AHFC total units of senior/disabled housing (statewide)	610 units (December)	610 units (December)	610 units (December)
AHFC wait list for senior/disabled housing (statewide)	1,491 (November)	1,558 (November)	1,511 (November)
AHFC wait list for housing vouchers	5,791 families (November)	4,349 families (November)	2,933 families (November)

Source: Information from the Alaska Housing Finance Corporation (AHFC). Total AHFC units include HUD properties only. Wait list for senior/disabled housing includes individuals age 62+. All families, regardless of age are on the housing voucher wait list.

Housing Development	FY2019	FY2018	FY2017	FY2012
AHFC senior housing units funded for development	73 Units	95 units	40 units	110 units

Source: Information from the Alaska Housing Finance Corporation (AHFC).

Senior Health: Alzheimer's Disease & Related Dementia (ADRD)

ADRD Estimates	2019	2018	2017	2010, Alaska	2000, Alaska	2018, US
Number with Alzheimer's Disease & Related Dementia (ADRD)(estimate)	8,000	7,500	7,100	5,000	3,400	5.5 million

Source: Alaska's ADRD estimates are based on national prevalence rates by age group. An estimated 10% of Alaska seniors age 65+ have Alzheimer's disease. Source: Alzheimer's Association: 2019 Alzheimer's Disease Facts and Figures

Unpaid Care	Number of Caregivers (Alaska, 2018)	Hours of Unpaid Care	Value of Unpaid Care	Number of caregivers (U.S., 2017)
Caregivers of People with Alzheimer's or Other Dementias	33,000	38 million	\$479 million	33,000,000

Source: *2019 Alzheimer's disease Facts and Figures*

Senior Health

Leading Causes of Death 65+	Alaska 2018 Age 65+ Deaths	Alaska 2018 Age 65+ Rate (per 100,000)	Alaska 2017 Age 65+ Deaths	Alaska 2017 Age 65+ Rate (per 100,000)	U.S. 2017 Deaths	U.S. 2017 Rate (per 100,000)
Suicides	20	28.6* (age 75+)	22	37.7* (age 75+)	8,568	19.7
Fatal falls (accidental)	29	46.5	43	73.1	31,190	63.3
Other accidental deaths	43	56.4	51	66.9	55,951	112.7
Alcohol-induced deaths	35	35.7* (age 75+)	25	27.6 (age 65+)	8,343	15.9
Drug-induced deaths	4	Rates too low to count	7	Rates too low to count	4,103	7.7
Cancer	632	1,182 (age 75+)	574	1,153 (age 75+)	427,8963	869.0
Heart Diseases	544	1,286 (age 75+)	550	1,323 (age 75+)	510,052	1,046.6
Stroke	185	521.4 (age 75+)	166	433.4 (age 75+)	125,653	255.2
Influenza & Pneumonia	51	146.4 (age 75+)	46	128.1 (age 75+)	46,862	94.8
Chronic Lower Respiratory Diseases	100	100 (age 75+)	168	418.4 (age 75+)	46,862	94.8
Alzheimer's Disease	127	424.9 (age 75+)	96	339.2 (age 75+)	120,107	243.5
Diabetes Mellitus	85	132.1 (age 75+)	76	135.7 (age 75+)	59,020	119.7
Chronic Liver Disease and Cirrhosis	31	28.6 (age 75+)	23	Rate too low to count (age 75+)	15,746	31.0
Parkinson's Disease	34	56.9	34	56.9	31,177	65.3
Accident/ Unintentional Injuries	72	164 (age 75+)	95	222 (age 75+)	55,951	112.7

* Rates based on fewer than 20 occurrences are statistically unreliable and should be used with caution.

**Rates based on fewer than 6 occurrences are not reported.

Source: Alaska Bureau of Health Analytics & Vital Records via email 11/15/2018. Crude rates are per 100,000 U.S. population, Age 65+.

Senior Safety

Long-Term Care Ombudsman	2018	2017	2016	2015
Number of unannounced visits to senior assisted living homes	1,085	977	740	434
Number of active volunteer ombudsman	59	39	33	16

Source: Alaska Office of Long-Term Care Ombudsman. In 2017 the Office of Long-Term Care Ombudsman began reporting the number of facility visits and number of volunteers in order to adequately reflect any changes/progress in the program.

Adult Protective Services	FY2019	FY2018	
Reports of harm	6,373	6,350	Intakes age 60+. Adult Protective Services (APS) APS continues to respond to reports of harm within 10 business days or within 24 hours for investigations that rise to the level of serious harm or danger to the adult.
Referred to APS investigators	1,306	1,622	
Reports of Harm	2,136	1,858	

Source: Adult Protective Services, Division of Senior and Disabilities Services. Intakes age 60+. Adult Protective Services (APS) APS continues to respond to reports of harm within 10 days. Source: Adult Protective Services, Division of Senior and Disabilities Services.

Veteran Population in Alaska

Veteran Population (as of 9/30/2017)	Alaska	National
Number of Veterans Age 65 and Over	20,421	9,410,179
Percent of Veterans Age 65 and Over	29.72%	47.05%

Alaska		9/30/2015	9/30/2020	9/30/2025	9/30/2030	9/30/2035	9/30/2040	9/30/2045
Age	Less than 40	15,438	19,149	20,344	20,715	21,027	21,201	21,255
	40-64	32,325	28,975	28,023	28,787	30,275	32,064	33,310
	65+	20,245	20,760	20,567	19,293	17,337	15,215	13,993

Veterans 60+ are from Vietnam Era, Korean War and World War II

National Center for Veterans Analysis and Statistics, Contact: www.va.gov/vetdata Sources: VA Veteran Population Projection Model, VA Geographic Distribution of Expenditures, VA Annual Benefits Report, U.S. Census Bureau, American Community Survey

Long Term Care: Alaska Pioneer Homes

Long Term Care	2019, Alaska	2018, Alaska	2017, Alaska	2016, Alaska	2015, Alaska	Alaska Baseline
Percent of Pioneer Home residents at Level III	48.3% (November)	56.8% (November)	58.0% (December)	54.3% (November)	56.1% (November)	46.1% (December 2004)
Pioneer Home Applicants on Active Wait List	201 (November)	242 (November)	266 (November)	361 (November)	332 (November)	374 (November 2008)
Average age of Pioneer Home resident	86.3 years (November)	86.3 years (November)	86.5 years (November)	86.2 years (October)	86.4 years (October)	76 years (1998)

Level V is the most advanced level of care. Data provided by the Division of Pioneer Homes.

Active wait list is defined by the number of seniors who are willing and ready to move in within 30 days of an offer.

Applicants must be 65 years or older, a resident for at least one year, and have submitted an eligible application.

Long Term Care: Senior Grant Services and Other Support

	FY2019	FY2018	FY2017
Senior grant services through Division of Senior & Disabilities Services	\$15,329,989	\$14,881,844	\$13,896,046
Senior grant services through Division of Senior & Disabilities Services - Per Client	\$265	\$570	\$581
Aging and Disability Resource Centers (ADRC)	12,383	10,764	16,359
Personal Care Services, 60 years of age and older	N\A	2,626	3,179

The senior grant services recipient count includes the total number of seniors receiving registered and non-registered services. Source: Division of Senior and Disabilities Services.

The ADRC number includes duplicated counts and clients receiving Medicare counseling at ADRCs. Source Division of Senior and Disabilities Services Grants Unit.

Personal Care Services (also known as Personal Care Assistance) provides support for Alaskan seniors and individuals with disabilities with activities of daily living (i.e. bathing, dressing eating) as well as instrumental activities of daily living (i.e. shopping, laundry, light housework). PCS is provided statewide in Alaska through private agencies. The administration of the PCA program is overseen by the PCA Unit of Senior and Disabilities Services, Department of Health and Social Services.

	CY2018	CY2017	CY2016	CY2015	CY2013	CY2011
Alaskans on Medicare	86,130	82,024	73,434	68,417	73,434	68,417

Source: Alaska Medicare Information Office. The number of Alaskans on Medicare continues to increase annually.

Long Term Care: Daily and Annual Costs

Long Term Care	2018, Alaska	2017, Alaska	2018, U.S.
Nursing home costs – private room, median daily rate	\$907/day	\$800/day	\$275/day
Nursing home costs – private room, median yearly rate	\$292,000/year	\$292,000/year	\$100,375/year
Assisted Living Home costs – average median daily rate	\$207/day	\$197/day	\$132/day
Assisted Living Home costs – average annual median rate	\$72,000/year	\$72,000/year	\$48,000/year
Home Health Care Costs: Home Health Aide – median daily rate	\$169/day	\$174/day	\$138/day
Home Health Care Costs: Home Health Aide – annual median rate	\$61,776/year	\$59,488/year	\$46,332/year
Adult Day Services Costs – median daily rate	\$105/day	\$168/day	\$72/day
Adult Day Services Costs – annual median rate	\$27,373/year	\$43,709/year	\$18,720/year

Source: Genworth Long Term Care Cost Survey Across the United States, 2018. Available at <https://www.genworth.com/about-us/industry-expertise/cost-of-care.html>. Nursing home cost is based on a private room. Alaska has the highest cost of skilled nursing facility care in the country, and costs over three times as much as the national average. Oklahoma has the lowest cost nursing home care at \$63,570. The 2018 annual national median cost is \$89,297 for a semi-private room and \$100,375 for a private room.

Source: Genworth Long Term Care Cost Survey Across the United States, 2018 Available at <https://www.genworth.com/about-us/industry-expertise/cost-of-care.html>. Alaska has the 2nd highest median cost per year for Assisted Living Home costs, Washington, DC has this highest cost at \$111,190 and the lowest annual cost is Missouri at \$34,128.

Source: Genworth Long Term Care Cost Survey Across the United States, 2018. Available at <https://www.genworth.com/about-us/industry-expertise/cost-of-care.html> Alaska has the 4th highest cost per year for home health care. Average cost of care based on 44 hours per week by 52 weeks.

Waivers	FY2018	FY2017	FY2016	FY2015	FY2014	FY2012
Alaskans Living Independently Waiver, Seniors Recipients, Age 65+	1,355	1,356	1,428	1,678	1,884	1,992

To qualify for services under the Alaskans Living Independently Waiver, individuals must be age 21 years or older, income-eligible, and must meet nursing home level-of-care requirements.

Project Title: AMHB-ABADA Joint Staffing	
Grantee: Alaska Mental Health Board/Advisory Board on Alcoholism & Drug Abuse	
Fund: MHTAAR	
Geographic Area Served: Statewide	Project Category: Data/Planning
Years Funded: FY06 to Present	
FY20 Grant Amount: \$479,500.00	
<p>High Level Project Summary:</p> <p>The Advisory Board on Alcoholism and Drug Abuse (ABADA) and the Alaska Mental Health Board (AMHB) are the state agencies charged with planning and coordinating behavioral health services funded by the State of Alaska and are statutory advisory boards to the Trust. The joint mission of AMHB and ABADA is to advocate for programs and services that promote healthy, independent, productive Alaskans which includes advising the Trust on issues impacting Trust beneficiaries. Trust funding provides a supplement to the basic operations of the merged staff of Advisory Board of Alcoholism and Drug Abuse (ABADA) and Alaska Mental Health Board (AMHB) and requires the boards to meet the data, planning, and advocacy objectives jointly established with the Trust.</p> <p>In FY20, the boards met performance measure expectations outlined in the funding agreement. Trust staff believe the advocacy boards play a critical role in monitoring and addressing deficiencies in the systems and policies impacting beneficiaries and coordinating/advising the Trust on strategies to address them. Staff recommend continued funding in FY23.</p> <p>The boards have been instrumental in their contribution to development of the Comprehensive Integrated Mental Health Plan and, the work that they do to represent the voices of beneficiaries state-wide which spans all 9 goals outlined in the plan.</p>	

Project Title: AMHB-ABADA Joint Staffing

Staff Project Analysis:

The Advisory Board on Alcoholism and Drug Abuse (ABADA) and the Alaska Mental Health Board (AMHB) are the state agencies charged with planning and coordinating behavioral health services funded by the State of Alaska and are statutory advisory boards to the Trust. The joint mission of AMHB and ABADA is to advocate for programs and services that promote healthy, independent, productive Alaskans which includes advising the Trust on issues impacting Trust beneficiaries. Trust funding provides a supplement to the basic operations of the merged staff of Advisory Board of Alcoholism and Drug Abuse (ABADA) and Alaska Mental Health Board (AMHB) and requires the boards to meet the data, planning, and advocacy objectives jointly established with the Trust.

The boards and staff maintained solid collaboration over the year with the Trust on a broad range of jointly supported initiatives deemed important to the work of the three organizations. Namely, development of budget and advocacy priorities and strategies, extensive engagement and partnership during the year around launch of the Trust's Crisis Now initiative as well as coordination and engagement on Trust focus area priorities including employment, disability justice/ re-entry, access to care, enhancements to the behavioral health continuum of care and youth initiative. The boards focused to enhance data and data coordination across silos through their active participation in a variety of data coordination and reporting efforts including expanding internal staffing expertise by hiring a statistician and participation in other data and state epidemiological workgroups, the data workgroup for the Comprehensive plan, the Alaska Scorecard and Healthy Alaskans 2030 planning group.

Another major impact is the significant body of work accomplished by the Adverse Childhood Experiences Data Research Analyst and integration of various data sets to better understand the impacts of adverse experiences on youth outcomes. This body of work has led to a number of data briefs, white papers, peer reviewed journal articles and presentations that help inform advocacy and policy.

This was another year of successful advocacy coordination through support of the joint advocacy coordinator, with over 1,000 beneficiaries and key stakeholders engaged through advocacy strategies and efforts. The staff are highly effective in pulling together key joint advocacy priorities across the Trust's statutory advisory boards and garnering participation of beneficiaries, families and others when needed to help lend voices on key priorities.

In FY20, the boards met Trust expectations against the performance measures outlined in the funding agreement.

Trust staff believe the advocacy boards play a critical role in monitoring and addressing deficiencies in the systems and policies impacting beneficiaries and coordinating/advising the Trust on strategies to address them. Staff recommend continued funding in FY23.

The boards have been instrumental in their contribution to development of the Comprehensive Integrated Mental Health Plan and, the work that they do to represent the voices of beneficiaries' state-wide spans all 9 goals outlined in the plan.

Project Description: This Trust funding provides a supplement to the basic operations of the merged

staff of Advisory Board of Alcoholism and Drug Abuse (ABADA) and Alaska Mental Health Board (AMHB) and requires the boards to meet the data, planning, and advocacy performance measures negotiated with the Trust. \$15.0 of this amount is intended for travel costs related to the advocacy coordinator position.

Grantee Response - FY20 Grant Report Executive Summary: The Alaska Mental Health Board (AMHB) and the Advisory Board on Alcoholism and Drug Abuse (ABADA) are charged with planning and coordinating behavioral health services funded by the State of Alaska. The joint mission of AMHB/ABADA is to advocate for programs and services that promote healthy, independent, productive Alaskans.

The partnership that exists between the Alaska Mental Health Trust (the Trust) and AMHB/ABADA is complex. The funding the Trust provides AMHB/ABADA through this joint planning agreement represents approx. 40% of our overall annual operating budget. Alternatively, AMHB/ABADA is a statutory advisor to the Trust and provides recommendations concerning the integrated comprehensive mental health program and use of money from the mental health trust settlement income account. Both of these factors contribute to a dynamic relationship between the two agencies.

We appreciate the joint planning support provided by this agreement and are glad to present our performance measure summaries for our work in FY20.

Number of individuals trained as reported for this project in FY20: 212

Performance Measure 1: DATA AND RESEARCH

- a. The boards will describe their beneficiary population in Alaska, the numbers of beneficiaries, their characteristics, and trends in their quality of life based on the most credible and consistent data available. Alaska specific data is preferred, when available. Data will be provided to trustees annually at the May meeting. Less data is expected during the beginning year of the two-year Trust budget cycle.
- b. The boards will provide updated data related to their beneficiary groups to be used in the Comprehensive Integrated Mental Health Plan, and will collaborate with the Trust and partner boards for reasonable consistency across Trust beneficiary groups in the way data is analyzed and reported in the Plan.

Grantee Response to Performance Measure 1:

Data and research efforts at the Boards are ongoing. The Boards hired a Statistician Technician I in FY20 and to date she has extrapolated Alaskan data for the Behavioral Risk Factor Surveillance System (BRFSS), the National Survey on Drug Use and Health (NSDUH) and the Youth Risk Behavioral Surveillance System (YRBS), Pregnancy Risk Assessment (PRAMS) and Childhood Understanding Behaviors (CUBS) datasets.

AMHB/ABADA staff presented data to Trustees in November 2019 on Alaska's suicide rates and demonstrated prevalence rates for suicide completions for some Trust beneficiary groups including Alaskans with mental health and substance-use disorders, and elder Alaskans.

In FY2020 AMHB/ABADA staff were active members of the State Epidemiology Workgroup, are supporting efforts for data collection and assessment of the Comprehensive Integrated Mental Health Program Plan, including serving on a workgroup to update the Trust Scorecard in FY21. AMHB/ABADA

staff were also invited by the Trust to support their efforts to update data and indicators in the “Healthy Alaskans 2030- State Health Improvement Plan”.

Performance Measure 2: ADVOCACY

- a. The Advocacy Coordinator, funded completely by Joint Staffing funds (37.5 hours per week), will coordinate the annual implementation of strategies to improve the status of beneficiaries through key advocacy issues identified by the Trust and partner boards. Annually, the Boards will conduct an annual survey of stakeholders to assess satisfaction with board activities and make recommendations for change.
- b. During the legislative session, the Advocacy Coordinator will:
 1. be available to the Trust CEO and Trust staff, as well as the executive directors and staff members of partner boards, to ensure the greatest coordination of advocacy efforts;
 2. prepare for and attend weekly teleconferences during the legislative session;
 3. assist in planning and hosting educational activities for legislators and staff, with special focus on beneficiary-led education efforts;
 4. coordinate with beneficiary-related fly-ins, specifically Meeting the Challenge, Key Campaign, Alaska Behavioral Health Association, Agenet, and others, to ensure that advocacy efforts are coordinated (as practicable) and that the Trust and its partners’ advocacy efforts are informed by and about partner organizations efforts;
 5. prepare a written report on the events and accomplishments of each legislative session by May 31 each year to be presented to Trustees.
- c. In collaboration with the Trust and partner boards, the Advocacy Coordinator will organize an annual Joint Advocacy Summit or similar endeavor agreed upon with the Trust and ensure that joint advocacy priorities are included in legislative advocacy efforts.
- d. The Advocacy Coordinator will provide advocacy training to beneficiaries, partner boards, and stakeholder organizations as needed.
- e. The Advocacy Coordinator will work with the Boards’ planning and research staff, the research and planning staff of partner boards, and Trust program officers on advocacy related strategies.

Grantee Response to Performance Measure 2:

The Advocacy Coordinator coordinates the annual implementation of strategies to improve the status of Trust beneficiaries through key issues identified by the Trust and partner advisory boards. This position coordinates both the joint advocacy effort of the Trust and partner advisory boards, and the advocacy effort of the Alaska Mental Health Board and Advisory Board on Alcoholism and Drug Abuse. In 2019-20, over 1,000 beneficiaries and stakeholders were engaged through the following advocacy efforts:

- Statewide ‘Super Advocate’ advocacy trainings for beneficiaries, family members, service providers, administrators, and other advocates (212 trained total), including:
 - In-person advocacy trainings conducted in Anchorage, Wasilla, Palmer, Fairbanks, Kenai, Nome, and Kotzebue (83 trained)
 - LEND (Leadership Education in Neurodevelopmental and Related Disabilities) advocacy training for University of Alaska students (32 trained);
 - Division of Behavioral Health training for behavioral health providers (75 trained);
 - Additional trainings for stakeholder groups, including National Alliance for Mental Illness (NAMI), Alaska Behavioral Health Association (ABHA), and Ionia Peer Support (22 trained).

- During the Legislative session, coordinates a variety of advocacy activities, including:
 - Reviews and reports on bills and state budget items impacting Trust beneficiaries, and monitors legislative hearings for pertinent discussions and decisions;
 - Coordinates with Trust staff, contributes to, and distributes a weekly legislative bill tracking report to stakeholders (about 800 recipients);
 - Prepares for and chairs weekly Trust-hosted legislative teleconferences for beneficiaries and stakeholders (20-25 attend weekly);
 - Composes and distributes action alerts and educational materials to advocates on issues impacting Trust beneficiaries;
 - Coordinates educational activities for legislators and staff that includes building and distributing folders with educational/advocacy materials, making legislative appointments, meeting with policymakers, and coordinating advocates for public testimony.
 - Assists with stakeholder advocacy efforts, including lunch and learns and meetings with legislators.
 - Produces end-of-session Joint Advocacy Report with articles, bills, and budget items that impact Trust beneficiaries.

- Meets regularly with Trust staff and the executive directors of the partner advisory boards to identify, develop, and ensure coordination of joint advocacy priorities and strategies, using the annual Joint Advocacy Framework as a guide.

- Research, compose, and distribute educational materials and reports as needed.

- Conducts annual survey of stakeholders to assess participation and satisfaction with the joint advocacy effort.

- Coordinates with statewide stakeholders to identify stakeholder priorities, including the Alaska Behavioral Health Association (ABHA), Recover Alaska, Governor’s Council on Disabilities & Special Education 5-year FASD Strategic Planning Workgroup, Alaska FASD Partnership, and the Alaska Reentry & Justice Partnership.

- Participates in planning and carrying out annual statewide advocacy efforts, including Reducing Recidivism conference, Disability Pride Week, FASD Awareness Month, statewide reentry simulations, FASD outreach, education, and engagement, and Key Campaign.

Performance Measure 3: PLANNING

- a. Board members will partner with the Trust to identify, develop, implement and evaluate the success of Trust focus areas. Board members and/or staff will assume leadership roles in conducting some of the work of a focus area as practicable.
- b. The boards will collaborate with the Trust and other key partners in key planning activities related to beneficiaries and Trust focus areas, including but not limited to staff participation in focus area meetings and activities, Trust-sponsored initiatives and stakeholder meetings, research and planning activities, and public planning processes with beneficiaries.
- c. The Boards will collaborate with key stakeholders, the Department of Health and Social Services and the Trust in the Comprehensive Integrated Mental Health Plan.
- d. A report on planning activities will be provided to Trustees annually at their November

meeting.

Grantee Response to Performance Measure 3:

AMHB/ABADA staff collaborated with Trust staff and partner advisory boards to support the planning, development and evaluation of the Trust’s key target areas and beneficiary programs.

Key Planning Activities of AMHB/ABADA staff in FY20:

- Participated in regular meetings on data and indicators for Alaska’s Comprehensive Integrated Mental Health Program Plan.
- Collaborated with Trust staff and the Governor’s Council on Disabilities and Special Education to plan and help support the “Empowerment Through Employment” summit
- Engaged Trustees and Trust staff on statewide suicide prevention efforts and activities.
- Partnered with Trust staff on continued efforts for criminal justice reforms, behavioral health system reforms and psychiatric emergency care reforms.
- AMHB/ABADA staff and board attended no less than 25 Board of Trustee and subcommittee meetings either in person or via teleconference, including participating in the resources management, planning, and finance subcommittees.
- AMHB/ABADA staff provided planning support to Trust board and staff on issues that impact Trust beneficiaries including:
 - Medicaid redesign efforts
 - Medicaid behavioral health rate adjustments
 - Psychiatric disability rights
 - Impacts of State budget cuts
 - Legislative strategies
 - Emerging policy issues

Performance Measure 4: FY19 SUPPLEMENTAL

- a. Provide details on the recruitment and hiring of the ACE data research analyst.
- b. Provide a summary detailing data-driven efforts made by the ACE data research analyst over the reporting period.
- c. Provide a brief narrative describing the activities, successes, challenges, and any lessons learned during the reporting period.

Grantee Response to Performance Measure 4:

The ACE Data Research Analyst (#9712) was hired in June 2019. This position is managed by Jared Parrish, Public Health Scientist at the Division of Public Health. This position is focused on the development of early childhood mental health and child welfare related work and expands capacity related to data collection and analysis across systems. This work is critical to informing policy development, program investment and resource allocation at the State of Alaska.

The ACE Data Research Analyst accomplished the following since July 2019:

- Linked and analyzed data to explore the relationship between Neonatal Abstinence Syndrome and Office of Children’s Services (OCS) involvement.
- Using an integrated dataset analyzed the relationship between maternal self-reported pre-birth household challenges and subsequent OCS involvement of offspring.
- Using an integrated dataset analyzed the relationship between maternal self-reported pre-birth maternal/household challenges and the subsequent Adverse Childhood Experiences score of offspring measured at age 3 years.
- Using an integrated dataset analyzed the relationship between changes in the number of

household challenges between the pre-birth, and early childhood years with subsequent OCS involvement of offspring.

- Expanded linkages for PRAMS years with OCS to study rare exposures and outcomes (e.g. child sexual abuse)
- Evaluated child sexual abuse by race and worked with Tribal partners to develop a brief report describing the disparity within the context of modifiable risk factors.
- Evaluated child physical abuse by race and worked with Tribal partners to develop a brief report describing the disparity within the context of modifiable risk factors.
- Developed multiple 1-page analysis briefs describing recent peer-reviewed journal articles in non-scientific language.
- Integrated Department of Education and Early Development data into the Cohort, conducted preliminary analyses, and described findings in a brief report.
- Updated the ALCANLink website
- Updated the ALCANLink Rshiny application
- Completed, submitted, and had one manuscript accepted for Peer-reviewed publication
- Presented early childhood data at the Alaska Public Health Association annual conference
- Established relationships with the Early Learning program to begin the process of establishing agreements for data use and linkage.

These analyses were documented and communicated through one page data briefs, short white papers, peer-reviewed journal articles, and presentations. Currently the RAIII position is open and recruitment and hiring efforts are ongoing.

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Prebirth Household Challenges To Predict Adverse Childhood Experiences Score by Age 3

Danielle Rittman, Jared Parrish and Paul Lanier

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Prebirth Household Challenges To Predict Adverse Childhood Experiences Score by Age 3

Danielle Rittman, MPH,^{a,b} Jared Parrish, PhD,^b Paul Lanier, PhD^c

abstract

OBJECTIVES: With this study, we seek to understand the relationship between prebirth household challenges and the child's adverse childhood experiences (ACEs) score by age 3 in a statewide-representative birth cohort to inform primary prevention strategies.

METHODS: We used a longitudinally linked data set from the Alaska 2009–2011 Pregnancy Risk Assessment Monitoring System, its 3-year follow-up survey, and multiple administrative data sources. Using this linked data set, we predicted an expanded ACEs score by age 3 using maternal reported prebirth household challenges.

RESULTS: The number of household challenges reported during the 12 months before or during pregnancy predicted ACEs score in a graded, dose-response manner. On average, reporting 4+ prebirth household challenges was associated with an ACEs score 4.1 times that of those reporting 0 challenges. Homelessness was associated with the greatest increase in ACEs score (relative rate ratio = 3.0). Prebirth household challenges that were independently associated with an elevated ACEs score in our final model included problems paying bills, someone close to the mother having a drinking and/or drug problem, homelessness, mother or husband or partner being in jail, husband or partner losing job, separation or divorce, and being checked or treated for anxiety or depression.

CONCLUSIONS: The accumulation and certain prebirth household challenges are strongly associated with the accumulation of childhood ACEs. Addressing and reducing household challenges during the prebirth period may serve as a primary point of ACEs prevention. Many evidence-based, multidisciplinary intervention strategies can and should be implemented in the prebirth period to strengthen the household unit before the introduction of a new child.



^aAlaska Mental Health Board, Alaska Department of Health and Social Services, Juneau, Alaska; ^bSection of Women's, Children's, and Family Health, Division of Public Health, Alaska Department of Health and Social Services, Anchorage, Alaska; and ^cSchool of Social Work, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina

Ms Rittman and Drs Lanier and Parrish all made substantial contribution to the conception and design, acquisition of data, analysis and interpretation of data and were all responsible for drafting the article and revising it critically for important intellectual content; and all authors approved the final manuscript as submitted and agree to be accountable for all aspects of the work.

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Address correspondence to Danielle Rittman, MPH, Maternal and Child Health Epidemiology Unit, Section of Women's, Children's, and Family Health, Division of Public Health, Alaska Department of Health and Social Services, 3601 C St, Suite 358, Anchorage, AK 99503. E-mail: rittman@umich.edu

WHAT'S KNOWN ON THIS SUBJECT: Adverse childhood experiences are well documented as a social determinant of health leading to poor health and poor behavioral and economic outcomes.

WHAT THIS STUDY ADDS: In this retrospective cohort study, we found the number of prebirth household challenge components reported by a mother predicted a higher adverse childhood experiences score for the child by age 3 in a graded, dose-response manner.

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In the Adverse Childhood Experiences (ACEs) Study, researchers first documented the stepwise relationship between the number of ACEs reported by an adult and risk for developing multiple chronic health issues, risky behaviors, and early death.¹⁻³ Although less is known about ACEs exposure during different periods of childhood, evidence suggests that adversity and trauma during infancy and early childhood is particularly damaging to healthy development.^{4,5}

More than half of US adults report experiencing at least 1 ACE in their lifetime, whereas ~1 in 6 report ≥ 4 ACEs.⁶ With the large burden of adults having experienced ACEs, identification and intervention has been a primary strategy for addressing the effects of these exposures into adulthood.⁶ When considering early-childhood ACEs, an upstream prevention perspective should consider the prebirth context experienced by the mother.⁷

The Centers for Disease Control and Prevention (CDC) recommends preventing ACEs before they occur.⁶ Prospective, longitudinal studies are needed to examine the association between preventing ACEs and specific health outcomes as well as preventing exposures to ACEs.⁸ However, because of the focus and limitations of data sets in previous ACEs studies, less is known about the prebirth determinants of ACEs scores. In previous studies used to investigate predictors of ACEs, researchers report that high parental ACEs scores are associated with poor early child development and health outcomes as well as higher child ACEs score for their offspring.⁹⁻¹¹ Although these studies highlight possible precursors to an ACEs score, the mechanisms behind this transmission across generations are still unclear.

Much of the population-based knowledge on ACEs uses retrospective survey research. The

potential for recall bias has been documented in previous research identifying differences in outcomes when comparing prospective and retrospective measures as well as the poor validity of memory.^{12,13} In addition, to address original ACEs score limitations, authors of multiple studies and surveys have expanded the components included in developing their additive score.¹⁴⁻¹⁶ For example, in a recent study, researchers expanded the ACEs score to include economic stressors, divorce, and neglect, which had a stronger association to the health outcomes than original ACEs score components alone.¹⁷

Examining early-childhood ACEs score helps establish a chain of connection to the adult health outcomes aforementioned.¹⁻³ In the existing literature, authors have looked at the relationship of caregiver ACEs score on child outcomes, prevention of individual components, and impact of ACEs on health and development. However, we were unable to find any studies in which authors examine the prebirth factors that predict an ACEs score measured during early childhood. In our study, we aim to address this gap in the research. Using integrated data to construct a historical longitudinal birth cohort study, we examined the relationship between prebirth household factors among a representative statewide birth cohort and expanded ACEs score measured on a 3-year follow-up survey linked with administrative data.

METHODS

Data Source

Data from the Alaska Longitudinal Child Abuse and Neglect Linkage Project (ALCANLink) were used for this analysis. ALCANLink annually integrates the 2009–2011 Pregnancy Risk Assessment Monitoring System (PRAMS) and 2012–2014 Childhood Understanding Behaviors Survey (CUBS) responses with statewide administrative data. PRAMS is

a population-based sample of women delivering live births in Alaska who are surveyed about prepregnancy, pregnancy, and postbirth factors. During 2009–2011, PRAMS sampled 5578 of the 33 709 eligible Alaska resident births, with oversampling of Alaskan native maternal race and low birth weight (<2500 g) status of the infant. Sixty-four percent (3549) of the surveyed mothers responded to the survey resulting in an average annual weighted response rate of 66%. Complete survey methodology is described elsewhere.¹⁸ CUBS is a 3-year follow-up to PRAMS and is used to survey PRAMS respondents still living in Alaska about environmental, social, and other experiences of both the child and mother. Eighty percent of PRAMS respondents were eligible for the CUBS, among which 1699 (60%) responded. Administrative sources integrated with the survey responses included child protective services records and birth certificate records.

Child protective services records from the Office of Children's Services (OCS) included all alleged child maltreatment, investigations, and findings. Maltreatment includes reports of physical abuse, sexual abuse, mental injury, and neglect. Vital records data provided maternal demographics at birth. At the time of this study, ALCANLink had integrated the 2009–2011 PRAMS and 2012–2014 CUBS responses with administrative data collected during 2009–2018; complete linkage methodology has been described elsewhere.^{19,20}

Measures

Exposures

PRAMS data were used to select maternal household challenges experienced during the prebirth periods (typically during the 12 months before birth) that aligned best with previous ACEs literature and framework. Self-reported exposures included problems paying bills, someone close to the mother

dying, someone close to the mother having a drinking and/or drug problem, homelessness, mother or husband or partner being in jail, moving to a new address, mother losing job, husband or partner losing job, divorce or separation, intimate partner violence (IPV) 12 months before pregnancy or during pregnancy, and being checked or treated for anxiety or depression 12 months before pregnancy. If respondents answered “yes” to an exposure, they were given a point. If they answered “no” or the response was missing for an exposure, they were given a 0. We categorized the number of household challenges reported into a single construct on the basis of the following groupings for number of household challenges reported: 0 reported, 1 reported, 2 reported, 3 reported, and ≥ 4 reported. Covariates measured at birth included urban or rural residence, maternal education completed at birth, maternal age at birth, and maternal race (Alaskan native or nonnative).

Outcome

The outcome of interest was the total number of ACEs (ACEs score) among 3-year-old children. We derived the ACEs score using CUBS responses and OCS data. The original ACEs questions were not asked on the CUBS; therefore, we

selected proxies that measured similar constructs for both the traditional and expanded ACEs questions published in the literature.^{1,14-17} The resulting ACEs score included constructs reported by the mother on the CUBS to indicate that she or the child had experienced any of the following during the child’s first 3 years of life: alcoholism and/or mental health disorder in the family, child witnessing violence and/or physical abuse, mother or husband or partner being in jail, divorce or separation, mother being diagnosed with depression, problems paying bills, mother losing job, husband and/or partner losing job, and homelessness (Table 1). Because the CUBS did not ask questions about child maltreatment, we used the linked OCS data to detect any reports for physical abuse, sexual abuse, mental injury, or neglect. We calculated the additive score using these reported and observed data. If respondents answered yes to an exposure or linked to a report in the OCS system, they were given a point. If they answered no or the response was missing for an exposure, they were given a 0. The additive ACEs score derived at age 3 years was categorized into the following groupings: 0 ACEs, 1 ACE, 2 ACEs, 3 ACEs, and ≥ 4 ACEs.

In developing our ACEs score at age 3 years, we used any report to OCS

instead of screened-in or substantiated report of harm. In previous work, researchers suggest that individuals experiencing unsubstantiated reports have similar outcomes to those experiencing substantiated reports in terms of recidivism in the child protective services system, education outcomes, behavioral and/or developmental outcomes, and delinquency rates.²¹⁻²³ However, we report the similar distributions of ACEs scores calculated using reports and substantiations for comparison (Fig 1).

Statistical Analysis

The 2009–2011 PRAMS cohort and 2012–2014 CUBS cohort were used in this analysis. We subset to only respondents of both PRAMS and CUBS. Using the CUBS population weights, we derived the proportion of the birth population that experienced each of the exposures, demographic, and outcome score.

We first examined the bivariate association of each individual prebirth household challenge factor and ACEs score. We then looked at the association of the number of prebirth household challenges on child ACEs score. Finally, we constructed 2 generalized linear models, with a Poisson distribution to measure the relationship between prebirth household challenges and

TABLE 1 ACE Score Components (*N* = 13), Criteria or Proxy Measurement, and Prevalence (Alaskan 3-Year-Old Children, 2012–2014)

ACE Component	Criteria or CUBS Question Used as Proxy	<i>n</i>	Weighted Mean (SE) ^a
Physical abuse ^b	First report of physical abuse to OCS	49	2.4 (0.5)
Sexual abuse ^b	First report of sexual abuse to OCS	20	0.6 (0.2)
Emotional abuse ^b	First report of mental injury to OCS	82	3.9 (0.6)
Neglect ^b	First report of physical and/or emotional neglect to OCS	266	13.8 (1.1)
Substance use ^c	Was there alcoholism or mental health disorder in the family?	114	6.0 (0.01)
Mental illness ^c	Was the mother diagnosed with depression since the 3-y-old child was born?	146	9.9 (1.03)
Mother treated violently ^c	Did the child witness violence or physical abuse?	83	4.4 (0.66)
Criminal behavior in household ^c	Did the mother or husband or partner go to jail since the 3-y-old child was born?	150	7.0 (0.74)
Divorce ^c	Is the mother’s current marital status divorced, separated, or widowed?	95	5.5 (0.8)
Economic stressors ^c	Since the 3-y-old child was born...		
	Did the mother have problems paying bills?	399	23.4 (1.4)
	Did the mother lose her job?	200	12.5 (0.11)
	Did the husband or partner lose a job?	227	12.7 (0.11)
	Was the mother homeless?	68	4.0 (0.69)

^a Percentage of ACE components weighted to population.

^b Report of abuse happened during first 3 y of life.

^c CUBS response when the child was age 3.

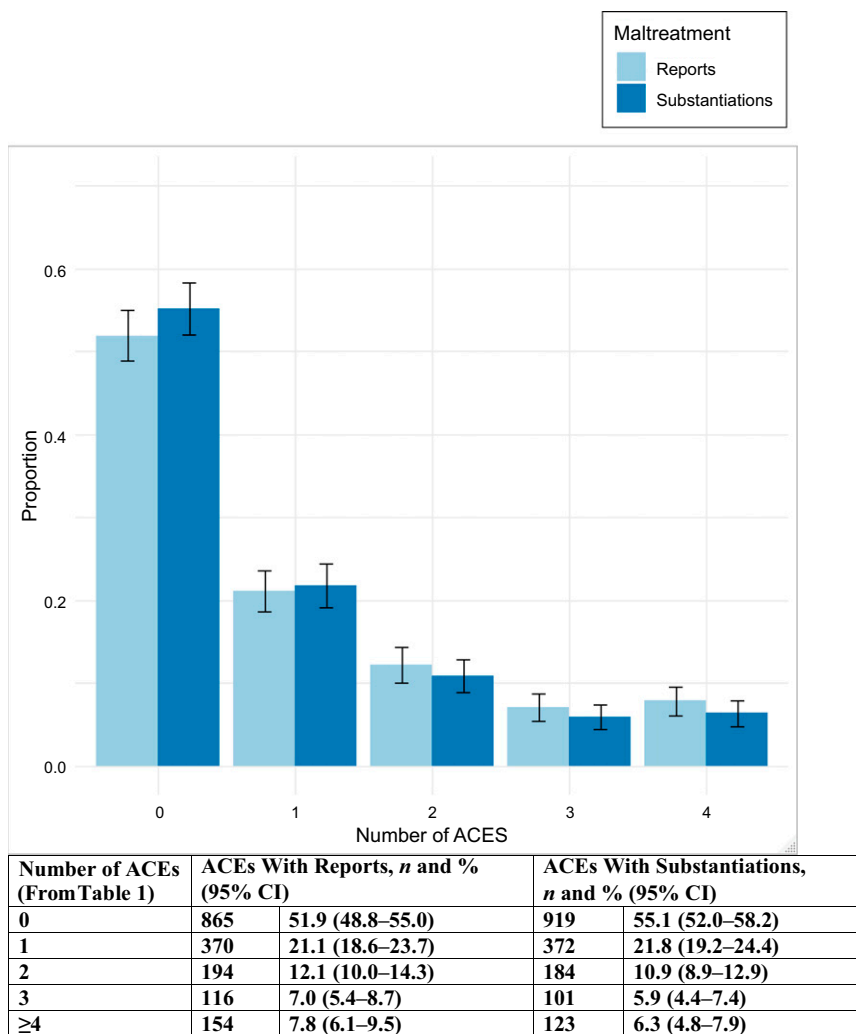


FIGURE 1 Distribution of ACEs score calculated by using administrative reports versus using administrative reports that were substantiated for physical abuse, sexual abuse, neglect, or mental injury (Alaskan 3-year-old children, 2012–2014). CI, confidence interval.

ACEs score at age 3 years. We first modeled the association of the number of prebirth household challenges on ACEs score; second, we constructed a multivariable model, adjusting for Alaskan native race, maternal education, and maternal age to understand the individual associations of each component. For this model, we included each individual prebirth household challenge factor and demographic variables identified through a priori determination.²⁴ We used backward elimination stepwise regression to remove nonsignificant covariates to establish our final most parsimonious prediction model. On the basis of the

findings of our final model, we further explored the relationship of IPV and divorce through post hoc stratified analysis. For this analysis, we used a forward stepwise regression approach beginning with prebirth IPV and then stratified IPV by divorce status to understand the interaction between IPV and divorce or separation. Significance for all testing was set at $\alpha = .05$. All analyses were conducted by using R version 3.6 and the survey package.²⁵

Institutional Review Board

This study was reviewed and approved by the University of Alaska Anchorage Institutional Review Board

(IRB). At the time of data collection, the PRAMS survey and CUBS were approved by the University of Alaska Anchorage IRB. PRAMS was also approved by the IRB at the CDC.

RESULTS

A total of 1699 mothers responded to both the PRAMS survey and CUBS. These respondents represent 32 837 (± 402.07) 3-year-old children who were born in Alaska during 2009–2011. When reported maltreatment was incorporated in the score, just over half of the 3-year-old children experienced 0 ACEs, nearly a quarter 1 ACE, and just <6% experienced ≥ 4 ACEs. The number of ACEs ranged from a low of 0 to a high of 9 among the 13 possible. All variables had <1% missing. Limited to substantiated maltreatment only, the distribution of ACEs score was nearly equivalent (Fig 1).

The distribution of individual ACEs score components is presented in Table 1. Prebirth factor crude (unadjusted) association with an increased ACEs score of the birth child by age 3 years and weighted distributions are presented in Table 2. Experiencing homelessness, having a mother or her husband or partner in jail, and reporting maternal IPV had the strongest crude associations. These factors were reported in <10% of the population (Table 2).

The number of prebirth household challenges reported during the 12 months before birth and pregnancy predicted childhood ACEs score in a stepwise, dose-response manner (Table 3). Children born to mothers reporting ≥ 4 prebirth household challenges accumulated an average expected ACEs score 4.1 times as high as those born to mothers reporting none. After adjusting for maternal race, maternal education, and maternal age, the expected average ACEs score slightly attenuated but remained significant with the same stepwise association (Table 3).

TABLE 2 Prebirth Household Challenge Components 12 Months Before Birth of 3-Year-Old Child (Except Where Noted) and Crude Association of Demographic Factors With ACEs Score at Age 3 Years

	<i>n</i>	% Weighted Mean (SE) ^a	Rate Ratio (95% CI) ^b
Household challenges			
Homelessness	1699		
Yes	65	3.5 (2.3–4.7)	3.0 (2.5–3.6)
No	1612	96.5 (95.3–97.7)	Referent
Missing	22	—	—
Mother or partner in jail	1699		
Yes	88	4.6 (3.3–5.8)	2.6 (2.2–3.1)
No	1587	95.4 (94.2–96.7)	Referent
Missing	24	—	—
IPV	1699		
Yes	82	4.3 (3.1–5.5)	2.2 (1.8–2.7)
No	1589	95.7 (94.5–96.9)	Referent
Missing	28	—	—
Divorce or separation	1699		
Yes	117	7.3 (5.6–9.1)	2.2 (1.8–2.7)
No	1563	92.7 (90.9–94.4)	Referent
Missing	19	—	—
Moved	1699		
Yes	585	35.7 (32.6–38.7)	1.5 (1.2–1.7)
No	1095	64.3 (61.3–67.4)	Referent
Missing	19	—	—
Someone close died	1699		
Yes	294	16.9 (14.6–19.2)	1.6 (1.3–1.9)
No	1385	83.1 (80.8–85.4)	Referent
Missing	20	—	—
Someone close had a drug problem	1699		
Yes	330	18.9 (16.4–21.3)	1.9 (1.6–2.3)
No	1349	81.1 (78.7–83.6)	Referent
Missing	20	—	—
Problems paying bills	1699		
Yes	304	19.8 (17.2–22.5)	2.3 (2.0–2.7)
No	1371	80.2 (77.5–82.8)	Referent
Missing	24	—	—
Mother lost job	1699		
Yes	134	7.9 (6.1–9.7)	1.9 (1.5–2.3)
No	1537	92.1 (90.3–93.9)	Referent
Missing	28	—	—
Husband or partner lost job	1699		
Yes	171	10.7 (8.6–12.8)	2.0 (1.6–2.4)
No	1500	89.3 (87.2–91.4)	Referent
Missing	28	—	—
Depression or anxiety	1699		
Yes	138	7.7 (6.0–9.5)	2.1 (1.8–2.5)
No	1550	92.3 (90.5–94.0)	Referent
Missing	11	—	—
Demographics			
Alaskan native maternal race	1699		
Yes	593	25.7 (25.1–26.4)	1.7 (1.4–1.9)
No	1018	74.3 (73.6–74.9)	Referent
Missing	88	—	—
Mother did not graduate high school	1699		
Yes	186	11.1 (9.1–13.1)	2.0 (1.6–2.3)
No	1419	88.9 (86.9–90.9)	Referent
Missing	94	—	—
Mother was a teenager (ie, <20 y) at birth	1699		
Yes	133	8.4 (6.6–10.2)	1.9 (1.5–2.3)
No	1566	91.6 (89.8–93.4)	Referent
Missing	0	—	—

In the final adjusted individual components model, mothers reporting that she or her husband or partner went to jail, had problems paying bills, was checked or treated for depression or anxiety, was a young maternal age at birth, and experienced homelessness all had significantly elevated expected ACEs scores relative to corresponding unexposed groups even after adjusting for all other covariates (Table 4). Moving to a new address, someone close to the mother dying, husband or partner losing a job, and experiencing IPV did not predict higher ACEs scores when adjusted for all other covariates.

Somewhat counterintuitively, prebirth IPV was insignificant in our final adjusted model (Table 4). In our post hoc forward step regression model, once divorce or separation was included, prebirth IPV became insignificant in predicting ACEs score when adjusting for all other household challenges and demographics. We subsequently stratified our analysis by marital status and documented a significant interaction term of IPV and divorce. This indicated that prebirth IPV had no association with ACEs score among those who experienced divorce, but IPV remained significantly associated with ACEs score when divorce was not present (Supplemental Table 5).

DISCUSSION

Our purpose with this study was to identify and understand the relationship between prebirth factors and ACEs score accumulated in early childhood. We documented a graded, dose-response relationship between the number of prebirth household challenges and elevated childhood ACEs score of 3-year-old children. This finding suggests that prebirth household and maternal experiences continue to have lasting effects into childhood for their offspring.

TABLE 2 Continued

	<i>n</i>	% Weighted Mean (SE) ^a	Rate Ratio (95% CI) ^b
Urban area	1699		
Yes	1166	72.1 (69.7–74.5)	0.9 (0.8–1.0)
No	532	27.9 (25.5–30.3)	Referent
Missing	1	—	—

CI, confidence interval; —, not applicable.

^a Weighted mean (using first report to calculate the ACEs score).

^b Relative rate ratio of expected average ACEs score compared to no household challenges.

In many studies, authors have proposed ways to mitigate the effects of ACEs once they have occurred, as well as ways to prevent individual ACE components.^{26–34} In this study, we provide a broader context for primary prevention of ACEs under a shared risk and protective framework in which the individual components share common characteristics amenable to prevention. Because the prenatal period often results in increased contact between women and primary care providers, these clinical settings provide an opportunity to address underlying factors that result in ACEs.

The connection between the increased number of prebirth household challenges (regardless of type) and the accumulation of ACEs among 3-year-old children suggests comprehensive interventions are likely indicated to prevent ACEs. Prebirth challenges that had a high individual association with an elevated ACEs score, such as homelessness, affected a small proportion of the population. The

individual prebirth challenges that affected the largest proportion of the population did not have the greatest individual effect on increasing ACEs score but accumulated with others, resulting in an additive elevated risk. These findings suggest that prebirth screenings for factors that predict an elevated ACEs score should account for both the number and type of household challenges experienced.

Multiple evidence-based intervention strategies have already been proven effective against certain ACEs and subsequent child health outcomes.^{26,35,36} Programs such as home visiting that initiate during the prenatal period have shown to be effective at reducing child protective services contact, substance abuse, and incarceration.²⁶ Prenatal and perinatal clinical interventions that target household challenges have also documented positive impacts on individual ACEs.³⁵ Effective programs often take a multidisciplinary approach to addressing identified familial problems, such as the

TABLE 3 Relative Comparison of Expected Average ACEs Score at Age 3 Years by Number of Prebirth Household Challenge Components Reported (Referent: 0 Prebirth Challenge Factors Reported)

No. Prebirth Household Challenge Components From Table 2	CUBS Respondents (<i>N</i> = 1699) ^a	Rate Ratio (95% CI) ^b	Adjusted Rate Ratio (95% CI) ^c
0	865	Referent	Referent
1	370	1.47 (1.14–1.89)	1.48 (1.16–1.89)
2	194	2.33 (1.78–3.03)	2.16 (1.66–2.80)
3	116	3.49 (2.70–4.51)	3.23 (2.48–4.21)
≥4	154	4.14 (3.28–5.23)	3.75 (2.96–4.74)

CI, confidence interval.

^a Number of ACEs score using reports to child welfare.

^b Relative rate ratio of expected average ACE score compared to referent category (average ACE score of 0 household dysfunction components reported).

^c ACEs score adjusted for maternal race, maternal education, and maternal age.

programmatic prevention strategies proposed by the CDC.³⁶

Our findings that families experiencing economic stressors such as financial issues and homelessness are more likely to have an elevated ACEs score are consistent with research connecting family economics with poor mental and physical health outcomes in children.^{37,38} The CDC recommends economic supports such as tax credits, child care subsidies, and family-friendly work policies such as paid maternal leave as effective strategies for addressing economic stressors.³⁶ Households and family members engaged in criminal activities such as drugs and crime overlap with the child welfare system.^{39,40} Marie-Mitchell and Kostolansky³⁵ describe intervention methods used to address parental incarceration and drug use. These comprehensive strategies combine parenting education, social service referrals, social support, and mental health treatment. The combination of using child development materials, engagement in community services, home visiting, and mental health clinicians for the parent and child may lessen the ACEs burden of incarceration, substance abuse, depression, and violence. This can result in less parenting stress, lower psychopathy symptoms, less child protective services involvement, and improved language development and behavior in the child.³⁵

Maternal inter- and intrapersonal experiences such as mental health issues and divorce can strain family dynamics and create unsafe environments for women and their children.^{41,42} Home visiting programs, which can begin prenatally, may help mitigate maternal depression or anxiety by connecting mothers with providers and reduce stress by building supports to improve home dynamics.³⁶

Our findings from the post hoc stratified analysis suggest that in some cases, divorce or separation may have a protective effect on the

TABLE 4 Covariate-Adjusted Independent Association of Individual Prebirth Household Challenge Components and ACEs Score Measured at Age 3 Years

Household Challenge Component ^a	RR (95% CI) ^b	β (SE) ^c	P
Homelessness	1.5 (1.2–1.9)	.4 (0.1)	<.001
Jail	1.9 (1.6–2.3)	.7 (0.1)	<.001
Divorce	1.3 (1.0–1.6)	.3 (0.1)	.02
Drug	1.3 (1.1–1.6)	.3 (0.08)	.002
Cannot pay bill	1.7 (1.4–2.0)	.5 (0.1)	<.001
Partner lost job	1.3 (1.0–1.6)	.2 (0.1)	.04
Mental health issue	1.8 (1.4–2.2)	.6 (0.1)	<.001

CI, confidence interval; RR, rate ratio.

^a Household challenge components retained from backward stepwise regression model adjusted for maternal education and maternal age at birth.

^b Relative RR of expected average ACEs score compared to referent category (average ACE score of 0 household challenge components reported).

^c β coefficient and SE of estimate.

future ACEs score of a child when the mother is removed from an abusive environment before the child's birth. Therefore, violence prevention is still important to prevent ACEs.³⁶ Education campaigns for parents can be used to help better understand cycles of abuse to reduce child abuse and improve parenting.³⁶ Educating men and boys reduces IPV and negative behaviors that lead to the victimization of women.³⁶

The federal-state Medicaid program is another potential policy target for expanding access to services in the perinatal and early childhood. For example, the North Carolina Medicaid program has recently included screening for social determinants of health (including interpersonal safety) and a pilot program to provide evidence-based, nonmedical interventions. Likewise, the Alaska 1115 Medicaid waiver enables providers to provide and bill for prevention services related to ACEs.

This study has some key limitations to consider. First, in constructing our scores, we counted missing as no response, which could lead to underestimated counts. This underestimation will likely attenuate findings. Second, this study was conducted by using a novel Alaska data set, with the population demographic distribution being substantially different from the general US population. However, the

distribution of ACEs in the Alaskan population is similar to the distribution of ACEs in the United States. Alaska Behavioral Risk Factor Surveillance System data report ACEs score and population proportions similar to a multistate comparison.^{6,43} Much like the authors of the original ACEs study that was conducted in a state-specific population,¹ we believe the mechanisms identified in this study will be constant across communities, and the study can serve as a generalizable platform for other states to examine their early-childhood ACEs. Third, the exposure data collected were based on maternal self-reports, which could result in recall bias. Fourth, our ACEs score was derived from self-reported data on CUBS and administrative data. The respondents to CUBS represent approximately half of the original PRAMS respondents, so our ability to conduct stratified assessments was limited. As a follow-up survey, CUBS may include more low-risk women who self-selected to respond. Finally, the administrative OCS data included reports of alleged maltreatment, which does not necessarily reflect maltreatment. In light of these conclusions, our findings are consistent with other published ACEs literature.^{1–3}

CONCLUSIONS

This study is the first in which a population-based integrated data

approach is used to examine predictors of ACEs score observed at age 3. It is suggested in this study that at birth, children almost instantaneously experience an elevated ACEs score because of exposure to household challenges. Therefore, prevention should begin before birth and throughout childhood. Pediatricians can engage in a continuum of prevention to advocate for pregnant women. Physicians specializing in obstetrics and gynecology can assess the household challenges surroundings pregnancies and partner with pediatricians to ensure care continuation protocols are in place once the child is born.

Other states with PRAMS follow-up surveys should look at the effect of prebirth household challenges as they relate to ACEs to corroborate these findings. In future studies, researchers should look at the effect that intervening on individual household challenge components has on mitigating the ACEs score, as well as how these components coexist.

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ABBREVIATIONS

ACE: adverse childhood experience
 ALCANLink: Alaska Longitudinal Child Abuse and Neglect Linkage Project
 CDC: Centers for Disease Control and Prevention
 CUBS: Childhood Understanding Behaviors Survey
 IPV: intimate partner violence
 IRB: Institutional Review Board
 OCS: Office of Children's Services
 PRAMS: Pregnancy Risk Assessment Monitoring System

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Prebirth Household Challenges To Predict Adverse Childhood Experiences Score by Age 3

Danielle Rittman, Jared Parrish and Paul Lanier
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Project Title: Research Analyst III GCDSE	
Grantee: Governor's Council on Disabilities & Special Education	
Fund: MHTAAR	
Geographic Area Served: Statewide	Project Category: Data/Planning
Years Funded:	
FY20 Grant Amount: \$131,200.00	
<p>High Level Project Summary: The Research Analyst III (RAIII) position with the GCDSE supports critical data needs for the Trust related to beneficiaries experiencing intellectual and developmental disabilities, including Fetal Alcohol Spectrum Disorders, Autism, and other conditions. The position is responsible for provider and beneficiary data collection and analysis related to the GCDSE’s representative populations and related Trust initiatives.</p> <p>In FY20, the RAIII position substantially met Trust expectations related the performance measures outlined in the project grant agreement. Trust staff recommend the position for continued funding in FY23 to support ongoing data related needs in support of focus area work (particularly Beneficiary Employment and Engagement) as well as Comp Plan Scorecard monitoring.</p> <p>The position supports objectives related to Goal 9 (Workforce, Data & Funding) of Strengthening the System: Alaska’s Comprehensive Integrated Mental Health Program Plan.</p>	

Project Title: Research Analyst III GCDSE

Staff Project Analysis:

The Research Analyst III (RAIII) position continues to support statutory board activities and respond to related beneficiary population data inquiries from Trust staff and partners. RAIII attends Trust and partner meetings as well as co-facilitates/leads associated groups meetings such as for the FASD workgroup. FY20 activities reflected ongoing participation in Comp Planning activities including the newly revised "Scorecard" in collaboration with the GCDSE Planner as well as activities related to the federal grant "Living Well in the Last Frontier." When reported, FY21 activities will include active participation in planning and hosting of the first annual "Empowerment Through Employment" conference to be coordinated by GCDSE and inclusive of all statutory boards and relevant state and community partners.

Staff recommends this project for continued funding in FY23.

Project Description: The Research Analyst III is a continuing project to provide the Governor's Council on Disabilities & Special Education with data analysis related to needs of individuals with developmental disabilities. The position and associated travel and operating funds help ensure Council activities are conducted within the framework of the Mental Health Trust Authority's guiding principles while still meeting Congressional requirements. The Research Analyst is a staff member of the Governor's Council and funds go directly to the Council.

The Council is federally funded to fulfill specific roles mandated by Congress. This agreement requires the Council to collaborate with The Trust and partner boards in data gathering, planning and advocacy as outlined in the performance measures of this agreement and to collaborate in other activities as they may arise to implement, fund and evaluate the comprehensive and integrated mental health program that serves Trust beneficiaries.

The Council is federally funded to fulfill specific roles mandated by Congress. It is an expectation of the Trust that the Council will participate in planning, implementing and funding a comprehensive integrated mental health program that serves people with developmental disabilities and their families. The position enables the Council to provide up-to-date, valid information to the Trust on consumer issues, identify trends, participate in Trust activities, enhance public awareness, and engage in ongoing collaboration with the Trust and partner boards.

Grantee Response - FY20 Grant Report Executive Summary: Ongoing activities of the Research Analyst include staff support for drafting various letters of public comment, support, opposition, and legislative position papers; answering research questions and inquiries; data collection, fact-finding; providing primary staffing for the FASD workgroup and as well as staffing for the Medicaid Ad Hoc committee, survey creation, interviews and other data collection and data analysis. Additionally, The Research Analyst represents the Council on various collaborative partnerships with agencies such as the Disability Advisory Group (on Emergency Preparedness), Disability and Aging Coalition, Inclusive Play Program Workgroup, Reducing Recidivism conference committee and the Alaska FASD Partnership. RA III is on the Home Accessibility / Enabling Technology (HA/ET) Pilot Review committee and has reviewed applicants on a rolling basis. RA III also coordinates and facilitates the Disability Advisory Group (on Emergency Preparedness) and represents the Council on other Emergency Preparedness partnerships which have been especially active since the March 2020 COVID response.

RA III was responsible for creating surveys for Program Performance Report (PPR). Additionally, information gathered was analyzed by the RA III staff and used for the Council's annual (PPR). Performance Measure Surveys (n=184). Stakeholder survey (n= 69). Information gathered was analyzed by the RA III staff and used for the Council's annual Program Performance Report (PPR) to the Administration on Intellectual and Developmental Disabilities (AIDD). Survey findings were presented and discussed at the staff Council winter 2019 meeting.

RA III was responsible for the creation of the 5-year state plan survey (Attachment A) as well as co-leading the distribution plan. Distribution included GovDelivery, Social Media campaign, 4 General Community Forums (3/27/2020,4/2/2020, 4/8/2020, 4/13/2020) and 2 Targeted Virtual Community forums (4/29/2020 Parents and Guardians, 5/7/2020 – Self-Advocates) during this report period. As of 6/30/2020 there was 164 responses, and 68 attendees for community forums. Community Forums and survey dissemination continued past this reporting period.

RA III was primary staff for FASD workgroup. FASD 5-year strategic plan was updated during this time period (October 2019 meeting) and facilitated quarterly meeting (August 2019, January 2020 and June 2020). RA planned and executed FASD awareness social media campaign in Anchorage for the month of September 2019.

Examples of research tasks completed by the RA III include: facilitating the Evaluation workgroup for the ACL grant (met quarterly) as well as dissemination and analyses of DD vision survey for both self-advocates and others with the Evaluation group, survey dissemination of EMOD Surveys with EMOD workgroup, survey creation and dissemination for additional ACL projects including the COVID-19 Toolkit webinars and Plan of Care goal webinars, survey creation, data collection analysis for GCDSE committees (such as EIC committee survey, SDMA Summit, Self-Advocacy summit, as well as continued research and implementing accessibility standards (social media, Power Points).

Other annual/quarterly tasks included: Planning and preparing for GCDSE Council meetings (3xyear), attending National Association of Councils on Developmental Disabilities (NACDD) conference to gain information on current national issues as well as data management updates on PPR reporting & planning for the next 5-year plan, and assisting with Key Campaign. RA III has also continued to update the social media plan and is responsible for GCDSE social media management (Attachment B).

As the Council 5-year plan includes Health as one of the Priority areas in the 5-year plan, the RA III has continued to do activities related to Health. In regard to the 5-year plan this included: updating data for the Health narrative goal and collecting evaluation data points for the Health objectives. In regards to the Health goal activities this included: researching and disseminating best practices for Emergency Preparedness (EP) via presentations (6 this year on individual/ family preparedness, 1 presentation to local emergency managers on best practices), participating in the Alaska Disability Advisory Group (ADAG) on emergency preparedness, representing ADAG on multiple COVID committees (Vulnerable Children Workgroup & the Housing Security Workgroup), as well as serving as a subject area expert to answer questions at the COVID – 19 toolkit webinars.

Products that RA III developed included messaging on people with disabilities and:

- mask (health mandate 15): <http://dhss.alaska.gov/dsds/Documents/covid-19/Individuals-Disabilities-FaceCoverings.pdf>
- current mask– work started prior to year-end but was completed FY21 8/31/2020 :

- <http://dhss.alaska.gov/gcdse/Documents/pdf/Masking--EveryoneHasAStory.pdf>),
- caregivers (health mandate 15): <http://dhss.alaska.gov/dsds/Documents/covid-19/PCA-FamilyMember.pdf>)
- Circle of support main document: <https://covid19.alaska.gov/wp-content/uploads/2020/05/COVID-19-Planning-for-Families-with-Children-05012020.pdf>
- Circle of support additional resource document: <http://dhss.alaska.gov/ocs/Documents/COVID/COS-ChildrenWithDisabilities.pdf>

Additionally, RA advocated for inclusive play on the Inclusive play Steering Committee, as well as being the GCDSE representative on the Disability and Aging Coalition/Summit.

Overarching research-related barriers and challenges continued to be collecting data that is a true representation of Alaska as a whole. Gathering a representative sample of our beneficiary population is impossible. Even though we have some databases such as the American Community Survey, the Family/Guardian Survey (National Core Indicators), and the Behavioral Risk Factor Surveillance Survey, there are still limitations on these datasets as it pertains to representative samples of individuals with intellectual and developmental disabilities across Alaska and (2) the need to collaborate with and between partners, as different partners have access to different data sets. COVID has delayed or put on pause some data collection efforts such as the in-person NCI survey and the Census.

Number of beneficiaries experiencing a developmental disability reported served by this project in FY20: 11,550

Performance Measure 1: DATA

- The Council will describe beneficiary population in Alaska, the numbers of beneficiaries, their characteristics, and trends in their quality of life based on the most credible and consistent data available. Alaska specific data is preferred, when available. Data will be provided to trustees annually at their May meeting. Less data is expected during the beginning year of the two-year Trust budget cycle.
- The Council will provide updated data related to their beneficiary groups to be used in the Comprehensive Integrated Mental Health Plan, and will collaborate with the Trust and partner boards for reasonable consistency across Trust beneficiary groups in the way data is analyzed and reported in the Plan.

Grantee Response to Performance Measure 1:

- There is no Alaska-specific data for estimating the prevalence rate of individuals with developmental disabilities (DD) in Alaska. Since the unavailability of state-specific data on the prevalence of DD is a national issue, for the sake of this report, the estimate is based on the widely used (and accepted) national prevalence rate of 1.58% cited in Larson et al (2001). Although this prevalence rate is almost 20 years old, it is the rate that the Administration Intellectual and Developmental Disabilities (AIDD) recommend all State Councils on Developmental Disabilities use. AIDD currently has a group working on new prevalence data, however, nothing new has been determined currently.

According to the Alaska Department of Labor and Workforce Development, Research and Analysis Section, the most recent (2019) estimated population of Alaska 731,007. Based on the national prevalence rate of 1.58% and the 2019 population estimate, approximately 11,550 individuals living in Alaska have a developmental disability. However, the actual rate may be much higher due to issues

like FASD in Alaska being significantly underreported (but again, we don't have accurate Alaska specific data on FASD). "FASDs are a range of developmental disabilities caused by consuming alcohol during pregnancy. The most well-known type of FASD is fetal alcohol syndrome (FAS). Alaska has the highest reported prevalence of FAS in the United States. A newly published study found that FASDs may be as common as autism, affecting up to 1 in 20 children." (May, P.A., Chambers, C.D., Kalberg, W.O., Zellner, J., Feldman, H., Buckley, D., ... Jones, K.L., & Hoyme, H.E. (2018). Prevalence of Fetal Alcohol Spectrum Disorders in 4 US Communities. JAMA, 319(5):474–482.) RA III is staff to the FASD workgroup which continues to look for solutions significantly underreported numbers (such as improving diagnostic capacity and reducing the stigma of being a birthmother to a baby born with FASD).

Developmental disabilities are life-long in nature and are acquired before the age of 22. The state of Alaska defines a developmental disability as a severe, chronic disability that: is attributable to a mental or physical impairment or combination of mental and physical impairments; is manifested before the individual attains age 22; is likely to continue indefinitely; results in substantial functional limitations in three or more of the following areas of major life activity: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, economic self-sufficiency; and reflects the person's need for a combination and sequence of special, interdisciplinary, or generic assistance, supports or other services that are of lifelong or extended duration and are individually planned and coordinated.

Per the State Senior and Disabilities Services (SDS) agency August 2020: 771 individuals active on the waitlist, 325 individuals in re-application status. I/DD waiver waitlist – recent draw was completed. 50 people per year are able to be drawn for services. Approximately 438 individuals on the Individualized Services Waiver (ISW). This waiver can serve 600 people and currently there is not a waitlist.

PM1b (provide updated data related to beneficiary group in Comp Plan)

- b) When needed, the Research Analyst participates in the Comprehensive Integrated Mental Health Program Planning Joint Data and Planning (DP) Group and provides the data needed as it relates to our beneficiary group in the Comprehensive Integrated Mental Health Plan. RA III is on the data subcommittee for the Comprehensive Integrated Mental Health Plan. This committee continues to meet to determine which data points should be used for a Scorecard and what that Scorecard should consist of. The Executive Director or Planner participate in planning meetings when scheduled as well.

Performance Measure 2: ADVOCACY

- a) Annually, the Council will implement strategies to improve the status of beneficiaries in the key advocacy issues identified by the Council members. They will document collaboration with the Trust and Trust partner boards in major areas defined at the Advocacy Summit. An advocacy update will be provided to trustees annually.
- b) Annually, the Council will conduct a survey of stakeholders (defined by each board) to assess satisfaction with board activities and make recommendations for change.

Grantee Response to Performance Measure 2:

- a) The Council continues with other beneficiary boards and the Trust in advocacy around Medicaid; with the RA III staff providing support to the Council's Medicaid Ad Hoc committee. In 2020 Key Coalition and Juneau Council meeting met was combined. The Council supported

the annual Key Campaign, funding all council members (except state employees) airfare, hotels and per diem to participate in Key Campaign. Council staff including RA III helped with setting up and organizing teams for legislative meetings as well. RA III provided support for Council/Key member legislative advocacy visits, the orientation at Key Campaign as well as the other events such as the Key dinner. RA III assisted with Anchorage Key Campaign pre-meetings, provided materials for signs, and assisted with organizing Anchorage Key Campaign including marketing of Anchorage Key Campaign and pre-meetings.

RA III was responsible for debrief and evaluation support during Juneau council meeting for 2020 (see attachment C). This including debriefing with council/Key member leads on each legislative visiting (key campaign legislative priorities stances and any follow up questions or research requested by legislators). RA III completed an evaluation report on legislative priorities as well as requested data and follow up.

A pre-post survey was conducted during the Sept. 2019 Self-Advocacy Summit and was separately evaluated by RA III. Both Self-Advocates as well as Parent/Guardian/Caregiver completed this survey. A total of 53 Parent/Guardian/Caregiver and 44 Self-advocates completed the Post-survey. (see attachment D).

The Council advocated on Home and Community Based Services importance and cost savings as well as Increase Efficiencies and Protect Home and Community Based Services.

RA III is on the steering committee for the Disability and Aging Coalition. This coalition produces the annual Disability and Aging Summit (<https://specialolympicsalaska.org/events/disability-aging-summit/>). RA III is a core member of the planning and production of this summit. The September 2020 Summit is focusing on Aging in Alaska - Persons with IDD. RA III co-presented at the Disability & Aging Summit on Emergency Preparedness for people with disabilities at the 2019 summit. RA III co-lead the evaluation of the Disability and Aging Summit. RA III in partnership with a researcher at CHD designed the overall Disability and Aging Summit survey. These targeted in-person surveys have led to a larger response of individuals with developmental disabilities and family members completing these surveys and obtaining better data from this sector. 68 responses for the Disability and Aging Summit (vs 5 in 2018). RA III is a steering committee member of the Inclusive Play Workgroup that advocates for inclusive play. More information about Inclusive Play can be found here: <http://anchorageparkfoundation.org/programs/inclusiveplay/>. RA III is a member of the Inclusive Playdates committee. This committee plans, promotes, and produces inclusive play events. More information on partners and the events can be found here: <https://anchorageparkfoundation.org/events/> under inclusive playdate.

RA III is a core member of the Anchorage Disability Pride celebration. This year due to COVID, the local Disability Pride Celebrations combined and made a virtual statewide, week-long event (<https://www.facebook.com/events/473583750008013>). RA III was a core member of this planning committee and co-lead the marketing campaign, took part in the monthly planning meetings as well as assisted during the events. While the event itself was in July and thus was outside of the reporting period- the majority of the planning and marketing for the event happened Spring and early summer of 2020.

FY 20 Council advocated on federal issues as well including Autism Cares Act, HR 2740 to increase federal funding for states' implementation of the IDEA, ABLE (Age Adjustment), and watches DD

federal appropriations. The council continues to monitor 20-30 pieces of federal legislation and provide data and resources when requested by the federal delegation. Council staff (Planner and ED) provided training to the LEND program that went to meet with the Federal delegations. Council hosted a visit with Representative Young and discussed the above issues as well (September 2019).

PM2b (annual survey of stakeholders)

The Council's annual survey was conducted in late 2019 to gather feedback from both consumers and stakeholders on their level of satisfaction with the Council and its activities (Attachment E). RA III was responsible for survey creation, dissemination and analyses of the Program Performance Report (PPR) surveys as well as the Stakeholder survey. Performance Measure Surveys Number of responses: 184, 71 (Disability and Aging) Attachment F is one example). Stakeholder survey (n= 69).

PPR surveys based on objectives and unique groups (Council committees, work groups, ad hoc, etc. completing the day-to-day work of implementing the state five-year plan) were conducted in person as well as a weblink that went out October to November 2019. 10 Council projects and activities were surveyed: Developmental Disabilities Committee, Self-Advocacy, Early Intervention Committee, Education Committee, Employment and Transportation Committee, Medicaid Ad Hoc, Project SEARCH, Alaska Disability Advisory Group on Emergency Preparedness (ADAG), and FASD/AUTISM workgroup/Ad Hoc. Additionally, there was a survey that had many (but not all) PPR measures on it that was disseminated at the Disability and Aging Summit. There were 71 responses for the Disability and Aging Summit

The Council had slightly more PPR survey respondents for individual projects completed this year than last year (184 vs 168 in 2018). If you include the survey responses from the Disability and Aging Summit, there was significantly more (255 vs 168 in 2018). Information gathered was used for the Council's annual Program Performance Report to AIDD.

RA III has continued to execute and revise the social media plan with targeted messaging on Facebook/GovDelivery/GCDSE website to educate the public on what activities and projects the Council is involved in. Alaska's Council provides funding, advocacy, and the like for many projects and activities; however, participants are oftentimes not fully aware that the Council is involved. One example of revision is posting leadership changes in the Council such as new Council members, new Chair, Vice-Chair as well as Council staff changes. Within this reporting period, the Council's Facebook social media page increased its readership reach by over 12% (291 likes) with Facebook likes June 30, 2020 being at 2,363 likes, as opposed to July, 1 2019 showing the Council Facebook page had 2,072 likes.

RA III will continue to target individuals with disabilities and family members by collecting shorter, easier to follow individual surveys. With COVID – in person, paper surveys are unfortunately not an option right now.

Performance Measure 3: PLANNING

- a) The Council members will partner with the Trust to identify, develop, implement and evaluate the success of Trust focus areas. Council members and/or staff will assume leadership roles in conducting some of the work of a focus area as needed.
- b) The Council will collaborate with the Trust and other key partners in planning activities related to beneficiaries and Trust focus areas, including but not limited to, staff participation in focus area meetings and activities, Trust-sponsored initiatives, research and planning activities, and public planning processes with beneficiaries.
- c) The Council will collaborate with key stakeholders, the Department of Health and Social

- Services, and the Trust in the Comprehensive Integrated Mental Health Plan.
- d) A report on planning activities will be provided to trustees annually.

Grantee Response to Performance Measure 3:

- a) The Council staff participates in all the Trust focus area work groups, often taking a leadership role on many of the issues. The Council continues to work with the Disability Justice Workgroup to ensure the needs of both victims and offenders with cognitive disabilities are met. The Research Analyst was part of the steering committee for the Recidivism conference in 2020 and continues on this committee for the 2021 conference as well.
- b) The Council continues to work with numerous partners and stakeholders on issues of importance to especially regarding services for individuals with developmental disabilities, special education and early intervention for infants and toddlers with disabilities, as well as employment. The Council's Developmental Disabilities Committee (DD) and the Medicaid Ad Hoc committee provided comments on several regulation changes around the delivery of DD services, receiving support from the RA III. GCDSE staff has been heavily involved in the DD Collaborative. The Research Analyst also supported the DD Collaborative by working on the Measuring Outcomes team.

This 5-Year Plan encompasses robust data and narrative about the current Alaskan landscape as it relates to Alaskans with intellectual and developmental disabilities. The Council's 5-Year Plan focuses on five long term goal areas: 1) Community Inclusion, Supports, and Services, 2) Employment, 3) Early Intervention, 4) Education, 5) Healthcare. During this reporting period, the RA III provided support regarding updating work plans for upcoming years.

- c) When needed, the Research Analyst participates in the Comprehensive Integrated Mental Health Program Planning Joint Data and Planning (DP) Group and provides the data needed as it relates to our beneficiary group in the Comprehensive Integrated Mental Health Plan. RA III is on the subcommittee for the Comprehensive Integrated Mental Health Plan. This committee continues to meet to determine which data points should be used for a Scorecard and what that Scorecard should consist of. The Executive Director and Planner participate in planning meetings when scheduled in this year the Planner was heavily involved in the 5-year planning meetings.
- d) Council staff provides reports to the Trust annually with respect to planning activities and issues that impact Alaskans with developmental disabilities. This year included updates on the state 5-year plan efforts, supporting Trust BEE data needs when applicable, as well as Covid updates and planning specific to Alaskans with developmental disabilities? The RA III provides support for the Council's annual report development process.

RA III is a core member of the Anchorage Disability Pride celebration. This year due to COVID, the local Disability Pride Celebrations combined and made a virtual statewide, week-long event (<https://www.facebook.com/events/473583750008013>). RA III was a core member of this planning committee and co-lead the marketing campaign, took part in the monthly planning meetings as well as assisted during the events. While the event itself was in July and thus was outside of the reporting period- the majority of the planning and marketing for the event happened Spring and early summer of 2020.

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Welcome to the GCDSE 2020 State 5-year plan community forum survey!

The Governor's Council on Disabilities and Special Education would like to know the areas of greatest need for individuals with disabilities and their families in Alaska.

Results of the survey will be used to shape Council's State 5-year plan.

Your feedback is important in order to make sure that the Council has the support of stakeholders in ensuring that our mission is carried out.

As the State Council on Developmental Disabilities, the Council plans, advocates, builds capacity and creates systems change on behalf of, and with individuals with developmental and other significant disabilities and their families. As a reminder, the Council does not provide direct services.

If you are unable to complete the online survey (and would prefer a hard copy), need assistance completing it, or have questions about the survey or any of the Council's activities, please call the Council toll-free (in Alaska) at 1-888-269-8990, 269-8992 (in Anchorage), or email Lanny Mommsen at lanny.mommsen@alaska.gov

Survey Questions

* 1. Please check ALL categories which describe you:

- Individual with a developmental disability
- Family member of an individual with a developmental disability
- Member of an advocacy organization
- Direct support professional
- Administrative service provider
- Employee of a government agency
- Appointed member of a citizen advisory or regulatory board or committee
- Elected official
- Concerned citizen
- Clinician
- Other (please specify)

2. Which region of Alaska do you live in?

- NORTHERN REGION (Northwest Arctic Borough, North Slope Borough, Nome Census Area)
- INTERIOR REGION (Yukon-Koyukuk Census Area, Fairbanks North Star Borough, Denali Borough, Southeast Fairbanks Census Area)
- ANCHORAGE/MAT-SU (Matanuska-Susitna Borough, Anchorage Municipality)
- SOUTHWEST REGION (Kusilvak Census Area, Bethel Census Area, Dillingham Census Area, Bristol Bay Borough, Lake and Peninsula Borough, Aleutians East Borough, Aleutians West Census Area)
- GULF COAST REGION (Valdez-Cordova Census Area, Kenai Peninsula Borough, Kodiak Island Borough)
- SOUTHEAST REGION (Juneau, Sitka, Wrangell, Haines Borough, Ketchikan Borough, Skagway Borough, Yakutat Borough, the Prince of Wales-Hyder Census Area, Hoonah-Angoon Census Area, Petersburg Census Area)
- I don't live in Alaska/Other (please specify)

3. Please rate each of the following life areas based on greatest need

Self-advocacy

How high of a need are activities that help people with developmental disabilities have as much control as possible over their lives, and to speak for themselves?

- Very High Need
- High Need
- Moderate Need
- Low Need
- Very Low Need
- I Don't Know

4. Please rate each of the following life areas based on greatest need

Education & Early Intervention

How high of a need are activities that support full access to an appropriate education, chances for inclusion in all parts of school life?

- Very High Need
- High Need
- Moderate Need
- Low Need
- Very Low Need
- I Don't Know

5. Please rate each of the following life areas based on greatest need

Childcare

How high of a need are activities that support children and families in school, before-school, after-school and out-of-school in their communities?

- Very High Need
- High Need
- Moderate Need
- Low Need
- Very Low Need
- I Don't Know

6. Please rate each of the following life areas based on greatest need

Healthcare

How high of a need are activities that help people receive health, dental, mental health, and preventive services in their communities?

- Very High Need
- High Need
- Moderate Need
- Low Need
- Very Low Need
- I Don't Know

7. Please rate each of the following life areas based on greatest need

Health, Safety & Wellness

(including cultural and spiritual, & emergency preparedness)

How high of a need are activities that promote health and wellness in one's community?

- Very High Need
- High Need
- Moderate Need
- Low Need
- Very Low Need
- I Don't Know

8. Please rate each of the following life areas based on greatest need

Employment

How high of a need are activities that support meaningful employment, including supported employment, self-employment, subsistence, etc.?

- Very High Need
- High Need
- Moderate Need
- Low Need
- Very Low Need
- I Don't Know

9. Please rate each of the following life areas based on greatest need

Housing

How high of a need are activities that support access to housing in the community of their choosing, including help related to renting, owning, or modifying an apartment or home?

- Very High Need
- High Need
- Moderate Need
- Low Need
- Very Low Need
- I Don't Know

10. Please rate each of the following life areas based on greatest need

Transportation

How high of a need are activities that support people having transportation where, when, and how they want to go?

- Very High Need
- High Need
- Moderate Need
- Low Need
- Very Low Need
- I Don't Know

11. Please rate each of the following life areas based on greatest need

Recreation

How high of a need are activities that support inclusive recreational, leisure and social events in communities?

- Very High Need
- High Need
- Moderate Need
- Low Need
- Very Low Need
- I Don't Know

12. Please rate each of the following life areas based on greatest need

Community Supports (including family supports, home and community based services)/Socialization

How high of a need are activities that enable people to live, learn, work, and enjoy life in the community?

- Very High Need
- High Need
- Moderate Need
- Low Need
- Very Low Need
- I Don't Know

13. Which of the following life area has the HIGHEST NEED?

- Self-Advocacy
- Education & Early Intervention
- Childcare
- Healthcare
- Health, Safety, & Wellness (Including cultural and spiritual, & emergency preparedness)
- Employment
- Housing
- Transportation
- Recreation
- Community Supports (including family supports, home and community based services)/Socialization

14. Please describe the specific issues persons with disabilities are facing for the 'area of highest need' that you rated above

15. Which of the following life area has the SECOND highest NEED?

- Self-Advocacy
- Education & Early Intervention
- Childcare
- Healthcare
- Health, Safety, & Wellness (Including cultural and spiritual, & emergency preparedness)
- Employment
- Housing
- Transportation
- Recreation
- Community Supports (including family supports, home and community based services)/Socialization

16. Please describe the specific issues persons with disabilities are facing for the 'area of second highest need' that you rated above

17. Which of the following life area has the THIRD highest NEED?

- Self-Advocacy
- Education & Early Intervention
- Childcare
- Healthcare
- Health, Safety, & Wellness (Including cultural and spiritual, & emergency preparedness)
- Employment
- Housing
- Transportation
- Recreation
- Community Supports (including family supports, home and community based services)/Socialization

18. Please describe the specific issues persons with disabilities are facing for the 'area of third highest need' that you rated above

19. Do you have any other thoughts about the problems/needs faced by people with developmental disabilities?

Thank you for your Feedback!

Thank you for participating in the Alaska Governor's Council on Disabilities and Special Education's 5 - Year Plan Community Forum Survey!

YOUR OPINION COUNTS!!

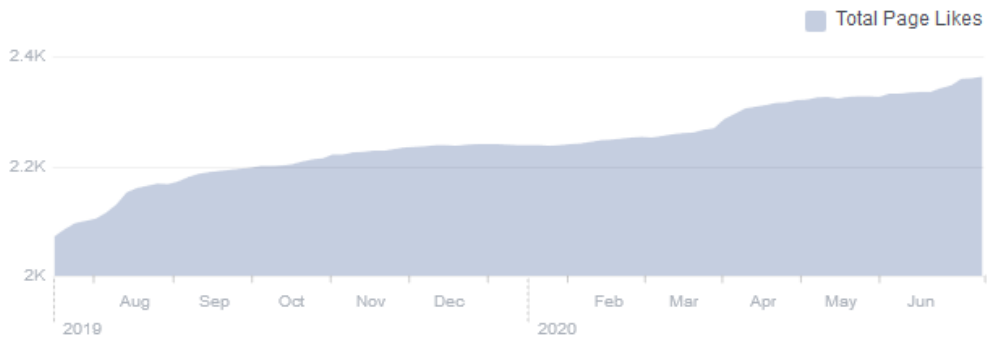
Your feedback will play an important role in ensuring the quality and support of the Council's mission on behalf of Alaskans with disabilities.

If you have any questions about the survey or any of the Council's activities, please call the Council toll-free (in Alaska) at 1-888-269-8990, 269-8992 (in Anchorage), or email Lanny Mommsen at lanny.mommsen@alaska.gov

July 1, 2019 – Page Likes: 2,072

June 30, 2020 – Page Likes: 2,366

Total Page Likes as of Today: 2,366



Post Reach

The number of people who saw any of your posts at least once. This metric is estimated.



Council Legislative visit feedback (as reported from members to staff):

	Positive	Neutral/Negative
DD Shared Vision	38	1
Supported Decision Making Agreement	38	1
Home and Community Based Service (HCBS) Cost Savings	37	1
Home and Community Based Service (HCBS) Efficiencies	37	0
Medicaid Waitlist	40	1
Stable Service Infrastructure	35	2

2020 Follow Up debrief

- All – send links for DD Shared Vision etc of what we are asking them to share (multiple requests for this so best to do it for all)
- All - Resend all Council positions and Key Positions – so they know which are which
- Many are also interested in efficiencies- so might be a good one to follow up with everyone on

Individual Follow Ups

- Zach Fields – 111 Alaska Natives on waitlist, who else is jumping on this? wants to know who else is on board to this? Let him know so he can jump on board
- John Coghill – What other states have budget authority? Wants to know so can look at how they did it (Wisconsin model “IRIS” – per Michael Bailey) have talked with heather carpenter about this?
- How Medicaid waivers work? Juneau legislator? Which one?
- Neil Foster- send efficiencies ideas, companion services, meetings with commissioner crumb
- Elvi Gray-Jackson - budget authority - would have to originate in Washington - would be willing to write a Letter of Support to all 3 US legislators... can GCDSE write the draft so she can just send it?
- Cathy Giessel - 100 Alaskan Natives move off waitlist - federal funding - FU on that, wanted to know about the ACCESS acronym (health care services)
- David Eastman – Efficiencies
- Mark Newman – Efficiencies
- Co.Sullivan-Leanord – Efficiencies
- Revak – would like more info on SB174
- Bryce Edgeman- what is federal number for the IDD waiver? More information on IDD waiver, what other legislators might be on board for new legislation
- Lyman Hoffman: wants to be updated on any communication with DHSS / Commissioner

- Tiffany Zulkosky : Intent language around companion legislation, intent language around dental (want to use routine care NOT PREVENTATIVE DENTAL) will help out with DHSS,
- Delana Johnson : how are people selected for IDD waivers? Send her companion information (postcard per Josh) , email her how to sign up for the list serv
- Dave Talerico: interested in budget authority - how to make this happen?
- Bill Wielechowski: - send info on companion services and home medical options (rather than using pharmacies)
- Ivy Sponholz – thinking about intent language on the home medical and companion services – also intent language on waitlist– would like DD Vision Postcards
- Bert Stedman – information on companion services – met with governor’s office on efficiencies – send letter ask for meeting, wants DD Vision Postcards
- Dan Oritz- willing to sponsor bill to increase day hab, very keen on day hab, DD Vision Postcards
- Charles Knopp – DD Vision Postcards,
- Donny Olson – DD Vision Postcards
- George Rauscher- wants more info on cost savings, efficiencies, questions on Medicaid waitlists – why isn’t there money for this?
- Andy Jospheson: #1 priority for Medicaid efficiencies – he will campion it!
- Jonathan Kreiss-Tomkins: who set annual review procedures- state or federal? Can it be done with legislation or regulation? Wants history on Medicaid waivers
- Cathy Tilton: Did Medicaid expansion reduce services to people with IDD?
- Sara Vance – send DD Vision Postcards, send SDMA agreements,
- Stutes: send DD Vision Postcards, send SDMA agreements,
- Gary Stevens: Send DD Vision postcards, send SDMA agreements,
- Peter Micciche: recommends - make a video of ppl on the waitlist - family in the districts (identify which districts), keep up to date on efficiencies
- Gabrielle LeDoux – per Maggie would be a good staffer to educate more on disability issues
- Chris Tuck - on one of the finance committees- wants to know- do we need a bill for budget authority, companion services and efficiencies, regulation change, particulars in these areas –
- Garan Tarr - Wants to share DD Shared Vision- wants links etc. More information about waitlist
- Mike Shower- wants more information on HCBS Cost Savings & Efficiencies
- David Wilson – wants more information on the waitlist
- Tom Begich – wants more information/wants to talk more about efficiencies

Potential Star Advocates:

- Tiffany Zulkosky
- Click Bishop – family with special needs

2019 Peer Power Self Advocacy Summit Summary

Number of respondents:

Self-Advocates:

Pre-Survey: 44 Post-Survey: 37

Parent/Guardian/Caregiver:

Pre-Survey: 53 Post-Survey: 34

How well do you know about the DD Shared Vision?

Self-Advocates:

	Pre-Survey	Post-Survey
A lot/Some	38.63%	69.45%
A little bit/None	63.37%	30.56%

Parent/Guardian/Caregiver:

A lot/Some	41.51%	82.36%
A little bit/None	58.49%	17.65%

How much do you know about Friendship and Dating?

Self-Advocates:

	Pre-Survey	Post-Survey
A lot/Some	68.18%	75.67%
A little bit/None	31.82%	24.33%

Parent/Guardian/Caregiver

A lot/Some	71.70%	94.12%
A little bit/None	28.30%	5.88%

How much do you know about ABLÉ accounts?

Self-Advocates:

	Pre-Survey	Post-Survey
A lot/Some	20.45%	56.76%
A little bit/None	79.55%	43.24%

Parent/Guardian/Caregiver

A lot/Some	33.97%	88.24%
A little bit/None	66.03%	11.76%

How much do you know about civil rights?

Self-Advocates:

	Pre-Survey	Post-Survey
A lot/Some	46.51%	81.08%
A little bit/None	53.49%	18.92%

Parent/Guardian/Caregiver

A lot/Some	58.49%	91.18%
A little bit/None	41.51%	8.82%

How much do you know about Employment Rights?

Self-Advocates:

	Pre-Survey	Post-Survey
A lot/Some	40.90%	75.67%
A little bit/None	59.10%	24.33%

Parent/Guardian/Caregiver

A lot/Some	69.81%	85.30%
A little bit/None	30.18%	14.71%

How much do you know about Alaska Mental Health Trust?

Self-Advocates:

	Pre-Survey	Post-Survey
A lot/Some	29.55%	67.57%
A little bit/None	70.45%	32.43%

Parent/Guardian/Caregiver

A lot/Some	35.85%	76.48%
A little bit/None	64.16%	23.53%

How much do you know about Supported Decision Making Agreements?

Self-Advocates:

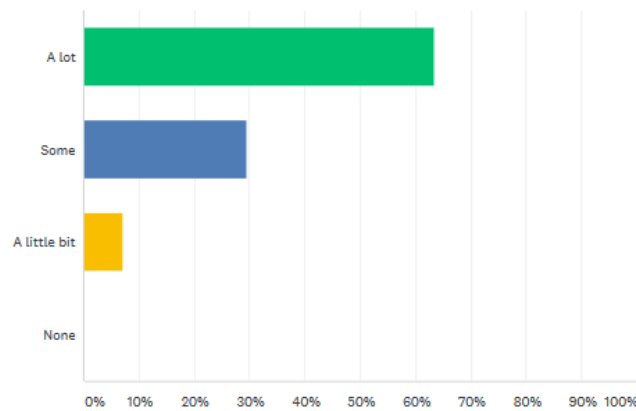
	Pre-Survey	Post-Survey
A lot/Some	34.09%	81.08%
A little bit/None	65.91%	18.92%

Parent/Guardian/Caregiver

A lot/Some	32.08%	91.18%
A little bit/None	67.93%	8.82%

How well did you like the small group discussion?

Answered: 71 Skipped: 0



Self-Advocates Feedback:

- Yes I do
- Received a lot of great information about our disabilities right to vote and work
- yes
- The staff was great in it's presentations and the hotel people we're awesome!
- It was great. I would like to come again.
- It was alright and stuff
- Great job all around. See you next year 2020
- I like to group discussion a lot
- Great
- Bigger room- more space for wheelchairs to move around
- I look forward to come and attend more summits like this one. You guys rock. Keep up the Great job!
- Let's invite more people next year!
- Thanks for Everything!!!!
- hold it in Juneau
- I love it
- I try really hard engage care providers. Some of the individuals i was with were non-verbal. It is important for the care providers to be the vision in that case.
- I have fun and be back next year
- Some things were hard to understand. Talked too fast
- Very Good
- Thank you for making time for Q & A. Valuable time! Thank you all for your time and commitment to this conference. I appreciate being here and learning so much it was wonderful to meet so many Alaskans with the same needs and questions.

Parent/Guardian/Caregiver Feedback:

- Great job!
- Very informative, great facilitators, excited for next year
- ??? Love
- More content
- Awesome Job Ric Nelson!! Coming every year
- Open to siblings of folks who experience disabilities to help them become more knowledgeable.
- I loved it. Keep me informed.
- understand a lot about peer power summit

- Great
- It would be nice to have more room between tables for w'chair access
- I think it would be nice if there was more room for the individuals in wheelchairs to move around.
- I need to go back to school. it is a of fun
- To do the best to continue for many more years
- A lot of great information.
- Need more active music playing during breaks. More interactive activities (peers) during presentations.
- I learned about dating
- Thank you!
- It was wonderful. I appreciate the way people are all treated equally.
- Thanks for everything- great event
- Thanks for the great food and coffee. Group discussion were very enlightening as a care provider.
- Was a good summit. Needs more room for chairs
- Some topics were over complicated to people new to concepts and discussed too fast. Some things may need to be broken into levels.
- Loved the support from the facilitators and all the questions asked/answered
- Thank you very much

Welcome to the GCDSE 2019 Stakeholder Survey!

The Governor's Council on Disabilities and Special Education would like your ideas about how well the Council is doing its job. The Council would also like to know how successful activities are that they sponsor. Results of the survey will be used to shape Council activities in the future.

Your feedback is important in order to make sure that the Council has the support of stakeholders in ensuring that our mission is carried out.

As the State Council on Developmental Disabilities, the Council plans, advocates, builds capacity and creates systems change on behalf of, and with individuals with developmental and other significant disabilities and their families. As a reminder, the Council does not provide direct services.

If you are unable to complete the online survey (and would prefer a hard copy), need assistance completing it, or have questions about the survey or any of the Council's activities, please call the Council toll-free (in Alaska) at 1-888-269-8990, 269-8992 (in Anchorage), or email Lanny Mommsen at lanny.mommsen@alaska.gov

Survey Questions

* 1. Please check ALL categories below that describe your interest or involvement in disability issues:

- Individual with a disability
- Family member of an individual with a disability
- Member of an advocacy organization
- Direct support professional
- Administrative service provider
- Employee of a government agency
- Appointed member of a citizen advisory or regulatory board or committee
- Elected official
- Concerned citizen
- Clinician
- Other (please specify)

* 2. Please check the ONE category below that best describes your interest or involvement in disability issues:

- Individual with a disability
- Family member of an individual with a disability
- Member of an advocacy organization
- Direct support professional
- Administrative service provider
- Employee of a government agency
- Appointed member of a citizen advisory or regulatory board or committee
- Elected official
- Concerned citizen
- Clinician
- Other (please specify)

3. Which region of Alaska do you live in?

- NORTHERN REGION (Northwest Arctic Borough, North Slope Borough, Nome Census Area)
- INTERIOR REGION (Yukon-Koyukuk Census Area, Fairbanks North Star Borough, Denali Borough, Southeast Fairbanks Census Area)
- ANCHORAGE/MAT-SU (Matanuska-Susitna Borough, Anchorage Municipality)
- SOUTHWEST REGION (Kusilvak Census Area, Bethel Census Area, Dillingham Census Area, Bristol Bay Borough, Lake and Peninsula Borough, Aleutians East Borough, Aleutians West Census Area)
- GULF COAST REGION (Valdez-Cordova Census Area, Kenai Peninsula Borough, Kodiak Island Borough)
- SOUTHEAST REGION (Juneau, Sitka, Wrangell, Haines Borough, Ketchikan Borough, Skagway Borough, Yakutat Borough, the Prince of Wales-Hyder Census Area, Hoonah-Angoon Census Area, Petersburg Census Area)
- I don't live in Alaska/Other (please specify)

4. Please check ALL Council activities below in which you (or a member of your family) participated during Federal Fiscal Year (FFY) 2018 (October 1, 2017-September 30, 2018):

- Received disability services information or referral assistance from the Council or its staff in-person or by mail, telephone, fax, e-mail, or other direct correspondence
- Visited the Council's website (<http://dhss.alaska.gov/gcdse>)
- Received an e-mail announcement from the Council or its staff containing disability news or other information
- Followed the Council on social media (Facebook, twitter, etc)
- Participated in legislative advocacy (such as phoning, calling, writing, or emailing your legislator)
- Received a legislative "Action Alert"
- Subscribe to a Council-run Email List (GCDSE general GovDelivery, AKSped GovDelivery, ECSpedm GovDelivery, [EPD] Employing People with Disabilities GovDelivery)
- Received leadership and advocacy training through Partners in Policymaking
- Attended the 2019 Full Lives Conference
- Attended the 2019 Alaska Self Advocacy Summit
- Attended any other conference, training, program, or event supported through Council funding (i.e. Career Exploration Day, Alaska/Statewide Special Education Conference, customized employment trainings, Peer Power, FASD 5 Year Plan, Disability and Aging Summit, Inclusive Play, etc.)
- Attended or provided public comment at a Council, Executive Committee, or Standing Committee meeting
- Participated in a Council sponsored committee or work group
- Attended a Disability Pride Celebration
- Participated in a Council sponsored Supported Decision Making Agreement (SDMA) training or event

- Participated in the DD Shared vision
- Other (please specify)

5. Please check the answer that BEST describes your opinion about the following statement:

The Council uses a broad range of strategies to meet its system advocacy goals, such as the development and support of legislation, community organizing, regulatory reform, coalition building, and education of federal, state, and local policymakers.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree Somewhat
- Disagree
- Strongly Disagree
- I Don't Know

6. Please check the answer that BEST describes your opinion about the following statement:

The Council assists people with developmental disabilities and their families to advocate for systems change.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree Somewhat
- Disagree
- Strongly Disagree
- I Don't Know

7. Please check the answer that BEST describes your opinion about the following statement:

The Council has a strategy for identifying sources of new leadership among persons with developmental disabilities and parents or guardians of children with developmental disabilities.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree Somewhat
- Disagree
- Strongly Disagree
- I Don't Know

8. Please check the answer that BEST describes your opinion about the following statement:

The Council provides stipends, training, technical assistance, and other supports to members and other advocates to participate in leadership and advocacy activities.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree Somewhat
- Disagree
- Strongly Disagree
- I Don't Know

9. Please check the answer that BEST describes your opinion about the following statement:

Council activities support the use of generic services and informal supports and enhance opportunities for people with developmental disabilities to assume valued community roles.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree Somewhat
- Disagree
- Strongly Disagree
- I Don't Know

10. Please check the answer that BEST describes your opinion about the following statement:

The Council actively promotes positive images of people with developmental disabilities through public education and other outreach strategies.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree Somewhat
- Disagree
- Strongly Disagree
- I Don't Know

11. Please check the answer that BEST describes your opinion about the following statement:

Systems advocacy activities are directed to a variety of State and other governmental agencies that affect or potentially affect the lives of people with developmental disabilities and their families.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree Somewhat
- Disagree
- Strongly Disagree
- I Don't Know

12. Please check the answer that BEST describes your opinion about the following statement:

The Council initiates and/or participates in interagency initiatives and other statewide committees and bodies that are relevant to its mission and priorities.

Council's mission is: "Creating change that improves the lives of Alaskans with disabilities"

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree Somewhat
- Disagree
- Strongly Disagree
- I Don't Know

13. Please check the answer that BEST describes your opinion about the following statement:

Council activities have improved the ability of individuals with developmental disabilities and family members to make choices and exert control over the services and supports they use.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree Somewhat
- Disagree
- Strongly Disagree
- I Don't Know

14. Please check the answer that BEST describes your opinion about the following statement:

Council activities have improved the ability of individuals with developmental disabilities and family members to participate in community life.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree Somewhat
- Disagree
- Strongly Disagree
- I Don't Know

15. Briefly, please share any other comments you may have about the impact of Council activities on the lives of individuals with disabilities and their families.

16. Please check the answer that BEST describes your opinion about the following statement:

Council activities promote self-determination and community participation for individuals with disabilities.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree Somewhat
- Disagree
- Strongly Disagree
- I Don't Know

17. Please check the answer that BEST describes your opinion about the following statement:

Overall, I am satisfied with the Council activities in which I (or my family member) participated.

- Strongly Agree
- Agree
- Agree Somewhat
- Disagree Somewhat
- Disagree
- Strongly Disagree
- I Don't Know

18. If applicable - please include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

19. Unless you give permission here we will change the names used in the story above to respect privacy

- Yes- I give permission to use my name
- No - I do NOT give permission to use my name

20. Briefly, please share any other comments you may have about your level of satisfaction with Council activities.

Thank you for your Feedback!

Thank you for participating in the Alaska Governor's Council on Disabilities and Special Education's 2019 Stakeholder Feedback Survey.

YOUR OPINION COUNTS!!

Your feedback will play an important role in ensuring the quality and support of the Council's mission on behalf of Alaskans with disabilities.

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Welcome to the GCDSE Developmental Disabilities (DD) Committee 2019 Survey !

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- ANCHORAGE (Anchorage Municipality)
- MAT-SU (Matanuska-Susitna Borough)
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- GULF COAST REGION (Valdez-Cordova Census Area, Kenai Peninsula Borough, Kodiak Island Borough)
- SOUTHEAST REGION (Juneau, Sitka, Wrangell, Haines Borough, Ketchikan Borough, Skagway Borough, Yakutat Borough, the Prince of Wales-Hyder Census Area, Hoonah-Angoon Census Area, Petersburg Census Area)
- I don't live in Alaska/Other (please specify)

2. Gender

- Female
- Male
- Prefer to self-describe as:

3. Race/Ethnicity (check all that apply)

- White
- Black or African American
- American Indian and Alaska Native
- Hispanic/Latino
- Asian
- Native Hawaiian & Other Pacific Islander
- Race unknown
- Prefer to self-describe as:

4. Please check ALL categories below that describe your interest or involvement in disability issues:

- Individual with a developmental disability
- Family member of an individual with a developmental disability
- Provider
- State Agency Staff
- Other (please specify)

* 5. If you are an individual with a disability or a family member- please check that box ONLY. Otherwise please check the ONE category below that best describes your interest or involvement in disability issues:

- Individual with a developmental disability
- Family member of an individual with a developmental disability
- Provider
- State Agency Staff
- Other (please specify)

Survey Questions

As a reminder these are the Developmental Disabilities (DD) Council Objectives and Activities for 2019. There will be a few questions on these activities after each objective.

Objective:

Increase person-centered practices for home and community-based service (HCBS) settings in the Alaskan service delivery system.

COUNCIL ACTIVITIES:

+Monitor, review, comment, and raise awareness of statutory, regulatory and policy changes around the delivery of person-centered I/DD services in Alaska.

+Monitor, review, comment, and raise awareness of the state's transition to person-centered conflict-free case management and transition to fully HCBS integrated settings

+Monitor, review, comment on, and raise awareness of statutory, regulatory, and policy changes that facilitate Supported Decision Making Agreements (SDMAs) and other less-restrictive alternatives to full guardianships.

+Use barriers report regarding working caregiver challenges to maintaining and/or obtaining employment to make recommendations for change.

+Conduct statutorily mandated responsibilities as a beneficiary board to the Alaska Mental Health Trust Authority (The Trust).

+Collaborate with the Alaska Mobility Coalition to enhance community transportation options statewide.

6. Did you participate in Council supported activities designed to increase your knowledge of how to take part in decisions that affect your live, the lives of others, and/or systems?

Yes

No

7. After participating in Council supported activities, did your advocacy increase as a result of Council work?

Yes

No

8. After participating in Council Activities - Are you better able to say what you want?

Yes

No

9. After participating in Council Activities - Are you better able to say what services and supports you want?

Yes

No

10. After participating in Council Activities - Are you better able to say what is important to you?

Yes

No

11. Are you now participating in advocacy activities?

Yes

No

12. Do you participate on any cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions?

Yes

No

13. Are you satisfied with the project activities?

Yes

No

Survey Questions

As a reminder these are the Developmental Disabilities (DD) Council Objectives and Activities for 2019. There will be a few questions on these activities after each objective.

Objective:

Expand the public’s knowledge and awareness through outreach and community involvement on advocacy issues of importance to people who experience I/DDs.

COUNCIL ACTIVITIES:

+Review and share information to the general public on issues that affect the lives of individuals who experience I/DDs.

+Increase public communication on Council activities at least 15 times per year through the use of social media (Facebook, twitter), website, radio, television and other means.

+Participate in community activities that increase our involvement and interaction with the public with at least 3 events yearly.

14. Did you participate in Council supported activities designed to increase your knowledge of how to take part in decisions that affect your live, the lives of others, and/or systems?

Yes

No

15. After participating in Council supported activities, did your advocacy increase as a result of Council work?

Yes

No

16. After participating in Council Activities - Are you better able to say what you want?

Yes

No

17. After participating in Council Activities - Are you better able to say what services and supports you want?

Yes

No

18. After participating in Council Activities - Are you better able to say what is important to you?

Yes

No

19. Are you now participating in advocacy activities?

- Yes
- No

20. Do you participate on any cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions?

- Yes
- No

21. Are you satisfied with the project activities?

- Yes
- No

22. If applicable - please include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

23. Unless you give permission here we will change the names used in the story above to respect privacy

- Yes - I give permission to use my name
- No - I do NOT give permission to use my name

24. Is there anything else you would like to tell us?

Thank you for your Feedback!

Thank you for participating in the Alaska Governor's Council on Disabilities and Special Education's Developmental Disabilities (DD) Committee 2019 Survey.

YOUR OPINION COUNTS!!

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Please click "Done" below.

Project Title: Beneficiary Employment Technical Assistance and Program Coordination	
Grantee: Governor's Council on Disabilities & Special Education	
Fund: MHTAAR	
Geographic Area Served: Statewide	Project Category: Data/Planning
Years Funded: FY14 to Present	
FY20 Grant Amount: \$200,000.00	
<p>High Level Project Summary: Funds support advisory board technical assistance (TA) from the Governor’s Council on Disabilities and Special Education (GCDSE) related to planning, coordination, expansion and service implementation related to Trust Beneficiary Employment and Engagement (BEE) focus area priorities. GCDSE staff engage with Department of Health & Social Services and Department of Labor & Workforce Development partners to coordinate the state level response to Alaska’s 2014 Employment First legislation. Funds support related activities and contractual arrangements to promote system change and programmatic opportunities to improve employment outcomes for Trust beneficiaries.</p> <p>In FY20, GCDSE met Trust expectations related to grant performance measures related to key BEE TA activities. The level of Trust funding has fluctuated for this work over recent years following shifting federal funding access and was reassessed for Trust budget recommendations in FY22-23 to an annual amount of \$123,500 to ensure continuity of key activities that enhance beneficiary employment and engagement opportunities.</p> <p>This project aligns with Comp Plan Goal 3 related to beneficiary economic and social well-being.</p>	

Project Title: Beneficiary Employment Technical Assistance and Program Coordination

Staff Project Analysis:

The grantee continues to provide training and technical assistance statewide to beneficiaries and service agencies in support of the Trust’s Beneficiary Employment and Engagement focus area. A variety of activities from previous years served to increase awareness and implementation of relevant legislation. Extensive training and outreach through planned activities and partnership served to increase awareness and capacity of critical employment related services statewide.

Modifications to activities were made during FY20 in response to the COVID-19 pandemic, including a disability employment support guidebook and other related materials. GCDSE partnership in the 2019 “Empowerment through Employment” conference was critical to the success of the event. GCDSE will lead planning efforts for the next conference on this topic which will take place in Fall 2021.

Additional work supported by this grant includes curriculum development for rural Alaska youth to support beneficiary students transitioning from school to adulthood. Also supported is maintenance of evidence-based beneficiary youth related supports such as Project SEARCH with the GCDSE providing TA and contractual support from the national team to ensure fidelity to the model and consistent high-quality outcomes for this unique beneficiary youth apprenticeship program. Trust funding was recommended at the reduced level of \$123,500 based on additional resources available to the council that will continue to ensure continuity of key activities that enhance beneficiary employment and engagement opportunities.

This project aligns with Comp Plan Goal 3 related to beneficiary economic and social well-being.

Project Description: This funding continues efforts to assist the Trust with planning, coordination, expansion and implementation of the Trust Beneficiary Employment & Engagement focus area. With several key objectives completed in the past fiscal year, the focus of FY20 activities will be to provide continued assistance with sustaining and building these new systems and to focus on new activities that will result in more beneficiaries seeking, securing and maintaining competitive, integrated employment. Technical assistance and coordination will build provider and state agency capacity to ensure beneficiaries have greater access to employment, related support services, and accurate resources and information on how paid employment impacts Social Security and other benefits (health, housing, food, etc.).

Council staff will engage in the following activities:

TECHNICAL ASSISTANCE:

- 1) provide technical and administrative assistance to the AMHTA Program Officer, to assist with planning, development and implementation of activities related to increasing employment outcomes for Trust beneficiaries
- 2) provide technical assistance support to Alaska Project SEARCH program

EMPLOYMENT FIRST & POLICY:

- 3) work with the Departments of Education & Early Development, Labor & Workforce Development, Health & Social Services and the office of the Governor to create a task force to develop and implement clear guidelines and reporting procedures to provide the Trust with the annual report on implementation of the Employment First Law

- 4) work with the Trust, advisory boards (AMHB/ABADA), DHSS (SDS, DBH, etc.) and DOL/DVR to identify policy and regulation barriers and solutions to employment for Trust beneficiaries.

PUBLIC AWARENESS & TRAINING:

- 5) coordinate with business and industry organizations and leaders to dispel myths, increase awareness on the services and supports for hiring Trust beneficiaries and create linkages with providers to improve employment outcomes;
- 6) train state agencies and providers, beneficiaries and the general public on employment services, supports, and resources for individuals with disabilities (ABLE, Disability Benefits 101, Transition Handbook) including statewide resource dissemination mailout
 - a. increase awareness of and impact of Transition Handbook
 - b. increase awareness of the Alaska Disability Benefits 101 website and provide support for maintenance efforts
 - c. increase awareness of AK ABLE Act and provide support for implementation efforts.
- 7) provide support for self-advocacy leadership training;
- 8) provide support for Supported Decision Making Agreements (SDMA) implementation and increase awareness of SDMAs and associated resources across the state and across beneficiary categories;
- 9) provide support for authentic rural transitions for students with disabilities.

Grantee Response - FY20 Grant Report Executive Summary: The Governor's Council on Disabilities & Special Education was granted \$200,000 to assist the Trust with implementation of the Beneficiary Employment & Engagement Initiative to increase employment outcomes of Trust beneficiaries. The Council offered staff time (Planner and Program Coordinators) and expertise in specifically addressing the following activities in FY20: 1) provide technical and administrative assistance to the AMHTA Program Officer, to assist with planning, development and implementation of activities related to increasing employment outcomes for Trust beneficiaries; 2) provide technical assistance support to Alaska Project SEARCH program; 3) work with the Departments of Education & Early Development, Labor & Workforce Development, Health & Social Services and the office of the Governor to create a task force to develop and implement clear guidelines and reporting procedures to provide the Trust with the annual report on implementation of the Employment First Law; 4) work with the Trust, advisory boards (AMHB/ABADA), DHSS (SDS, DBH, etc.) and DOL/DVR to identify policy and regulation barriers and solutions to employment for Trust beneficiaries; 5) coordinate with business and industry organizations and leaders to dispel myths, increase awareness on the services and supports for hiring Trust beneficiaries and create linkages with providers to improve employment outcomes; 6) train state agencies and providers, beneficiaries and the general public on employment services, supports, and resources for individuals with disabilities (ABLE, Disability Benefits 101, Transition Handbook) including statewide resource dissemination mailout. a. increase awareness of and impact of Transition Handbook, b. increase awareness of the Alaska Disability Benefits 101 website and provide support for maintenance efforts, c. increase awareness of AK ABLE Act and provide support for implementation efforts; 7) provide support for self-advocacy leadership training; 8) provide support for Supported Decision-Making Agreements (SDMA) implementation and increase awareness of SDMAs and associated resources across the state and across beneficiary categories; 9) provide support for authentic rural transitions for students with disabilities.

Council staff meet with Trust staff at least monthly, and provided technical assistance related to the Trust BEE Initiative. This includes facilitating planning group meetings for BEE-related activities and events. The Council provided technical assistance, continuing to serve as the Statewide Coordinator

for Alaska Project SEARCH sites, assisting through a very challenging final quarter to the school year which went to a virtual format. Council staff collaborated with DVR regarding working with the three State departments towards completing Employment First reporting through collaboration with the Employment First Coordinator with the Division of Vocational Rehabilitation (DVR) which was partially funded from this SFY20 BEE MHTAAR funding to the Council. The Council assisted the Trust in hosting an Empowerment Through Employment Conference in October 2019 which educated provider agencies and other stakeholders about employment for beneficiaries. Before this conference, the Council facilitated, a high-level leadership meeting with Bobby Silverstein, the State Exchange on Employment and Disability (SEED), and the Councils on State Governments (CSG) staff to talk about Employment First initiatives and policy strategies for people with disabilities. This has led to exploration of an employment task force to fully implement Employment First. Council staff has continued to serve as the main point of contact with the national DB 101 contractor respective to outreach and maintenance efforts. In this reporting period, the Council continued to lead outreach and training efforts disseminating employment materials widely across the state. Council staff continued to facilitate the interagency collaborative employer engagement team, the Business Employment Services Team (BEST), and worked with DHSS and DOL staff to provide employer linkages with state agency resources for hiring individuals with disabilities. The Council was initially planning to host the 5th annual Employment First Job fair but had to cancel due to COVID-19 as the state went to a hunker down status and limitations were placed on group events. In lieu of this job fair, the Council began planning a Virtual Transition Fair set for summer 2020 to help youth in transition to adulthood and their families receive the resources they need for employment. With respect to the Alaska ABLE Act, Alaska Disability Benefits 101, and the Transition Handbook, the Council has continued to lead the way respective to outreach efforts statewide developing and disseminating marketing materials widely across the state and providing trainings to stakeholders to increase awareness. 306 individuals were trained in this reporting period. Additionally, the Council has ensured that employment resources and training were an integral part of self-advocacy efforts and that stakeholders moving towards employment also learned about Supported Decision Making Agreements and how these can benefit an employed individual with a disability. During this reporting period, the Council was successful in working with UAA CHD on two new units of traditional skills curriculum focusing on authentic rural transitions for youth with disabilities. These new units focused on Self-Employment and Financial Literacy, as well as Sewing. While the pandemic presented several challenges for in-person events resulting in some cancelations and some modifications towards virtual formats, the Council also noted strong success in its traditional skills curriculum efforts and even a new robust employment guide resource being developed. Stakeholders and agency leaders alike are noting just how important employment efforts are during a pandemic. The next SFY will continue to build on these resources and explore innovative ways to reach beneficiaries during the pandemic. The Council sees its research on telework best practice as very important moving forward to ensure all beneficiaries can have employment opportunities regardless of their risk category.

Number of individuals trained as reported for this project in FY20: 306

Performance Measure 1: TECHNICAL ASSISTANCE:

Provide technical and administrative assistance to the AMHTA Program Officer to assist with planning, development and implementation of activities related to improved employment outcomes for Trust beneficiaries.

- Provide support for the completion of the strategic plan
- Provide guidance for the Employment Conference
- Provide support for exploration of an Employment Summit

Grantee Response to Performance Measure 1:

Council staff continued to provide technical and administrative support to the Trust Program Officer for the purpose of planning, development, and implementation of designated activities. Council staff worked together with the Trust to disseminate the Comprehensive Integrated Mental Health Program Plan through a vast network of partners and beneficiaries over the past reporting period, linking others to the section which related to economic self-sufficiency. In the early portion of SFY20, the Council assisted the Trust in planning for the Empowerment Through Employment Conference which was held in October of 2019. The Council assisted in everything from venue accessibility and tech needs, to content for the conference and also helped to lead a final attendee input session. The Conference had 150 attendees from all across the State, many of whom work on improving employment outcomes for people with disabilities. The Council facilitated a pre-conference high level leadership meeting with the State Exchange on Employment and Disability (SEED), the Council on State Governments (CSG), and Alaskan leaders to discuss next steps on Alaska's policy implementation of Employment First law. This resulted in both an Employment Task Force brief as well as a draft executive order regarding creation of an Employment Task Force (attached). The intent of such a Task Force was to explore policy enhancements such as the creation of a centralized accommodation fund and other State As a Model Employer efforts, as well as other low or no cost changes to policy which would remove barriers to employment outcomes for Alaskans with disabilities. In February 2020, a meeting with Division leaders within DOL and DHSS was held with GCDSE and Trust staff, where some changes were made to the draft documents the SEED team developed and next steps set in place for a DHSS and DOL commissioner level meeting. In March 2020, due to the pandemic, this commissioner level meeting had to be pushed further forward due to the intense workloads for both departments. In the later part of SFY20, Council staff was able to meet with DHSS leadership on this effort and begin to discuss next steps for a commissioner level meeting. During this time, Council staff also met with the DVR Director who went over these efforts with the DOL commissioner. The Council facilitated meetings with SEED throughout the SFY to bring as much national expertise to this effort as possible. The Council during Spring and Summer 2020, served on the COVID Employment Task Force, led by DVR Director Mayes, providing updates on the Trust BEE efforts. This group met weekly initially, then every other week. During the latter part of SFY20, the Trust Program Officer and Council staff met to develop a guide to help beneficiaries navigate employment based on Trustee feedback from the May 2020 Trust meeting. The Council took the lead in development of the Empowerment Through Employment: Employment Resources Guide for Alaskans With Disabilities

(<http://dhss.alaska.gov/gcdse/Documents/EmpowermentThroughEmployment.pdf>). This document was in process status in SFY20, with the launch planned to occur in SFY21, including a robust dissemination plan. Through collaboration with the Trust Program Officer and other partners the Council will host the 2020 Virtual Transition Fair where the Empowerment Through Employment: Employment Resources Guide for Alaskans With Disabilities will be introduced to many students in transition, and unemployed beneficiaries. It should also be noted that Council staff completed substantial research on telework best practice strategies during this reporting period and plans to continue to grow this research effort as many individuals with disabilities fall into the "high risk" category. Research was provided to trust staff and other advisory boards. This included research on how state and federal government workforces had found successes through telework. The Council met with SEED to gain understanding of the SEED telework policy brief and disseminated that to Trust and advisory board partners as well.

Performance Measure 2: TECHNICAL ASSISTANCE:

provide technical assistance support to Alaska Project SEARCH programs.

- Hold at least 4 statewide calls for Alaska Project SEARCH teachers per school year to discuss challenges and successes as well as program planning.
- Provide linkages to national Project SEARCH technical assistance, including providing at least one in-person site visit per year.
- Serve on steering committees for each site to ensure larger barriers are appropriately addressed between partners.
- Provide timely technical assistance for sites as needs or issues arise.

Grantee Response to Performance Measure 2:

The Council has continued to provide substantial technical assistance to Alaska’s Project SEARCH sites, which includes sites in: Anchorage, Mat-Su, and Fairbanks. Council staff attends site steering committee meetings frequently, some monthly, to best ensure that barriers are removed, and sites are linked with appropriate state agency resources as well as national Project SEARCH model fidelity resources. Council staff led calls where site teachers could discuss the challenges and accomplishments their sites had experienced while at the same time connecting with National Project SEARCH Co-Founder, Erin Riehle on best practices. Due to the pandemic, the Council was forced to cancel the technical assistance training in-person visits Ms. Riehle was making to Alaska to visit each site as schools had all gone virtual, hunker down orders were put in place, and no fly restrictions were placed on Project SEARCH staff. The Council set up specific ZOOM meetings to try to replace some of what could not occur due to the pandemic necessitated cancelations. Council staff continued to be a timely resource for questions via email or phone throughout the year, serving as a liaison between the state programs and National Project SEARCH. Due to the pandemic, many more questions arose than in previous years which the Council provided technical assistance support. Council staff linked sites with up to the minute curriculum and information from National Project SEARCH in addition to providing guidance on data reporting requirements.

Performance Measure 3: EMPLOYMENT FIRST & POLICY:

Work with the Departments of Education & Early Development, Labor & Workforce Development, Health & Social Services and the office of the Governor to create a commission or leadership team to develop and implement clear guidelines and reporting procedures to provide the Trust with the annual report on implementation of the Employment First Law.

- Facilitate meetings with the administration to discuss next steps
- Lead National Disability Employment Awareness Month efforts in October, including social media and list serv posting as well as requesting a proclamation by the Governor.

Grantee Response to Performance Measure 3:

In October 2019, the Council collaborated with the State Vocational Rehabilitation Committee (SVRC) to request from the Governor’s office a Disability Employment Awareness Month (NDEAM) proclamation. The Council staff took the lead and posted the NDEAM proclamation on multiple forms of social media and listservs. Throughout the month of October, the Council put forth frequent social media posts as well as email listserv posts related to state and national employment resources, stories and information. In this reporting period, the Council also developed an ADA 30-year celebration section of its website which includes important employment information and stories <http://dhss.alaska.gov/gcdse/Pages/history/ADA-30-anniversary.aspx>. This site will launch in July 2020.

See Performance Measure 3 on efforts with SEED and CSG related to an Employment Taskforce which would further implement employment first in Alaska.

The Council partially funded the Employment First Coordinator at DVR through SFY20 BEE MHTAAR funding. The Council collaborated with this staff and DVR to complete employment first reporting for the end of 2019 and held discussions on next steps to enhance current employment first reporting efforts, including working towards a robust data dashboard and a reporting template that includes stories, data, and narrative. The Council ramped up the Employment & Transportation Ad-Hoc committee in May of 2020 which included using this stakeholder group for obtaining important input on BEE efforts. This group is now meeting monthly and gave input on planning for the Virtual Transition Fair, the Empowerment Through Employment Resource guide, as well as providing guidance on re-writing the questions for the EmploymentFirst report and helping with the design layout of the report. An Employment First Coordinator role is a strategy used successfully in other state for employment first implementation and was a suggested strategy when the Council participated in the National Governor's Association employment learning lab. It should be noted, that the Council ED presented on Alaska's important employment efforts for the Western Governors Association Reimaging the Rural West meeting (virtually). This included discussion of the many significant efforts going on as part of the Trust BEE initiative. The Council ED is slated to present before the Council on State Governments West Conference with Bobby Silverstein regarding the ADA 30th anniversary and Alaska's employment journey in July 2020. Additionally, the Council ED will be presenting with Alaska's DVR Director to VR Directors from across the US and national organization leadership regarding the employment first policy efforts Alaska is working on with SEED. This would be in late summer 2020.

Performance Measure 4: EMPLOYMENT FIRST & POLICY:

Work with state agencies and providers to determine policy and regulation barriers and facilitate amending and/or developing new policy to reduce or eliminate those barriers.

- Facilitate Policy and Regulation Touch Base Meeting with SDS, DBH and DVR.

Grantee Response to Performance Measure 4: YOUR PROGRESS ON PERFORMANCE MEASURE 4

The Council continued to work with DVR Director and the Trust about a new Employment First Coordinator position and how that might best work reporting directly to the DVR Director. Council staff worked with DVR staff to put together a job description as well. This has been a key strategy for other states, and one noted as important to pursue by the SEED's technical assistance team. In the fall of 2019, the Council entered into a Reimbursable Services Agreement with the Division of Vocational Rehabilitation to support hiring an EmploymentFirst coordinator who works closely with the Director of DVR and assists the Council in its efforts related to EmploymentFirst initiatives. The Council assisted the new EmploymentFirst Program Coordinator with getting up to speed on employment efforts. The Council discovered a barrier in the Supportive Employment regulations that prohibits recipients from traveling outside of their own community for work related purposes. The Council is working with SDS to resolve this issue as well to enhance other Supportive Employment regulations and have been having ongoing conversations throughout the past reporting year. SDS is working on a new set of regulations on Supportive Employment which should be coming out in the next reporting year for public comment. Through the COVID Employment Task Force efforts, the Council, along with SDS, DBH, and DVR have been sharing resources and information respective to employment.

Performance Measure 5: PUBLIC AWARENESS & TRAINING:

Coordinate training and outreach to business and industry organizations including the State Chamber

of Commerce, Anchorage Chamber of Commerce, the Alaska Society for Human Resource Management and other organizations on the benefits of and services/supports available in hiring qualified individuals with disabilities.

- Collaborate with the State Society of Human Resource Management on presentation for the May 2020 statewide conference including employer resource table.
- Hold Employment First Job Fair (March 2020) in collaboration with DOL.

Grantee Response to Performance Measure 5:

The Council leads a collaborative employer engagement group called, the Business Engagement Service Team (BEST) which includes planning for two large annual events: The Veterans Job Fair, and the EmploymentFirst Job Fair. This is a collaboration between DHSS and DOL. BEST had a successful Veterans Job Fair in November 2019 and went through extensive planning efforts for the Employment First Job Fair set for Spring 2020. The team met monthly between November 2019 to March 2020 to plan the 5th annual EmploymentFirst Job Fair; however, in March of 2020 the COVID-19 pandemic caused this event to need to be canceled. The event typically draws hundreds of people with disabilities who want to work and up to 80 employer booths. It would not have been possible to socially distance under these parameters and Anchorage entered into a hunker down order with group size restrictions. Council staff researched options and engaged partners as it explored remote alternatives to a traditional job fair. In July 2020, the Council will take the lead on implementing its first Virtual Transition Fair intended to reach transition-age Alaskans from across the state and their families and supports. A variety of partners were engaged in these planning efforts led by the Council to meet the common goal to help people with disabilities gain insights into employment resources. In addition to this, the Council will be exploring ways to host a Virtual Job Fair in 2021 as it partners with DOL which is being trained on such remote platforms. During this time the Council led the Empowerment Through Employment resource guide effort to ensure that resources to gain and maintain employment during a pandemic were readily available statewide and available all in one place. Trainings on this resource will begin in the next fiscal year.

The SHRM Conference was set for Spring 2020. The Council was signed up to participate through presentations and in staffing a booth for employers to obtain hiring resources; however, due to COVID-19, the event was canceled. They were unable to explore a virtual substitute for this event. The Council remains in contact with SHRM, and as future opportunities present themselves will offer Council staff to present and provide employer resources.

Through the Division of Vocational Rehabilitation’s COVID-19 Employment Task Force resources have been shared for individuals with disabilities and employers which are useful to DVR and the Job Center Network which work with both groups.

Performance Measure 6: PUBLIC AWARENESS & TRAINING:

Train state agencies, providers, beneficiaries and the general public on employment services, supports, and resources for individuals with disabilities (including information on: ABLE, DB 101, and the Transition Handbook) including statewide resource dissemination mail out.

- Hold at least 3 Employment Empowerment Tools presentations annually (in-person and/or statewide webinar)

- a) increase awareness of and impact of Transition Handbook
 - Disseminate revised Transition Handbook to all school districts in the state as well as to DVR, Job Center, TVR, provider organizations, individuals with I/DD and families.
 - Develop and implement evaluation survey of Transition Handbook for quality improvement activities (at least 1x annually)
 - Increase overall social media postings related to the Transition Handbook (2x per month)
 - Increase listserv posting related to the Transition Handbook (once per quarter)

- b) increase awareness of the Alaska Disability Benefits 101 website and provide support for maintenance efforts.
 - Meet with World Institute on Disability staff on maintenance needs
 - Provide outreach to DVR, TVR, Job Center, beneficiary provider organizations, beneficiaries and families including resource materials and webinar presentations regarding AK DB 101
 - Set up benefits and work meeting with the AK WIPA, DPA, DVR, and other partners to discuss barriers to the current system to ensure that beneficiaries can navigate the system of benefits and employment successfully (September 2019)
 - Increase social media posting on AK DB 101 resources (2 posts per month)
 - Increase listserv posting on DB 101 (1 post per quarter)

- c) increase awareness of AK ABLE Act and provide support for implementation efforts.
 - Meet with Department of Revenue staff at least quarterly
 - Meet as needed regarding transition of Alaska ABLE from DOR to GCDSE (this may include legislation for the 2020 session)
 - Attend National ABLE Alliance calls including the main team calls as well as the work group calls (most are monthly)
 - Provide outreach to DVR, TVR, Job Center, beneficiary provider organizations, beneficiaries and families including resource materials and webinar presentations regarding AK DB 101
 - Lead August 2019 #ABLEtoSave social media campaign (at least 3 ABLE posts per week during August)
 - Increase overall social media postings related to ABLE (2x per month)
 - Increase listserv posting related to ABLE (once per quarter)

Grantee Response to Performance Measure 6:

The Governor’s Council on Disabilities and Special Education remained in close communication with the World Institute on Disability throughout the past reporting period. The Alaska DB 101 website had 3,057 users from July 1st, 2019 to June 30th, 2020, and many were new users to the site. There were 3,814 sessions. The Council has been funding maintenance of DB 101 for four years and is working with the Trust to seek collaborative funding opportunities through partnerships with agencies which can most benefit by utilizing AK DB 101. The Council has developed a document which discusses AK DB 101 history and what the website can do as well as usage and has begun to hold conversations with DVR on this topic working with the Trust Program Officer. The Council recognizes the importance of this tool to beneficiaries from across the State of Alaska and has continued to ensure its longevity as well as review monthly data collection. The DB 101 website has been extensively publicized in the Transition Handbook via social media posts, listservs, presentations, and more. The required AK DB

101 postings about this resource via social media and email listserv were completed. Several meetings with WID were held by Council staff with respect to maintenance efforts.

The Council has conducted extensive outreach and marketing efforts to increase awareness of the Alaska ABLE Program option during this reporting period coinciding with significant increases in both accounts and assets within accounts. As of June 15th, 2020, there are 469 open ABLE accounts, and 448 of them contain funds. Of these 448 accounts, the combined assets are \$2,965,112.64. There are 164 new accounts that have been opened since the last reporting cycle. The Council provided Employment Empowerment Tools presentations related to the ABLE Act as well as DB101, Alaska Transition Handbook, and Rural Transitions Curriculum. Alaska's ABLE Act has been prominently featured (4 pages of information) within the Alaska Transition Handbook. Thousands of printed copies of this Handbook have been given out with widespread dissemination of the electronic version. The required postings about this resource via social media and email listserv were completed. In August 2019, the Council took the lead once again for the #ABLEtoSave campaign by utilizing social media. The Council worked with DOR and Disability Law Center to develop and disseminate a resource regarding stimulus payments and ABLE accounts:

<http://dhss.alaska.gov/gcdse/Documents/news/2020-Stimulus-FAQs--Accessible.pdf> In addition to the outreach noted above, the Council actively attended in-person events when opportunities arose to present information on ABLE Accounts. The Council attended a parent informational night (20 attendees) at Bartlett High School in Anchorage to present on transitional preparedness in February 2020. Also occurring in February 2020 was the Alaska Statewide Special Education Conference where the Rural Transitions Curriculum was presented (43 attendees). ABLE information and Alaska Transition Handbooks were given out. Council staff presented on ABLE accounts and DB 101 during the 3rd annual Peer Power Self-Advocacy Summit held in September 2019. There were 136 individuals who attended and 107 of these attendees were self-advocates with developmental disabilities. Additionally, Council staff assisted the Trust in putting on the Empowerment Through Employment Conference in October 2019. During the Conference, Council staff presented on the Alaska Transition Handbook in an hour-long presentation (25 attendees), and the Rural Transition Curriculum (32 attendees).

Council staff received input from partners to aid in revising content and to update the Alaska Transition Handbook Pathway to Adulthood & Employment. Noteworthy additions to the Handbook were the DD Shared Vision, Authentic Rural Transitions and Supported Decisions Making Agreements (SDMA) sections. The Council mailed packages to every school district in Alaska (56 districts) which contained Alaska Transition Handbooks, Rural Transition Curriculum, AK DB 101, ABLE Account information, Supported Decision Making Agreement Guides, and other important information for transitioning students. The current Transition Handbook can be located at the following link: <http://dhss.alaska.gov/gcdse/Documents/TransitionsHandbook.pdf> The required postings about this resource via social media and email listserv were completed.

The Council, the Trust, and partners also began to produce the Empowerment Through Employment: Employment Resources Guide for Alaskans with Disabilities. This guide was designed to be a brief version of the Alaska Transition Handbook with additional COVID-19 crisis specific resources added in, but also focused across beneficiary groups and across ages. This document should become available in Summer 2020 to help beneficiaries who are adversely affected by this crisis to obtain critical employment information.

The Council experienced limitations between the months of March and June 2020 due to the COVID-19 pandemic. Outreach on physical employment resources and providing in-person empowerment tools presentations were not able to occur. The Council will move to ZOOM training on the Empowerment Through Employment Guide in the next SFY.

Performance Measure 7: PUBLIC AWARENESS & TRAINING:

Provide support for self-advocacy leadership training.

- Hold an annual Self-Advocacy Summit in Fall 2019 bringing in individuals with I/DD from across the state to receive leadership training as well as training around employment resources and information about leading person-directed lives in one's home community.

Grantee Response to Performance Measure 7:

The Council assisted Peer Power in planning and hosting the 3rd annual Peer Power Self-Advocacy Summit which had 136 attendees. This included self-advocates, family members, DSPs, and volunteers, all of whom were Trust Beneficiaries. 107 of the attendees were Self-Advocates with an I/DD. 85 people who attended were from outside of the Anchorage Bowl area, 56 attendees traveled over 120 miles, and most of them came by airplane. During the Summit, the discussion topics presented were "Overview of Disability Pride", "The Role of the Trust & How Micro Enterprise and Mini Grants Work", "DD Shared Vision Update", "Supported Decision Making Agreements", "Budget Authority", "Friendships and Dating", "Employment & Transportation", "Voting & Civil Rights" and also an introduction to "The Alaska Transition Handbook". The Council has also developed a self-advocacy leadership guide for self-advocates which will launch in the next SFY and includes options around employment related opportunities.

Performance Measure 8: PUBLIC AWARENESS & TRAINING:

Provide support for Supported Decision Making Agreements (SDMA) implementation and increase awareness of SDMAs and associated resources across the state and across beneficiary categories.

- Research best practices nationally and internationally.
- Provide support to the SDMA pilot between Hope and DLC
- Provide a SDMA Summit in Fall 2019 for providers
- Increase SDMA awareness with all beneficiary populations (including individuals with mental illness, Alzheimer's and related dementia, as well as alcohol and substance abuse disorders) through trainings and resource outreach
- Disseminate SDMA guide to all school districts as well as to provider organizations
- Create short video clips for each SDMA user section to make the Council's SDMA website as accessible as possible to beneficiaries, families, and other important user roles.

Grantee Response to Performance Measure 8:

In fall of 2019 the Council hosted a SDMA summit for judges, court staff, and providers to provide training on the Supported Decision-Making Agreements. The Council had about 80 people in attendance in-person and over Zoom. The Council created a guide for providers to explain how to develop an SDMA for the individuals they work for and provided this guide to all of the 56 school districts in Alaska as well as all providers in the south-central region. Due to COVID-19, the Council could not mail anymore guides to the rest of the state as Council staff went on telework status. In the next reporting year, this will be a priority for the Council. The Council has been working with a videographer from Disability Law Center and has produced videos to reach out to older adults through public services announcements and vignettes modeling support for decisions. A draft guide on strategies for including SDM and SDMAs in special education for middle school to transition-aged youth is in final editing. There have also been additions to the Council's website including a

designated section about SDMA's. Staff has provided technical assistance and has facilitated the contribution of self-advocates to planning meetings with other advocacy organizations from other states. Staff has also presented to LEND Fellows, parents and students at the ACT program. Staff also provided a series of trainings to supervising staff at the Arc of Anchorage dedicated to increasing the number of SDMAs among clients. Research on national and international best practices was completed in this reporting period. Council staff was also sought after to assist other states working to implement SDMA. During this reporting period the Council was able to obtain technical assistance on obtaining a brief on SDMA and billing possibilities, which will help on sustainability efforts moving forward as well as increase access overall. It should be noted that this will most likely be a facet of the Nov. 2020 SDMA summit as well the inclusion of other states who began the SDMA process before Alaska so that our state can benefit by getting updates from them on their progress.

Performance Measure 9: PUBLIC AWARENESS & TRAINING:

Provide support for authentic rural transitions for students with disabilities.

- Support pilot and work to bring authentic rural transitions to scale across the state
- Disseminate authentic rural transitions curriculum widely across the state
- Present on authentic rural transitions, both in-person and via statewide webinar
- Develop authentic rural transitions section on the Council's website.

Grantee Response to Performance Measure 9:

The Council disseminated the Rural Transitions Curriculum (RTC) that explains what the existing barriers are to employment for rural and remote students with disabilities. The curriculum's main focus is to improve the lives of young adults in rural communities of Alaska who experience disabilities. Traditional values, knowledge, and community involvement will be an integral part of each youth's Individual Education Plan (IEPs) as they transition to adults. Since October 2019, the Rural Transitions Curriculum has been housed on two different websites, the Dillingham City School District, and the Special Education Service Agency (SESA) websites. The Rural Transition Curriculum has been downloaded 254 times from the Dillingham City School District website. Staff presented at the Empowerment Through Employment conference (32 attendees) in October 2019, and the Alaska Statewide Special Education Conference (43 attendees) in February 2020. The Council worked with UAA CHD and completed the next two units of Rural Transition Curriculum, Self Employment and Financial Literacy and Sewing (attached). Staff connected the author to the educator contact from the rural school districts and provided SME support along the process. The units are focused on skills for self-employment in creative industries. The subjects are rooted in Inupiaq language and culture and set in the Seward Peninsula region. The Council will add these new units to its website in the next SFY and will disseminate widely to school districts as well as other key agencies (such as DVR, TVR, etc.) and other key stakeholders.

DRAFT May 2020

**ALASKA WORK MATTERS TASK FORCE TO EXPAND AND IMPROVE
EMPLOYMENT OPPORTUNITIES AND OUTCOMES
FOR INDIVIDUALS WITH DISABILITIES**

Administrative Order No.

July 2020

I, Michael J. Dunleavy, Governor of the State of Alaska, under the authority of Article III, Sections 1 and 24, of the State of Alaska Constitution, establish the Alaska Work Matters Task Force to expand and improve employment opportunities and outcomes for individuals with disabilities.

Background

Despite progress made since the passage of the Americans with Disabilities Act in 1990, individuals with disabilities in Alaska still experience unemployment and underemployment rates far above the average, and the percentage of individuals with disabilities participating in our workforce is far below the rate for individuals without disabilities.

Employment is the most direct and cost-effective means to empower individuals with disabilities to achieve independence and economic-self-sufficiency and revitalize our State's economy by growing the taxpayer base and simultaneously lowering costs to the State for cash or medical and disability benefits and their administration.

The State seeks to expand and improve current policies and practices designed to enhance the recruitment, hiring, advancement, and retention of individuals with disabilities by making the State a Model Employer; facilitating employment opportunities in the private sector; enhancing work-based learning opportunities, particularly for youth with disabilities; improving options for accessible transportation and information and communication technology; encouraging entrepreneurship and disability-owned businesses; and expanding and improving initiatives among State agencies to foster community-based competitive integrated employment as the priority and preferred outcome for all individuals with disabilities, including individuals with the most significant disabilities.

The report issued by the Council of State Governments and the National Conference of State Legislatures titled "*Work Matters: A Framework for States on Workforce Development for People with Disabilities*" includes policy options adopted by other states that can serve as a resource for the State of Alaska to enhance employment opportunities and outcomes for individuals with disabilities.

Purpose

The purpose of this Order is to establish the Alaska Work Matters Task Force in order to:

1. Undertake a review and analysis of existing policies, practices, and procedures, existing barriers, and existing workforce utilization data regarding the employment of people with disabilities in the State of Alaska in order to document the current status of disability employment policy in the State and
2. Prepare a report within six months from the effective date of the Executive Order that includes recommendations for policies, practices, and procedures that should be adopted by the Governor and applicable departments, agencies, and commissions of the executive branch, and policy options for consideration by the legislative branch to expand and improve employment opportunities and outcomes for individuals with disabilities.

Order

Under the authority of Article III, Sections 1 and 24, Constitution of the State of Alaska, I, Michael J. Dunleavy, Governor of the State of Alaska, order the following:

1. The Alaska Work Matters Task Force shall be established in the Office of the Governor to collaborate, coordinate, promote, expand, and improve employment opportunities and outcomes for individuals with disabilities, consistent with a clear statement of values and guiding principles. Beginning on the effective date of this Executive Order, the Alaska Work Matters Task Force shall consider establishing and/or expanding and improving policies, practices, and procedures pertaining to:
 - a. Making the State a Model Employer of individuals with disabilities;
 - b. Building the capacity of the private sector to enhance employment opportunities for individuals with disabilities;
 - c. Designing Youth transition programs providing career development, work-based learning experiences, and parental involvement;
 - d. Establishing Employment First initiatives recognizing that work in the general workforce (competitive, integrated employment) is the first and preferred outcome in the provision of publicly-funded services and supports of all working age individuals with disabilities, including individuals with the most significant disabilities;
 - e. Improving Transportation policies to address transportation options that are reliable and accessible for individuals with disabilities;
 - f. Implementing stay-at-work and return-to-work policies and programs for individuals who become ill or injured on or off the job;
 - g. Supporting disability-owned and disabled veteran-owned businesses through procurement and contracting systems.

- h. Enhancing rural traditional skill development such as subsistence, self-employment, et al.
2. The Task Force shall consist of the following members or their designees: the Governor; the Lieutenant Governor; the Commissioners of the following agencies: Administration, Education and Early Development, Labor and Workforce Development, Health and Social Services, Corrections, and Transportation and Public Facilities; the Chief Executive Officer, Alaska Mental Health Trust Authority; the Executive Director, Governor's Council on Disabilities and Special Education; the Executive Director, Alaska Mental Health Board; the Executive Director, Alaska Commission on Aging; the Director, Division of Vocational Rehabilitation; the Director, Division of Senior and Disabilities Services; the Director, Division of Behavioral Health; and additional individuals as the Governor deems necessary.
3. The Governor (or the Governor's designee) shall serve as the chair.
4. [The Governor's Council on Disabilities and Special Education] shall supply administrative support.
5. The Work Matters Task Force shall establish an Advisory Committee made up of stakeholders from the business and disability communities, including community-based organizations and organizations representing individuals with disabilities, to advise and respond to actions proposed and taken by the Alaska Work Matters Task Force.

Responsibility for Implementation

The Task Force is responsible for the implementation of this Order. Department leadership and agency staff are expected to provide their complete cooperation in researching and preparing this report.

Timeframes

The Task Force will prepare an Alaska Work Matters report within six months from the effective date of this Order.

Resource Allocation

In cooperation with the Office of Management and Budget, the Task Force is responsible for determining the appropriate allocation and transfer of personal services, travel, contractual, equipment, space, data processing, and any other budgetary resources to ensure the effective implementation of this order.

Duration

This Order takes effect immediately and remains in effect until rescinded.

Dated this ...th day of July, 2020.

/s/Michael J. Dunleavy
Governor

DRAFT May 2020

**POLICY BRIEF ACCOMPANYING THE PROPOSED
EXECUTIVE ORDER ESTABLISHING THE ALASKA WORK MATTERS TASK FORCE TO
EXPAND AND IMPROVE EMPLOYMENT OPPORTUNITIES AND OUTCOMES FOR
INDIVIDUALS WITH DISABILITIES**

The purpose of this brief is to describe the policy options included in the draft executive order establishing the Alaska Work Matters Task Force to Expand and Improve Employment Opportunities and Outcomes for Individuals with Disabilities. These policy options were gleaned from a range of efforts: a review of existing policies adopted by the state of Alaska; policies adopted by other states included in [*Work Matters: A Framework for States on Workforce Development for People with Disabilities*](#), developed through a collaboration with the Council of State Governments (CSG) and the National Conference of State Legislatures (NCSL); and recently adopted (2016-present) Executive Orders and legislation identified by the [State Exchange on Employment & Disability](#) (SEED).

I. Background.

Despite progress made since the passage of the Americans with Disabilities Act in 1990, individuals with disabilities in Alaska still experience unemployment and underemployment rates far above the average, and the percentage of individuals with disabilities participating in our workforce is far below the rate for individuals without disabilities.

Employment is the most direct and cost-effective means to empower individuals with disabilities to achieve independence and economic-self-sufficiency and revitalize our State's economy by growing the taxpayer based and simultaneously lowering costs to the State for cash or medical and disability benefits and their administration.

The State seeks to expand and improve current policies and practices designed to enhance the recruitment, hiring, advancement, and retention of individuals with disabilities by making the State a Model Employer; facilitating employment opportunities in the private sector; enhancing work-based learning opportunities, particularly for youth with disabilities; improving options for accessible transportation and information and communication technology; encouraging entrepreneurship and disability-owned businesses; and expanding and improving initiatives among State agencies to foster community-based competitive integrated employment as the priority and preferred outcome for all individuals with disabilities, including individuals with the most significant disabilities.

The report issued by the Council of State Governments and the National Conference of State Legislatures titled "*Work Matters: A Framework for States on Workforce Development for People with Disabilities*" includes policy options adopted by other states that can serve as a resource for the State of Alaska to enhance employment opportunities for individuals with disabilities.

II. Purpose.

The Governor should consider an executive/administrative order establishing the Alaska Work Matters Task Force. The purpose of the Task Force would be to:

- (1) Undertake a review and analysis of existing policies, practices, and procedures, existing barriers, and existing workforce utilization data regarding the employment of people with disabilities in the State of Alaska in order to document the current status of disability employment policy in the State and
- (2) Prepare a report within six months from the effective date of the Executive Order that includes recommendations for policies, practices, and procedures that should be adopted by the Governor and applicable departments, agencies, and commissions of the executive branch, and policy options for consideration by the legislative branch to expand and improve employment opportunities and outcomes for individuals with disabilities.

III. Contents of the Executive Order.

The Alaska Work Matters Task Force would be established in the Office of the Governor to collaborate, coordinate, promote, expand and improve employment opportunities and outcomes for individuals with disabilities, consistent with a clear statement of values and guiding principles.

Beginning on the effective date of this Executive Order, the Alaska Work Matters Task Force would consider establishing and/or expanding and improving policies, practices and procedures pertaining to:

1. Making the State a Model Employer of individuals with disabilities.

Examples of policies for consideration include:

- Establishing goals and benchmarks and conducting workforce utilization analyses comparable to existing goals for women and minorities, completing periodic self-identification surveys, and preparing annual plans and progress reports;
- Reassessing the current Provisional Hiring Program, modifying civil service requirements and exams, providing mandatory interviews for qualified candidates, and offering internships and trial work periods;
- Adopting a personal assistance services policy applicable to individuals with significant disabilities as a form of affirmative action;
- Reassessing the stay-at-work and return-to-work policies and practices for State employees, including work incentives and benefits counseling;
- Establishing centralized accommodation funds for State agencies;
- Appointing disability program managers and selective placement program coordinators; and

- Adopting strategies and mechanisms for ensuring that State agencies procure, use, and maintain websites, online systems, mobile apps, and other forms of information and communication technology that are accessible to and usable by individuals with disabilities.

2. Building the capacity of the private sector to enhance employment opportunities for individuals with disabilities.

Examples of policies for consideration include:

- Exploring the adoption of best and promising practices to enhance diversity and inclusion initiatives for people with disabilities;
- Exploring coordinated strategies to support business hiring efforts, lessen administrative burdens, and engage in education and outreach to increase resource utilization, including creating a web-based portal through which employers and potential employees with disabilities can market and recruit;
- Exploring the implications for individuals with disabilities of the rapid advancements in technology, specifically automation and artificial intelligence and the changing economy;
- Using tax incentives to encourage businesses to hire qualified persons with disabilities; and
- Exploring tax credits for employment supports e.g., barrier removal, workplace accommodations, technology, transportation, and childcare.

3. Youth transition programs providing career development, work-based learning experiences, and parental involvement.

Examples of policies for consideration include:

- Inclusive career development;
- Work-based learning experiences; and
- Parental involvement.

4. Employment First initiative recognizing that work in the general workforce (competitive, integrated employment) is the first and preferred outcome in the provision of publicly-funded services and supports for all working age individuals with disabilities, including individuals with the most significant disabilities.

Examples of strategies for expanding and improving Alaska’s Employment First initiative include:

- Entering into or updating formal interagency agreements to enhance the blending and braiding of funding among programs and agencies;
- Expanding and improving support for community rehabilitation programs transitioning to or expanding services and supports leading to competitive, integrated employment; and
- Expanding and improving work-based learning experiences for youth with disabilities, including pre-apprenticeship programs, apprenticeships, job shadowing, and job coaching.

5. State transportation policies addressing transportation options that are reliable and accessible for individuals with disabilities.

Examples of policies for consideration include:

- Prioritizing transportation options that are reliable and accessible for individuals with disabilities;
- Nondiscrimination by transportation network companies; and

- Ensuring that policies that govern autonomous vehicles address the need to make such vehicles accessible to and usable by individuals with disabilities.

6. Stay-at-work and return-to-work policies and practices.

Examples of policies for consideration include:

- Establishing an infrastructure supporting the adoption of best and promising practices by medical providers, insurers, and employers;
- Adopting private sector employer subsidies, incentives, and grant programs; and
- Adopting employee incentive programs and wellness and injury prevention programs.

7. Disability-owned and disabled veteran-owned businesses through procurement and contracting systems.

Examples of policies for consideration include:

- Creating set-aside goals and improving the existing bid preference for individuals with disabilities;
- Providing tax and financial incentives to support start-up and/or growth through low-interest revolving loans grants and angel investors; and
- Providing technical assistance, including mentoring.

Suggested members of the Task Force for consideration consist of the following members or their designees:

1. Governor
2. Lieutenant Governor
3. Commissioners of the following agencies:
 - Administration
 - Education and Early Development
 - Labor and Workforce Development
 - Health and Social Services
 - Transportation and Public Facilities
 - Corrections
4. Chief Executive Officer, Alaska Mental Health Trust Authority
5. Executive Director, Governor’s Council on Disabilities and Special Education
6. Executive Director, Alaska Mental Health Board
7. Executive Director, Alaska Commission on Aging
8. Director, Division of Vocational Rehabilitation
9. Director, Division of Senior and Disabilities Services
10. Director, Division of Behavioral Health
11. Additional individuals as the Governor deems necessary

In order to maximize the credibility of the Task Force, the Governor (or the Governor's designee) should consider serving as the chair.

The Governor's Council on Disabilities and Special Education should be considered as the leading agency to supply administrative support.

The Work Matters Task Force should consider establishing an Advisory Committee made up of stakeholders from the business and disability communities, including community-based organizations and organizations representing individuals with disabilities, to advise and respond to actions proposed and taken by the Alaska Work Matters Task Force.

IV. Responsibility for Implementation.

The Task Force should be assigned responsibility for the implementation of this Order. Department leadership and agency staff would be expected to provide their complete cooperation in researching and preparing this report.

V. Timeframes.

The Task Force would be required to prepare an Alaska Work Matters report within a specified period e.g., six months from the effective date of the Order.

VI. Resource Allocation.

The Task Force would be responsible for determining the appropriate allocation and transfer of personal services, travel, contractual, equipment, space, data processing, and any other budgetary resources to ensure the effective implementation of this order.

VII. Duration.

The Executive Order should take effect on the date it is signed and remain in effect until rescinded.

Traditional Alaska Transition Skills— Self-Employment and Financial Literacy

Rain Van Den Berg and Frances Gage

UAA Center for Human Development

2020

Developed for the Northwest Arctic Borough School District surrounding region as a demonstration project to show how traditional skills can be supported and integrated into transition planning for youth with IEPs.

These materials were created through the Developmental Disabilities Act partnership of the Governor’s Council on Disabilities & Special Education and the Center for Human Development, with funding from the Alaska Department of Education & Early Development and the Alaska Mental Health Trust Authority.

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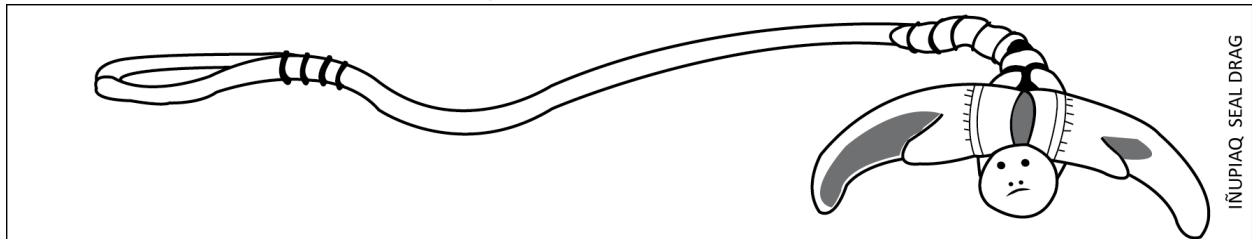
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About the Authors

Frances Gage is the Special Education Coordinator for the Northwest Arctic Borough School District. Frances consulted on the development of this curriculum and provided insights into the Northwest Arctic region and connections to local Iñupiaq cultural experts. She holds a degree in Special Education K-12 and Elementary Education K-8, as well as a Master’s Degree in Rural Development. She has taught and worked for the Northwest Arctic Borough School District for 12 years. She lives in Kotzebue, Alaska.

Rain Van Den Berg is an education and training consultant with a background in education, health education, project management, and facilitation. She has a BA in Secondary Education, and a Master’s of Public Health in Community Health Education. She is an artist who works in many mediums, and has maintained a small art business for over 20 years. Recent projects include the initial Traditional Transition Skills curriculum with co-author Robyn Chaney last year and an online college readiness course incorporating both indigenous and adult learning principles for Alaska Native and other non-traditional students. She lives in Sitka, Alaska.

Note about the Header Image



The uqsiutaq, “seal drag,” was a tool used by Iñupiaq hunters to bring back seals after a successful hunt. The toggle portion was inserted into a slit in the skin of the seal’s chin or lip and pulled through. The leather strap was then used to pull the seal across the snow. Historically, the charm was made from bone or ivory, and was carved with images to protect the hunter and improve the chance of a successful hunt.

This drawing was based on a seal pull from the Arctic Studies Smithsonian collection, which shows a seal head and two mittens. For the authors, it brings together the ideas of skills to provide for your family and community while staying in harmony with the land. It shows how the animals are woven in with home, as symbolized by the mittens. It highlights the importance of sewing to keep people warm and safe. The drawing was created by the author Rain Van Den Berg for use in this curriculum.



Nome Seal Hunter Image: [Lou and Gilbert Adamec Collection; Anchorage Museum, B93.12.39B.](#)

Seal Drag Image: [Lt. P. H. Ray \(collector\), Museum: National Museum of Natural History, Museum ID Number: E056625](#)

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Welcome by Frances Gage, Kotzebue, Alaska

Uvlulluataq (good day) from the Northwest Arctic!

Hello! My name is Frances Gage. I am a mixed race Koyukon Athabaskan and Caucasian person from the Yukon River village of Galena, AK. I grew up in Galena as the youngest of 7 children surrounded by cousins and friends. As a child, I was often in the company of my grandmother and aunts who would gather together and spend their time sewing, beading, and talking, mixing the English and Koyukon Athabaskan languages. Kotzebue has been my home for 15 years and is where I am raising my daughters, Larissa and Rhone, and two dogs, Oly and Olive. We practice many subsistence and traditional activities that include picking berries, hunting, beading, sewing, and camping. I am so excited to be a part of this curriculum and unit development and hope that you and the students enjoy the lessons.

The northwest arctic region is the indigenous home of the Iñupiaq people. Kotzebue, also known as Qikiqtaġruk, which means "small island" in Iñupaitun (the language spoken by the Iñupiaq people) is the largest village in the northwest arctic region. It is considered a hub village, which means that large commercial passenger aircraft and shipping services all come through Kotzebue and then smaller commuter aircraft distributes passengers and goods to the smaller communities. Kotzebue is located on a 3-mile-long gravel spit on the Baldwin Peninsula, and is approximately 33 miles North of the Arctic Circle.

Traditionally the area of Kotzebue was used as a trading and gathering location for the local Native people for over 600 years because of its location to the three rivers of the Kobuk, Selawik, and Noatak Rivers, which all drain into Kotzebue Sound. The land and water provide many people with abundant opportunities to live a subsistence lifestyle including but not limited to harvesting of seal, fish, crab, walrus, caribou, moose, various types of berries, and vegetation. Traditional activities include hunting, trapping, fishing, carving, dancing, sewing, and beading.

In the summer, the region gets 24 hours of daylight. The day before the winter solstice in December the sun rises for about an hour and 40 minutes. The snowy period of time lasts between September and May. The summers are usually cool and cloudy with temperatures rarely rising above 60°F and the winters are generally cold, windy, and snowy.

There are 11 Iñupiaq villages in the region. The region covers approximately 36,000 square miles of land, which is roughly the size of Indiana. The population of each village ranges from ~100 people to ~3,200 people. Kotzebue is the largest populated village. There are 12 schools that provide services for PreK–12th grades. The racial makeup of the villages is mainly Iñupiaq people, with Kotzebue having a wider range of cultures/races. The District Office for the Northwest Arctic Borough School District is located in Kotzebue along with the Maniilaq Health Center which is the primary health care system for the region. Each village has a clinic that is staffed by Community Health Aides who can treat common health concerns. Some economic activities for the region include mining, government, health care, transportation, services, and

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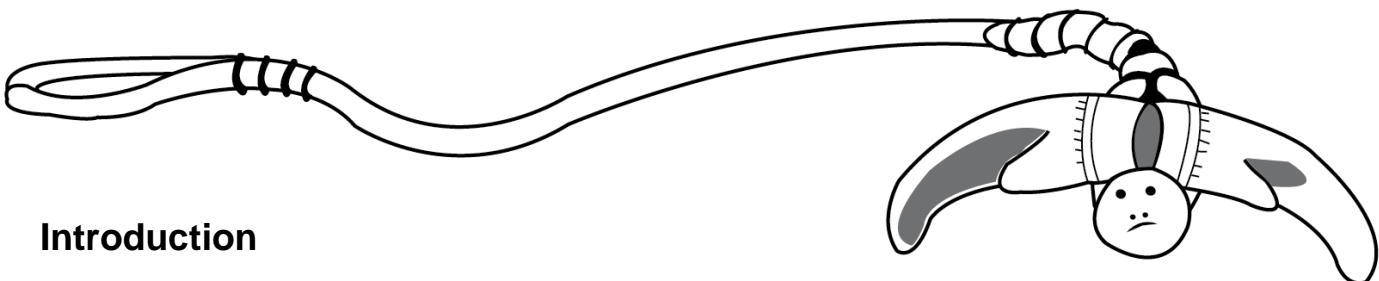
construction. Red Dog Mine, the world’s largest zinc and lead mine, is a large employer in the region.

One of our goals with this curriculum is to help people unfamiliar with this region better understand indigenous traditions and cultures, and how those inform skills needed for the transition to adulthood. This curriculum engages students by using stories and examples that are familiar to teach real life skills. Culture bearers and guest Elders are invited to guide the skills and values in many lessons. Two units were created in this project. Tribal Vocational Rehabilitation advised on what should be included and worked closely with us to make sure the content was accurate in the Self-Employment and Financial Literacy Skills unit. In the Traditional Sewing Skills unit, our featured Iñupiaq sewing artists advised on content, provided pictures to use in the student materials, and reviewed the unit as a whole. We are grateful for their guidance and involvement in this project.

This curriculum can easily be adapted for other regions in Alaska. Tribal Vocational Rehabilitation and Vocational Rehabilitation departments are available in most Alaskan communities to assist students with special needs as they transition to work and life in the community. The sewing unit features Iñupiaq sewing examples and artists, but the skills are fundamental skills that can easily be adapted for other regions or traditional art forms.

Taikuu (Thank you)!

—Frances Gage



Introduction

The purpose of this curriculum project is to improve the quality of life, connection to local community, and increase work related skills for teens and young adults with disabilities who live in rural Alaska. It is meant to provide guidance in how traditional values and knowledge can be incorporated into Individual Education Plans (IEPs) for youth who experience disabilities as part of their required transition goals. The skills are meant to create options for youth with disabilities to engage in their communities and culture as they transition to adults. Though each chapter of this project ties to the cultural values and topics of a specific region of Alaska, the skills can be used and adapted more broadly.

In the Dillingham project, we focused on basic skills to engage youth in the subsistence fishery. It was written for youth with IEPs who have a higher level of functional needs. The curriculum weaves in Yup'ik values, but the content can be used in many places around Alaska where fishing and life near cold water are part of daily life.

This chapter of the project is focused on self-employment skills and financial literacy. It is written for youth with IEPs who have more independence in their day to day functioning. With support, a youth who experiences a mild intellectual disability or who experiences a learning disability can be a successful entrepreneur. The examples and learning stories reflect life in the Kotzebue region, but can easily be adapted with parallel examples in other regions of Alaska.

Goal setting and making a plan that works: Our partners at Tribal Vocational Rehabilitation identified the barrier of an understanding of planning, goal setting, and achieving goals as fundamental skills that should be included in this unit. In addition to a lesson on setting goals and one on facing challenges, all lessons in both units reinforce goal-setting skills. In each lesson, the teacher shares the learning objectives for that lesson, describes the specific activities the students will do to achieve the objectives, and reflects with the students at the end to see if the learning objectives were achieved. This need to develop goal setting and achieving skills is echoed in the article by Doyle et al. (2009), *The Educational Aspirations/Attainment Gap Among Rural Alaska Native Students*.

Alaska Cultural Standards: Each lesson is tied to the Alaskan Cultural Standards developed by the Alaska Department of Education and Early Development. A summary document of these standards is included in the appendix.

There are two units in this curriculum: Self-Employment Skills and Traditional Sewing Skills.

Each lesson has these components:

- Overview
- Link to Alaska Cultural Standards
- Link to Iñupiaq values
- Learning objectives
- Materials including commercial resources (websites, videos, books)
- Vocabulary

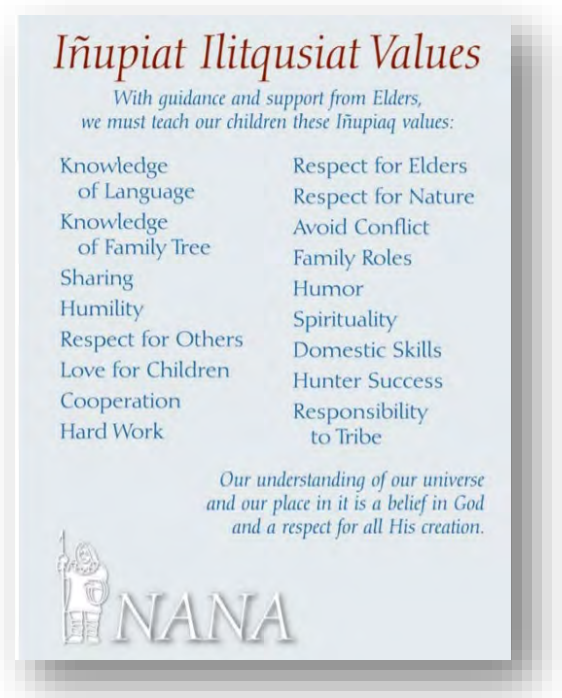
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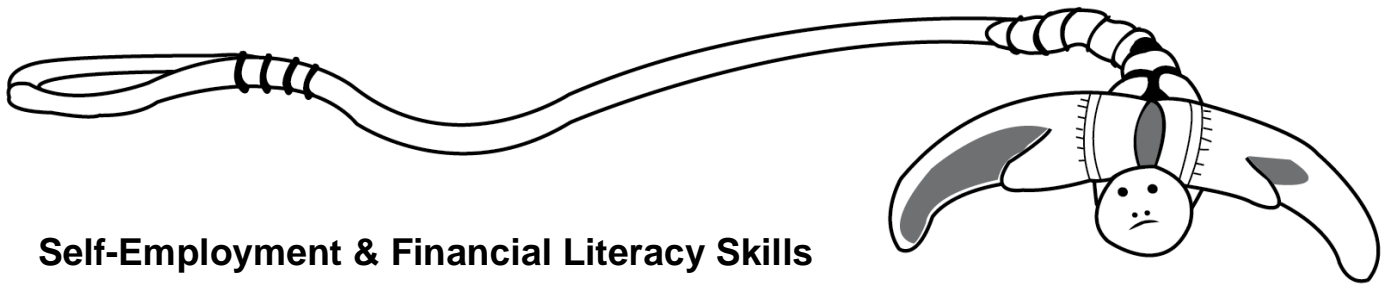
- Activities (with adaptation ideas for different abilities)
- Learning stories
- Evaluation
- Resources
- Student handout(s)
- Instructor handout(s)/teaching tools

Social Skill Development: There are many opportunities through the lessons to intentionally practice social skills that will support developing skills of empathy, reciprocity, independence, and confidence. Practice how to speak respectfully to an Elder or culture bearer who comes as a guest, and practice helping each other during the activities. These are core skills to being part of a community, and will serve the student well in their adult years. [These skills relate to the Alaska Content Standards: Skills for a Healthy Life.](#)

Iñupiaq Values: Each lesson is tied to Iñupiaq values. It is up to the individual instructor to guide students to make connections to their traditional values and the materials being presented. These values are the foundation for learning the skills presented. For example, in the traditional sewing unit, the cultural values of responsibility to the tribe and domestic skills could motivate a student to learn to make maklaks. In the self-employment unit, the cultural values of hard work, sharing and cooperation could help frame a business idea and plan. The values can be discussed as they relate to the learning stories, how guest speakers model the values, or how the values motivate the learning of these skills. Incorporation of this aspect can help make connections to tribal values and traditions, and build more meaningful ties to their culture as the students move to adulthood. The values listed are those used by the Nana and Maniilaq Corporations. See the appendix for a values handout with definitions. To learn more about Iñupiaq values, check out these links:

- <http://ankn.uaf.edu/ANCR/Values/Inupiaq.html> (Iñupiaq and English)
- <https://scholarworks.alaska.edu/handle/11122/6405> (Poster graphics of Iñupiaq values to use in classroom)
- NANA Values Card image from: <https://firstalaskans.org/wp-content/uploads/2014/03/2006EldersYouthAgenda.pdf>





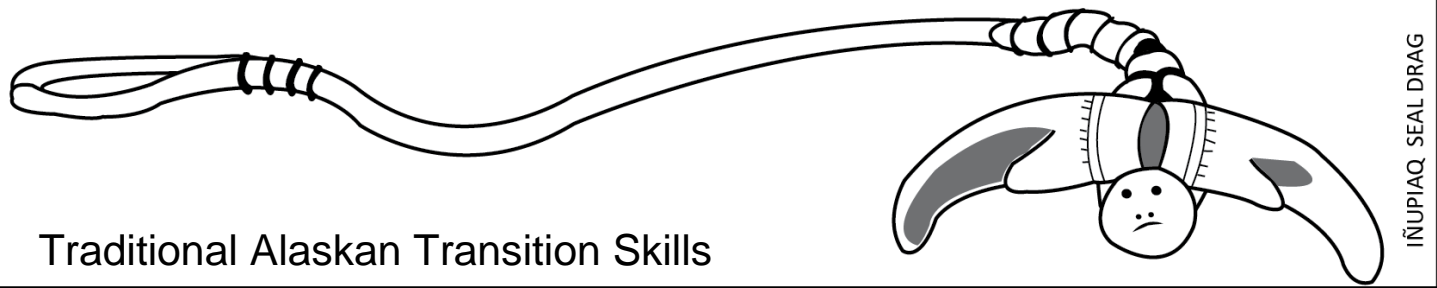
Self-Employment & Financial Literacy Skills

This unit introduces the basics of starting a business, developing a marketable product, and writing a business plan. It features examples of both handmade art products, as well as service-based businesses. This gives more flexibility for working with students with many kinds of interests.

The unit starts off with foundational life skills which are critical for business owners: goal setting and facing challenges. Next, financial literacy skills are introduced: budgeting, banking, and debt and credit. The core self-employment lessons include: developing a product, marketing basics, and making a business plan. The unit ends with a lesson about taxes, licenses, and insurance. This helps build awareness of these aspects which may not be common knowledge.

Self-Employment and Financial Literacy Skills Unit

Lesson	Related Handouts
Introduction	
SMART Goal Setting	SMART Goal Setting (Student)
Facing a Challenge	How to Face a Challenge (Student)
Basics of Budgeting	How to Make a Budget (Student)
Basics of Banking	Keeping Track of Your Bank Account (Student)
Basics of Debt and Credit	Tips for Good Credit to Give You Options (Student)
Developing a Product	Exploring Business Ideas (Student)
Marketing Basics	Speak to Your Customer (Student) What is a Logo (Student)
Making a Business Plan	My Business Plan (Student)
Taxes, Licenses, and Insurance	How to Get a Business License (Student)



Traditional Alaskan Transition Skills

Self-Employment Skills Unit Introduction

Overview

In this lesson, students will learn about what it means to have your own business, and a little bit about the lessons they will do in the unit.

Alaska Cultural Standards

- CA1, CA2, CA4, CA6, CB1, CB3, CC3, CD2, CE1, CE2, CE3

Iñupiaq Values

- Responsibility to Tribe, Family roles, Sharing, Cooperation, Hard work, Humility, Spirituality, Respect for others

Learning Objectives

The student will be able to:

- Describe what it means to be self-employed.
- Explore stories of people who have their own business.
- List some benefits of having their own business.
- List some possible challenges of having their own business.

Materials

- Video: Indie Alaska *We are Beach Stone Lamp Creators* (5:34)
<https://www.youtube.com/watch?v=PkpZ-zC0f-E>

Vocabulary

Business	Things you do to provide resources for yourself and your family.
Creative Industry	A business of selling something you make to provide resources.
Customer	A person who buys the services or things that a business sells.
Entrepreneur	A person who starts a business to make a profit.
Profit	When the money you get for your goods and services is more than your business expenses.
Resources	Things people need (like food, money, and materials).

Activities and Adaptations

- **Share the goal of today's lesson:** "Today we are going to begin a unit about creating your own business that could be a business where you sell things you make, or where you sell a service. To learn about this, we will watch a video about a father and son who created a business. We will share examples of people we know who have their own business. By the end of this lesson, you will be able to describe what it means to be self-employed, and you will be able to list some good things and some hard things about having your own business."
- **Begin by finding out what students already know by asking the following questions:**
 - What does it mean to have a business? How is it different than having a job?
 - Can you think of anyone you know who has their own business? What do they sell or do in their business?
- **Watch the Indie Alaska video *We are Beach Stone Lamp Creators* (5:34) <https://www.youtube.com/watch?v=PkpZ-zC0f-E> and then discuss.**
 - What was the business that the father and son did in the video?
 - How did they come up with the idea?
 - How do they sell their lamps?
 - Why do you think they do that for work instead of working at a store or for someone else?
- **Benefits of working for yourself:** Brainstorm with students what they think some of the benefits of working for themselves would be. Possible answers would be:
 - *You are your own boss, you choose your own hours; you have more freedom to choose what you do with your time; you get to use your creativity.*
- **Challenges of working for yourself:** Brainstorm with students what they think some of the challenges of working for themselves would be. Possible responses:
 - *You may not get paid on a regular basis; you may have to work longer hours in the beginning to build your business; it may be hard to get the money needed to start a business; you will have to learn a lot and face many challenges as you figure out your business.*

Learning stories

- **Guest Speaker:** Invite someone from the community that has a small business. It is best if it is a crafting or arts-based business, or at least a business where something that the person makes is sold for income. Ask them to come and talk to the students about their business. Ask them questions like: How did they come up with their idea? What do they like about having their own business? What challenges have they faced? Have them show the students what they make. Who are their customers? Where do they sell the things they make?

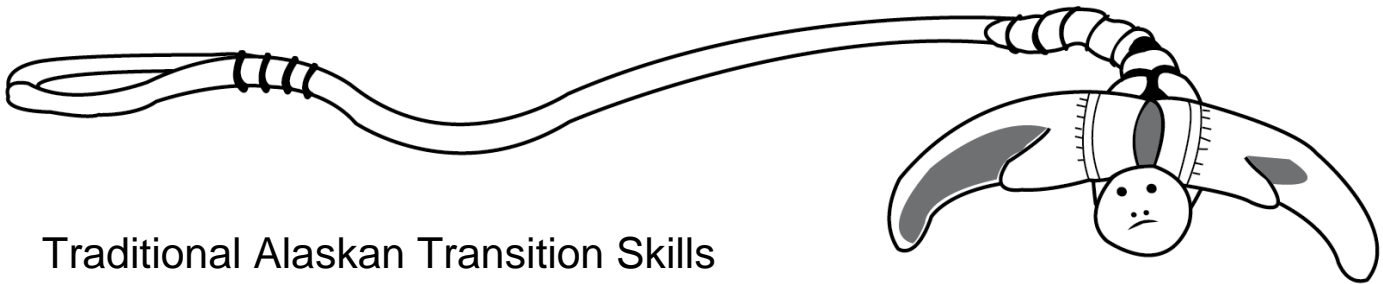
Evaluation

At the end of the lesson, ask the students these questions:

- What does it mean to be self-employed?
- Who did we learn about that has their own business?
- What are some good things about having your own business?
- What are some possible challenges of having your own business?

Additional Resources

- Oweesta Youth Curriculum: <https://www.youtube.com/watch?v=2gWLLL3rB00>
- Young Entrepreneurs course: <https://www.sba.gov/course/young-entrepreneurs/>



Traditional Alaskan Transition Skills

Setting SMART Goals

Overview

In this lesson, students will learn about setting goals they can achieve to build confidence and skills to reach personal goals. Throughout the curriculum, this idea of goal setting is reinforced by having the teacher share the objectives for the lesson and how the activities help the students achieve the objectives. At the end of each lesson, the teacher will check to see if the objectives were achieved.

Alaska Cultural Standards

- CA1, CA2, CA4, CA6, CB1, CB3, CE1, CE2, CE3

Iñupiaq Values

- Responsibility to Tribe, Family roles, Sharing, Cooperation, Hard work, Humility, Spirituality, Respect for others

Learning Objectives

The student will be able to:

- Describe what “SMART” stands for related to setting a SMART goal.
- Listen to a learning story about a boy who wants to do something nice for his grandmother, and how making good goals increases success.
- Practice modifying goals in a learning story to increase the chance of success of completing them.
- Practice setting SMART goals that the student feels confident they can achieve.

Materials

- Handout: *SMART Goals: How to Reach Your Dreams*

Vocabulary

Atikluk	Hooded overshirt with a large front pocket commonly worn in Alaska Native communities. This type of garment is called a <i>Kuspuk</i> in Yup'ik.
Goal	Something someone wants to achieve.
SMART	Stands for S pecific, M easurable, A ttainable, R elevant, T ime-based

Activities and Adaptations

- **Share the goal of today's lesson:** "Today we are going to learn about setting goals to make progress on things we want to have in life. To learn about this, we will listen to a learning story, look at a handout, and talk about examples of goals that are more or less likely to be accomplished. By the end of this lesson, you will be able to describe what makes a strong goal, change goals so they are more likely to get done, and set a goal for yourself that you feel confident you can do."
- **Begin by finding out what students already know by asking the following questions:**
 - What does it mean to set a goal?
 - How do you know if you reached your goal?
- **Think of a goal.** "Think about something you want to have in your life. This could be something your family needs, or something you want to buy, or something you want to learn about. Once you know what you want, how do you get it? Most goals need to be broken down into smaller pieces that you can do. When you do these smaller pieces, it moves you toward your goal. It can be hard sometimes to know what the smaller pieces look like, so today we will talk about how to approach this."
 - Read the learning story below to help the students understand the concept.
 - Use the SMART Goals handout to learn about SMART goals, and help a character improve her goal. These are reading heavy compared to other curriculum materials, so assist as needed.
 - Following the lesson, have the students set a small and achievable goal as homework. It should be something they can do that evening and report back on the next day. They should create their goal using the SMART format.
 - Reflection: The day after, ask the students how it went with their goals. If they were not able to do them, discuss the challenge they faced, and how the goal could be changed to boost their chance of success. This discussion of how to meet challenges ties in well with the next lesson.
- **Think about confidence:** When you set a goal, it is important to find the sweet spot between it being a meaningful step that you can do, but not so big that it is too hard to succeed. Sometimes, when people set a SMART goal, they make it too easy. Though it might mean they get it done right away, did it really help move them toward a bigger goal? The more goals you set and achieve, the more you will build your confidence and the bigger your goals can become.
 - **So, how do you know if your goal is too big?** One way to know if your goal is at the right level is to ask yourself, "On a scale from 1–10, with 1=not confident, and 10=Totally confident, how confident am I that I can complete this goal?"

- **If your answer is less than an 8, your goal may need some changes.** Ask yourself, “What would I need to do to make it an 8?” Do you need to change the goal? Break it into smaller steps? Give yourself more time? Get support from a family member or friend?
- **If your answer is a 10, your goal may be just right, or you might want to make it just a little more challenging.** If you can easily exercise 15 minutes a day, and you have been already doing that, try setting your goal for 20 minutes a day. As long as your confidence level is still an 8 or 9, your goal is a good match.

Learning stories

- A boy named Joshua wanted to do something nice for his grandmother. He thought about different things he could do for her. He noticed that her firewood in her house was getting low, and that it was hard for her to carry more in. He decided he wanted to cut up enough wood so it would last her a couple of weeks. He asked his older brother to help cut the logs outside her house using a chainsaw, and then Joshua used an ax to chop the rounds into smaller pieces that would fit into the fireplace. He cut some wood very small to make kindling that she could use to start her fires. He carried the wood in and stacked it neatly by her fireplace. His grandmother was very pleased to see all of the wood ready for her to use to build fires! Joshua felt glad he was able to accomplish this goal that helped his grandmother.
- In this story, let’s look at how Joshua made a SMART goal he was able to achieve (look at first page of handout as you discuss this part):
 - **Specific:** If Joshua had only thought about how it would be nice to do something for his grandmother, but didn’t figure out something specific to do, he would not accomplish his goal. Joshua thought of a specific goal: Cut up enough firewood to last his grandmother two weeks, and carry it inside for her to use.
 - **Measurable:** When his goal is measurable, he is able to know if he did it or not. He wanted to cut and stack enough wood to last her two weeks.
 - **Attainable:** He was able to do everything himself except cut the logs into rounds. He needed to ask his brother to use a chainsaw to do that part. His brother agreed to help, so he knew he would be able to reach his goal.
 - **Relevant:** He knew the goal he set of cutting firewood would reach his bigger goal of doing something nice for his grandmother. The actions in his goal were the right actions to get him what he wanted.
 - **Time-based:** Joshua made a plan with his brother to meet after school to cut the logs into rounds with a chainsaw, and then Joshua split those into firewood and kindling. He did it on a day that his brother could meet him there, and then he worked until it was done.

- Reflect: In the end, how did Joshua know he had accomplished his goal? He had enough wood stacked to last his grandmother two weeks, and she was very pleased!

Evaluation

At the end of the lesson, ask the students these questions:

- Can you describe what “SMART” stands for related to setting a SMART goal?
- From the story about Joshua cutting firewood for his grandmother, do you see how he set a goal and figured out actions to achieve it?
- In the learning story about Esther, how did you help her change her goal so it was more likely to be done?
- Did you make a SMART goals to accomplish tonight? Do you feel confident?

Additional Resources

- This video explains what it means to set SMART goals and gives many good examples. How to Set SMART Goals (3:56)
<https://www.youtube.com/watch?v=wGbmAH4mBPA>
 - Discussion following video: Why is it important for a goal to be Specific, Measurable, Attainable, Relevant, and Time Based? (*Specific: If your goal is too general, it is hard to take action or know where to start. Measurable: If you have no way to know when you have completed it, how will you complete it? Attainable: If your goal is too big or too difficult to do all at once, you are more likely not to succeed. Relevant: If your actions are not the right things to move you toward your goal, you won't reach it. Time-Based: If you always say, "I will do it tomorrow" it doesn't always get done. Set a time and a schedule for your actions, stick to your plan, and you will reach your goal.*)
- A collection of TED talks on goal setting. <https://www.ted.com/topics/goal-setting>

SMART Goals: How to Reach Your Dreams

Setting goals is an important way to make progress to get things that you want in your life. Most big goals need to be broken down into smaller action goals in order to be achieved. One way to create goals that get you where you want to go is by making sure your goals are SMART.

When a goal is SMART, you can feel more confident you will be successful. A SMART goal is very clear, and has the actions to achieve it built right in.



If you set a goal, and find you are having a hard time reaching it, try changing it so it has all of these parts in it.

Specific—You need to make it detailed and exact. What exactly are you trying to accomplish or do?

Measurable—You have a way to know if you completed your goal. You understand how much further you have to go, if you don't complete it the first time you try.

Attainable—You have everything you need to do it right now.

Relevant—Everything in your goal is working to help you reach it.

Time Based—Knowing *when* you will do the actions in your goal makes it more likely you will do them.

Ask yourself, “how confident am I that I can do what I said in my goal?”

If you are not very confident, what change could you make to boost your confidence?

Esther's Atikluk Sewing Goal



Esther wanted to learn how to make a traditional atikluk for a dance performance she was planning to be in. She had worked some with sewing before, but had never made any of her own clothes, and wanted it to look good for the performance. Her first SMART goal about this looked like:

I will sew an atikluk within the next 4 weeks for my performance using a pattern. My confidence that I can do this is a 6 out of 10.

Is this goal SMART?

Should she use this goal, if her confidence is only a 6?

Esther looked at each part of her goal, to see where she could change something to boost her confidence:

Specific	Sew an atikluk
Measurable	Have the atikluk done in time for the dance performance.
Attainable	Sew the atikluk from a pattern. Hmm...I do not have a lot of experience sewing by myself using a pattern. This is where my confidence isn't as strong.
Relevant	Sew the atikluk. Sewing is the right action to make the atikluk, but maybe there are more steps I need to know?
Time Based	4 weeks until dance. Seems long enough, if I work on it a little at a time and don't leave it all to the last day.

What do you think she could change that would help her feel more confident about her goal? _____

She thought for a moment. Who had experience that could show her? Her aunt was going to be making some new atikluks before the performance, too. If she could go and watch her aunt, then she could see how it was done. If she started early, she could sew at her aunt's house. Her aunt would see if she was making a mistake and guide her. Also, her sister also had more sewing experience, so she knew she could ask her for help if she got stuck. She added some information to her goal:

I will observe my aunt making an atikluk in the next week, and then work on my atikluk at her house by spending at least an hour, 3 times a week, to work on it so it is done in time for the dance performance 4 weeks away. My sister can also help me with the sewing if get stuck.

Now, with those changes, Esther was at an 8 in confidence that she could do it. Esther was ready to get started!

Think about a goal that you want to reach, and practice writing it so it is SMART:

S—What is your goal? _____

M—How will you know you have done it? _____

A—Do you have what you need to do it? _____

R—If you do what you plan, will you achieve your goal? _____

T—When will you do it? _____

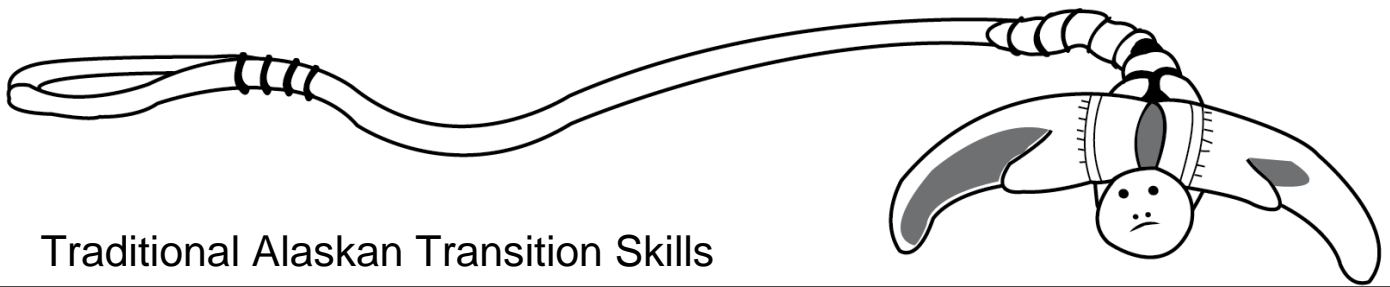
How confident are you that you can reach your goal, on a scale of 1–10, where 1=not confident, and 10=Totally confident? _____

If your number is less than an 8, what could you change to boost your confidence? _____

Photo credit: By Public Affairs Office Fort Wainwright from USA - File: A celebration of the first people (11181058915).jpg, CC BY 2.0, <https://commons.wikimedia.org/w/index.php?curid=32922475>

SMART Image credit: <https://commons.wikimedia.org/wiki/File:SMART-goals.png>

Esther story adapted from a lesson in the *Alaska Bridge to College*, University of Alaska Southeast, 2019. Used with permission.



Traditional Alaskan Transition Skills

How to Face a Challenge

Overview

In this lesson, students will learn about facing a challenge. As students set goals, it is important to know they will encounter challenges they hadn't expected. Rather than give up, or get discouraged, they can face the challenge using some steps. Cultural note: Many Alaska Native people will relate to the idea of facing a challenge more than the idea of "problem-solving." Things in life that happen unexpectedly are not problems, they are just things that happen and have to be faced.

Alaska Cultural Standards

- CA1, CA2, CA4, CA6, CB1, CB3, CC3, CD2, CE1, CE2, CE3

Iñupiaq Values

- Responsibility to Tribe, Family roles, Sharing, Cooperation, Hard work, Humility, Spirituality, Respect for others

Learning Objectives

The student will be able to:

- Describe the steps that can be used to face a challenge.
- Apply the steps to facing a challenge to a learning story.

Materials

- Handout: *How to Face a Challenge*

Vocabulary

Challenge An obstacle or something unexpected that you have to figure out.

Activities and Adaptations

- **Share the goal of today's lesson:** "Today we are going to learn about facing a challenge. To learn about this, we will learn about the steps to face a challenge with a handout, and then apply those steps to help a character in a learning story face a challenge. By the end of this lesson, you will be able to describe the steps to use to face a challenge."

- **Begin by finding out what students already know by asking the following questions:**
 - What does it mean to face a challenge?
 - How did it go with the SMART goal you set from our last lesson? If you were not able to do it, what got in the way?
 - As you set bigger goals in your life, you will face challenges that make things different or more difficult than you expected. You can use these steps to face your challenge and move forward toward your goals.
- **Read through the learning story about Leilani, and let the students use the handout at each step to respond and think about Leilani’s challenge.**
- **Ask the students to discuss a challenge they have and how they might apply the steps.**

Learning stories

- **Leilani’s Challenge:** Leilani was falling asleep in class. She noticed that she was starting to fail her classes, and because of this, she is unable to travel with her basketball team. She wanted to figure out what the issue was, so she could change it.
 - **Step One: What is the challenge or problem? What is causing it?**
How would Leilani figure out what the challenge was, and what was causing it? What could she ask herself?

Leilani asked herself a series of “Why” questions to better understand her challenge. She asked herself “why she was sleeping in class?” The answer was, she wasn’t sleeping well at night. She asked herself “Why?” I am staying up looking at my phone. “Why?” I look at my phone when I feel restless. “Why?” My mind is tired, but my body isn’t tired.
 - **Step Two: Brainstorm possible actions**
Now that Leilani better understands why she isn’t sleeping at night, what kinds of actions could she brainstorm to try?

Leilani thought about the last time she slept hard, and it was when her phone broke and she had to wait to get another one. She had been busy lately with school, and talking to her friends at night and had stopped falling asleep at her usual time. She brainstormed ideas of how she could text less and put her phone away at a good time. She also thought about reading a book instead of getting on her phone. She had heard that the blue light from the phone screen can make it hard to go to sleep.
 - **Step Three: Choose an action to try**
Which action or actions should Leilani try?

Leilani decided to use her phone to track her screen time and how much time she was spending texting with friends.

- **Step Four: Do the action you decided to try**

Leilani set a daily goal for her to turn her phone to "Do not disturb" at a certain time each night for one week and to track her sleep. After three days of doing this, she noticed that she was able to fall asleep better at night and sleep better most of the days, she met her goal.

- **Step Five: Reflect**

How long should Leilani try her actions before she knows if they are working?
How will she know things are improving?

After one week, Leilani reflected on her challenge. She did feel she was more tired at night, but still was spending up to an hour on her phone before falling asleep. She was still tired during the day, and sleepy in class.

- **What can Leilani do now?**

She looked back at her list. She decided to try giving up her phone at night, and reading a book instead.

After one more week of continued putting her phone away at a certain time, and giving up her phone once she got into bed, she reflected on if her actions were working. She had been falling asleep easier, and only had to read a book for 10 minutes before getting sleepy, which was much better than the hour or more she had usually been on her phone. Even though she still felt sleepy sometimes in class, it was getting easier to focus and participate. She felt she was on the right track with her changes.

When facing a challenge, it is very normal to have to try several things before you feel you have figured out how to get through it.

- **Guest Speaker:** Invite a culture bearer or Elder to share a story of a time they faced a challenge. Their story will likely not break it down into the steps above, but students may be able to reflect on what the guest speaker did, and how it relates to the steps in the learning story.

Evaluation

At the end of the lesson, ask the students these questions:

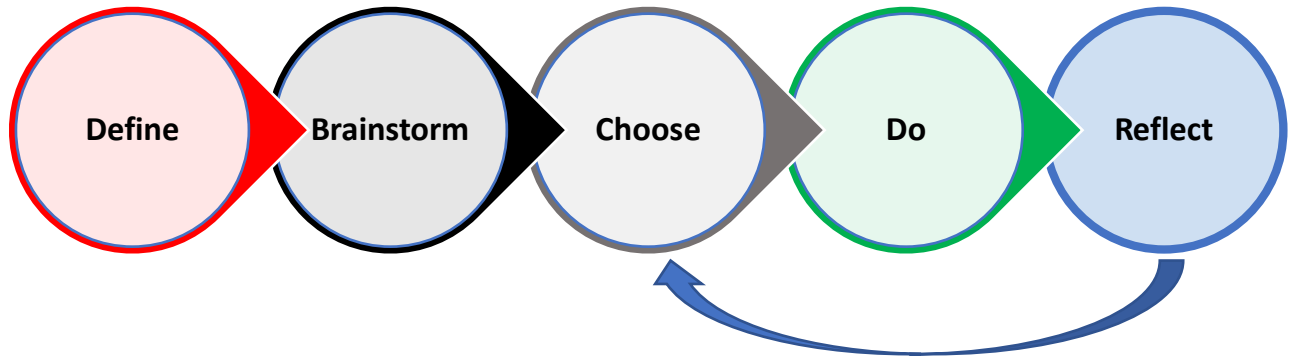
- Can you describe the steps that can be used to face a challenge?
- How did you help Leilani with her challenge in a learning story?

Leilani learning story adapted from an activity in *Self-Empowered Learning*, from A Bridge to College program developed by the University of Alaska Sitka Title III program. Used with permission.

How to Face a Challenge

When you set a goal, it is normal that you will run into challenges that you didn't expect. When you face a challenge and are able to get past it, it makes you stronger and builds your confidence.

Next time you face a challenge, try these steps to find a way forward.



1) Define the challenge, and why it is happening.

In this step, you think about your situation. What is causing it to happen? Ask yourself a series of “Why” questions to understand it better.

2) Brainstorm possible actions.

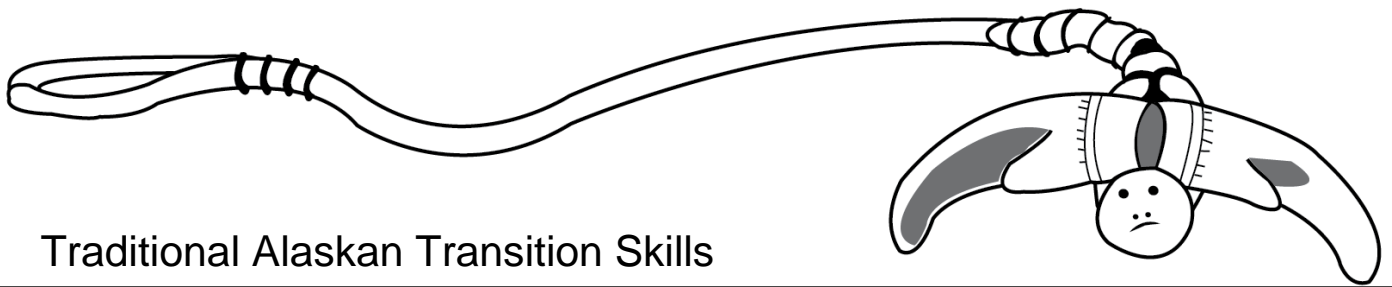
What needs to be done, or what needs to be changed, in order to face your challenge? You can share your goals with family members or Elders, and see if they offer ideas or stories that help you. You can ask a trusted friend.

3) Choose an action to try.

4) Do the action you decided to try.

5) Reflect.

Did your action help you face your challenge? If not, you can choose another idea to try.



Traditional Alaskan Transition Skills

The Basics of Budgeting and Using a Spending Plan

Overview

In this lesson, students will learn about the basics of budgeting by using subsistence examples. Students will apply basic budgeting skills in an activity using a teenager's budget.

Alaska Cultural Standards

- CA1, CA2, CA4, CA6, CB1, CB3, CE1, CE2, CE3

Iñupiaq Values

- Respect for Elders, Responsibility to Tribe, Domestic skills, Family roles, Sharing, Cooperation, Respect for Others, Hard work

Learning Objectives

The student will be able to:

- Describe how planning subsistence activities that supply a family for a year is a budgeting skill.
- Define what it means to create and use a budget.
- Apply basic budgeting skills to see how a spending plan can be used to make spending decisions.

Materials

- Handout: *How to Make a Budget*

Vocabulary

Budget/Spending plan	An estimate (guess) about income and expenses for a certain period of time.
Debt	Money you owe other people or banks.
Expense/Cost	Something you have to spend money on.
Finances	Money and managing money.
Income	Money that you make, usually through work or a job.
Savings	Money or other resources that are set aside for later use.

Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to start to learn about making a spending plan, called a “budget.” A budget is one skill used to manage money. If you have a business, you have to know how to manage money. To learn about this, we will share ideas, listen to a learning story, and practice using a simple budget to make decisions. By the end of this lesson, you will be able to define what a budget is, describe how collecting subsistence foods is like managing a budget, and you will know how a spending plan can help you make spending choices that help you reach your goals.”
- **Begin by finding out what students already know by asking the following questions:**
 1. What foods are collected from the land at certain times of year? Does your family know how much they need to get to last the year until the next time they can harvest it? (*Ask for examples such as fish, berries, seal.*)
 2. How does your family know how much they need? (*Based on experience, the number of people, how the food is used [frequently or infrequently].*)
 3. What does “budget” mean? When is a time you might want to use a budget? (*If no one knows, you can start the lesson. If students have a basic idea, try to build on what they know, or any examples they may have.*)
- **Budgeting**
 1. **The idea of planning using a resource:** Jenny wanted to make two kinds of blueberry jam. One recipe used 3 cups of berries, and another used 5 cups of berries. How many cups of berries would she need to pick in order to make both recipes? What would happen if she ate a cup of her berries on the way home to make the jam? *She would need to pick at least 8 cups of berries to be able to make her two recipes of jam. If she ate some on the way home, she wouldn’t have enough, unless she had picked some to eat and still have enough for the recipes.*

In this example, the amount of berries she needed were like an expense or cost, and the amount she picked was like her income. If she didn’t gather enough, she wouldn’t have the amount she needed for her recipes. If she ate a portion of what was collected to go into her recipe, she wouldn’t have enough. This is like spending on things that were not planned for. If she had picked 9 cups, knowing she would want to eat some, she *would* still have enough for her recipes.
 2. **Making a resource last longer:** What if Jenny was able to sell a few jars of her jam to make more money for gas so she could get more berries? She could do this a few times until the season was over. Sometimes there are ways to creatively use the resources you have to help you get more of what you want or need.

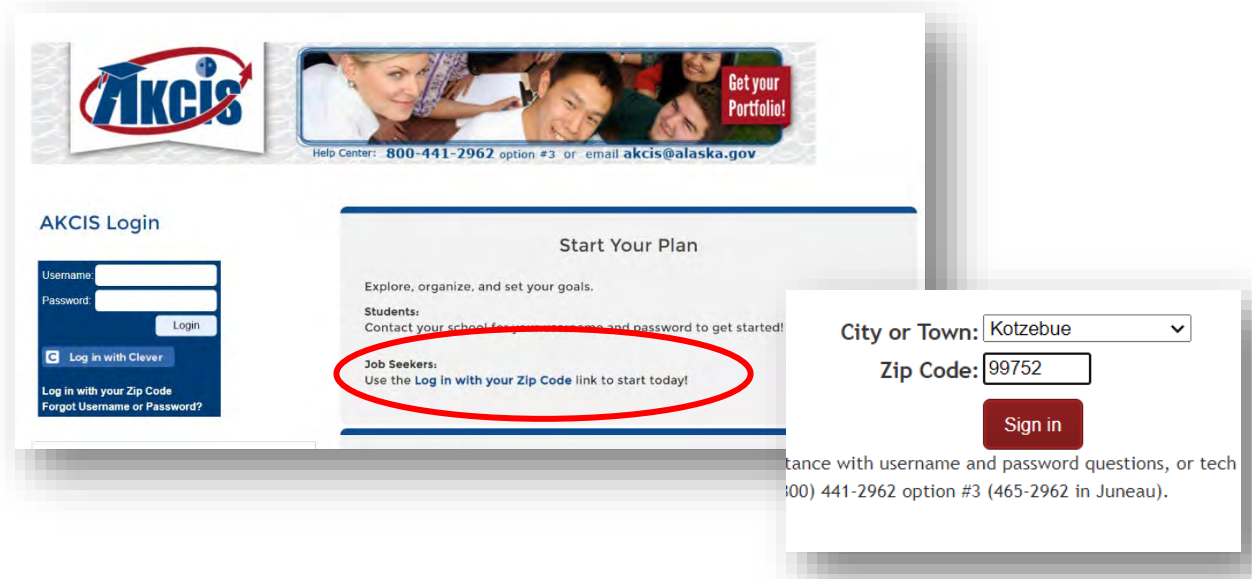
3. **Part of having a successful business that provides for you and your family is managing your spending well.** In order to do this, you need to know how much things will cost that you need to buy (called your expenses), and how much money you will make in your business (called your income). Every month, there might be more expenses than income, so you have to learn to choose well where you spend your money.
4. **Needs/Wants:** One way to think about your spending, is what do you NEED and what do you WANT. Yes, people need housing, transportation, food, clothes, a phone...but within those needs, there are choices. Do you need the newest iPhone? Can you make food at home instead of ordering out? Can you use the clothes you have, and wait on buying something new? If it costs \$10 to pay your for your phone for a month, and \$10 to order out for one meal, which one is the most important?
5. **A spending plan, also called a budget, is a plan you write down to decide how you will spend your money each month.** It shows you how much money you make, and how much you can spend. If you don't have enough money to cover what you need to spend it on, a budget can help you see places you could save so you don't run out of money before your next paycheck.
 - For your family, what kinds of things are *expenses*? What are things that cost money for a family? (*House, food that is bought, electricity, fuel, snow machine, cell phone bill*)
 - In a business, what kinds of things would be expenses? (*The building; equipment (like computers or tools); materials you use to make things from; a website; payment to employees, if people work for you; insurance; taxes; permits...*)
 - For your family, what brings in money (called income)? (*Being paid for a job or work, Corporation and Tribal dividends, Permanent Fund Dividend, gifts from family members, public assistance.*)
 - In a business, what brings in money (income)? (Your sales of goods or services)
6. **Types of expenses:** One way to think about expenses, is to know which ones are fixed (the same every month), varies (different every month) and other. Have them think about examples of those. *Fixed: Phone bill, vehicle payment. Varies: Stove oil, credit cards, groceries. Other: Savings and emergency fund. You can put your fixed costs into your budget, and then take a guess on your variable costs, and make a plan for your savings.*
 - **Discuss the learning story,** and make sure they get the general idea that over time, Iñupiaq people have been really good at managing their resources and survive in a challenging place. The ancestors estimated their needs based on the previous years, they compared the available harvest to their needs, they adjusted what they used based on what they had available, and they set aside some for future needs. Reflect on the students' experiences with this idea. *What kinds of foods do their families rely on and harvest from the land? How do they know how much they need to gather?*

- **Activity for those who are new to budgeting:** *How to Make a Budget* handout: Use this story to work through and practice the ideas of budgeting. There is no exact right answer about spending decisions, but students should understand that some expenses are *wants*, and some are *needs*. The idea of saving to reach a larger spending goal is introduced here. Talk through the handout and look at the choices. Let the students discuss different scenarios.

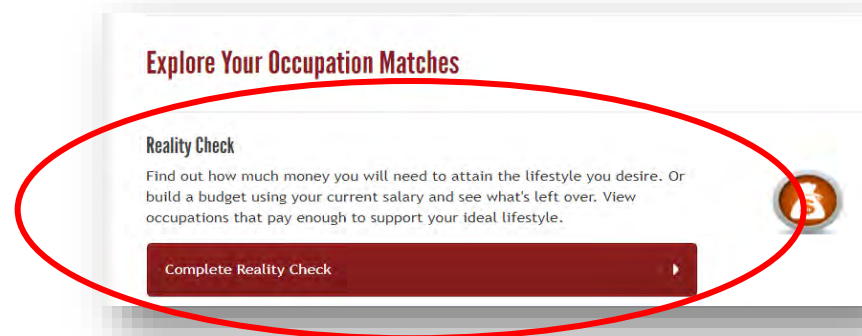
Example discussion: Joe needs to pay his phone bill or his phone will turn off. Usually debts are good to pay too (or at least pay a little toward them, if you can't pay them all at once).

Ordering out, the video game, and the shoes are wants. He decides to put \$10 into his bank account to save up to buy the shoes, and chooses to eat at home instead of ordering out. With those choices, he is able to pay his phone bill and his brother, get the video game, and still have \$15 dollars in his pocket. He has to wait on the shoes, but knows if he puts a little away each time he makes money, he will save enough to get the shoes eventually.

- **Activity for those who want a budgeting challenge:** How much do things cost? This Alaska community specific tool helps people estimate what they need to make, and lets them see how different choices would change their bottom line. *Reality Check* allows students to put in their choices for a specific community, and then how much income certain jobs would pay.
 - You can either log in through your school's information, or use the link under "Job Seekers" to use your town name and zip code: <https://acpe.alaska.gov/PLANNING/AKCIS>



- Under "Explore Your Occupation Matches," you will see the "Reality Check" activity.



Learning story

- A family with two parents and two children is thinking about the summer. In the summer, they collect and harvest many good foods from the land that they preserve and use the rest of the year. Summer is always busy, and they have to make sure they use their time well to get what they need before the change of season when those foods aren't available anymore. For their family, and the Elders they want to share food with, they will need: one moose, one seal, three caribou, 5 salmon, 12 gallons of blueberries, and 5 gallons of cranberries. This food will fill their freezer and provide meals throughout the winter. They will work hard to get the amount they need, and then use it a little at a time over the winter so it lasts until the next time they can harvest that food from the land.
 - What happens if they only get one caribou, and no moose? *(They will either have to get more caribou or fish so they have enough meat for the family, or they may need to ask others in the community to share with them.)*
 - What happens if they can't get any blueberries? *(They can substitute with another kind of berry, or go without)*
 - What happens if they eat all the blueberries in December? *(They won't have any for the rest of the winter and spring.)*
 - What happens if relatives from up north send them muktuk (Beluga whale)? *(The family will have extra that can make all the meat in the freezer last longer.)*

Evaluation

At the end of the lesson, ask the students these questions:

- What does it mean to make a budget, or spending plan?
- How did the ancestors use these skills?
- How can a budget be used to make spending decisions?

Additional Resources

- **Consumer.gov**: This site uses plain language to teach basic money skills. This short video explains managing a budget (1:13 min): <https://www.consumer.gov/articles/1002-making-budget>
- **Practicalmoneyskills.com** has different levels of financial literacy lessons that can supplement this lesson. http://practicalmoneyskills.com/teach/lesson_plans/grades_7_8
- **Oweesta** is an organization dedicated to helping First Nation peoples attain financial independence. Their curriculum for teens is excellent and is available online for free. <https://www.oweesta.org/native-cdfi-resources/building-native-communities-toolkit/financial-empowering-for-teens-young-adults/>
- **America Saves** is an organization that is focused on getting Americans to save money and build financial security. There are many good tips for saving and budgeting. <https://americasaves.org/for-savers/make-a-plan-how-to-save-money/finding-money-to-save>

How to Make a Budget

It is a skill to learn how to manage money and other resources. You can get better at it with practice.



Help Joe decide how to spend his money.

Joe did some work helping his uncle by shoveling the snow off his steps and yard and was able to earn \$40. His grandmother also gave him \$20. Joe had some bills to pay, and he owed his brother \$10. He wanted a new video game his friends were playing. He needed to pay for his phone. His dream was to get a new pair of basketball shoes. With only \$60, what can he do? His expenses are more than the money he has. Where should Joe spend his money?

Income	Amount	Expenses	Amount
Money from his job	\$40	Debt (owes) to brother	\$10
Money from his grandma	\$20	Cell phone bill	\$10
		Video game	\$15
		Ordering out	\$20
		Basketball shoes	\$100
		Savings account	\$10
Total income	\$60	Total spending	\$165

1) Which of the expenses are wants, and which are needs?

2) What could Joe do in his spending plan, to get the shoes he wants?

What do things cost?

Think about some of the things you would want to buy. Write them down and then guess how much that item costs. Next, find out how much it actually costs, and write that down.

Item	My guess	Actual Cost
<i>Cell phone</i>		
<i>Pop</i>		
<i>Chips</i>		
<i>Candy</i>		
<i>Gas (for a gallon)</i>		
<i>Internet (for a month)</i>		
<i>Clothes</i>		

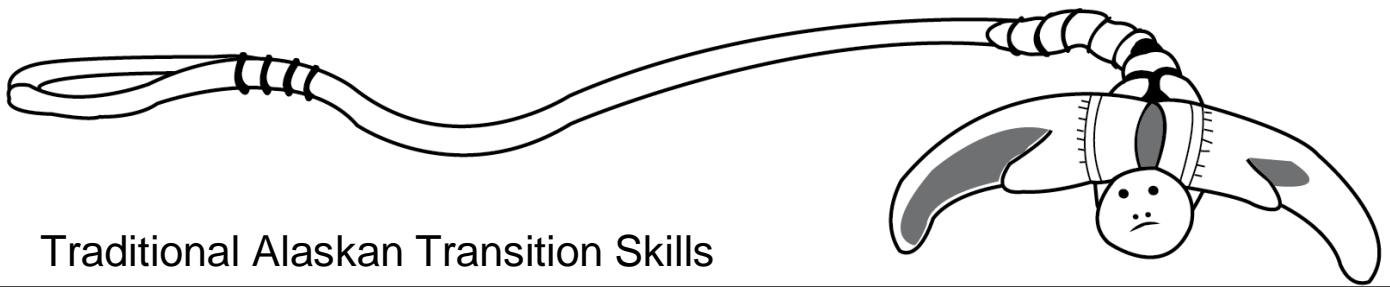
How long do you have to work to pay for the items you want?

Think about how much you make in one hour of working, and compare it to how much things cost to buy, and how long you will use or enjoy the thing you bought.

Examples:

- If you make \$10 an hour, and want to order out after work, and it is \$20, how long did you have to work to pay for it? How long did you work, compared with how long it took to eat?
- You spend \$40 on a new shirt online. How many hours of work did that take to earn \$40? How long will you enjoy and wear the shirt?

Thinking about this can help you make spending decisions you feel good about.



Traditional Alaskan Transition Skills

The Basics of Banking

Overview

In this lesson, students will learn about the basics of banking, types of accounts, how to keep track of your balance using mobile/online banking, and learn tips for setting money aside in a savings account.

Alaska Cultural Standards

- CA1, CA2, CA4, CA6, CB1, CB3, CE1, CE2, CE3

Iñupiaq Values

- Respect for Elders, Domestic skills, Family roles, Sharing, Hard work, Responsibility to Tribe, Respect for others

Learning Objectives

The student will be able to:

- Define what savings and checking accounts are.
- List the benefits of having a bank account.
- Describe 5 tips for putting money into a savings account.
- Explain the benefits of having money in savings.
- Practice managing an account using mobile banking.

Materials

- Handout: *Keeping Track of Your Bank Account*

Vocabulary

Autopay	A monthly bill that is set up to automatically come out of your checking account. Examples: Cell phone, utilities
Balance	The total amount of money you have in an account.
Bank	A place where a person can keep money, use services to pay bills, and apply for loans.
Bank Fees	The bank can charge you to use an ATM that isn't at the bank, or if you spend more than is in your account, or if your balance (the amount of money in your account) is below a set minimum, or a monthly fee for a business account. Even if these are small amounts of money, they can add up.

Bounced Check	If you write a check where there isn't enough in your account to cover it, it is called a "bounced check" and you will be charged fees by the bank, and the person or business you wrote the check to, in addition to having to cover the original check.
Check	Before ATM and Debit cards were used, people used to write paper checks to spend money from their bank account. Even though most people now use debit cards and online banking, that kind of account is still called a "checking" account.
Checking Account	An account where you can use a debit card to access money you have put in to pay bills.
Debit Card	Looks like a credit card, but is tied to your bank account and only allows you to spend what you have in your account. If you try to buy something that costs more than the money you have, it will be denied.
Debt	Money you owe other people or banks.
Deposit	Money that is put into the bank account.
Direct Deposit	Paychecks, dividends, public assistance, and more can be set up to deposit directly into your checking account, instead of needing to wait for the check and then depositing it yourself.
Expense/Cost	Something you have to spend money on.
Income	Money that you make, usually through work or a job.
Overdraft	When you take out more than you have in your account. This usually causes fees and charges.
Purchase	Money used/spent to buy something.
Savings	Money or other resources that are set aside for later use.
Savings Account	An account which is meant to hold money for longer periods of time. Most savings accounts limit how many times you can withdraw money in a month, but they are low cost, or pay a small amount.
Taxes	Money collected by the government to help pay for community services and organizations. Alaska doesn't have an income tax, but Alaskans still have to pay Federal taxes on income. When you work for someone, they take the taxes out for you before you get your check. If you work for yourself, you have to take the taxes out yourself.
Transaction	A business exchange or interaction between people.
Withdrawal	When money is taken out of the bank.

Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to start to learn about the benefits of having a bank account, and how to use one. To learn about this, we will share ideas, listen to a learning story, and practice managing an account to see how it works. By the end of this lesson, you will be able to: define what savings and checking accounts are; list the benefits of having a bank account; describe 5 tips for putting money into a savings account; explain the benefits of having money in savings; and practice managing an account in an activity.”
- **Begin by finding out what students already know by asking the following questions:**
 - What is a bank account? Why would someone want to have one? Do you have family members or friends that have a bank account?
 - What is a savings account? Why would someone want to have a savings account? (It helps you reach your goals for larger items you want to buy, it provides money for an emergency fund for when unexpected expenses come up.”
 - Why would someone with their own business want to have a bank account? It is easier to see income and expenses, it is easier to pay bills, a business might want to take out a loan.)
- **Banking**
 - **A bank is like a food cache for money:** During the summer, people gather foods from the land and fill their cache (or freezer, or ice cellar) which keeps the food for when they need it, and helps keep it safe from animals. As the people need the food, they can go to their cache and pull out what they need. They can only take out what was put in.
 - When you have income, you put it into the bank. When you have expenses, you can take the money out to pay those. Just like a food cache, you can’t take out more than you put in. A bank account makes it easy to see how much you have, and where your money is going. You can check your account online or on your phone to see how much came in, how much went out, and what your balance is.
 - **The benefits of a savings account: It is easy to spend all the money you get.** What if before you spent it, you took a small amount and set it aside? If you put \$10 a month away without spending it, how much would you have after a year? You can use this method if saving up for something that costs more than the money you have now. You can also have it in case there is an unexpected problem or bill. Unexpected life costs can be stressful, but if you have some savings, dealing with an unexpected cost is an inconvenience, not a crisis.

- **Tips for saving:**
 1. **Make a savings plan.** You are more likely to save, if you have a plan for doing it. You can plan to set aside a certain amount of your paycheck every month, or do an extra job and set that money in savings. Plan for how you will put some money in savings each week or month.
 2. **Start small.** Even \$5 a week or \$10 a month can get your savings account started. Work toward a goal like \$500 and see how much you can set aside.
 3. If you get a dividend or a bigger amount of money as a gift, take some of it right away and put it in your savings.
 4. **Pay yourself first.** Don't wait to put money in savings *if* it is left over. It usually won't be! Set aside your planned amount first, then pay your bills, then if there is left over, you can treat yourself.
 5. **Skip a treat and put that into savings.** If you like to get a smoothie or a coffee or a soda, at least once a week skip it, and put that money aside and into your savings. It adds up!
- **Protect your accounts:** Don't share your bank account number, bank website password, or your PIN for your ATM card with anyone. That kind of information can be used to take money out of your account. Don't access your bank account over wifi in a public place, it isn't as secure, and someone could get your information and get access to your account.
- **Direct Deposit:** Direct deposit is a way to have employers or others who will be paying you money set up to deposit it directly into your bank account, instead of having to wait for a check. The Alaska Permanent Dividend, paychecks, and tax returns (when the government pays you back if you paid more taxes than were owed).
- **Automatic Bill Pay (Also called autopay):** For many standard bills (like phone or other utilities) you can set up your bank account to automatically process bills due. This helps you make your payments on time, but you really have to keep track of what is going out when, so you don't overdraft.
- **Activity:** There is a lot of potentially new vocabulary in this lesson. Take some time to explore these new words, and make a game out of it. Knowing these words will help the learning story and handout make more sense.
- **Activity:** Role play going to the bank and making a deposit or a withdrawal.
- **Discuss the learning story.** Let the students think about how to help Joe reach his savings goals.
- **Activity: Keeping Track of Your Bank Account** handout: Use the handout to talk through Joe's mobile banking account information, and answer discussion questions.
 - Example discussion: Discuss the common parts of an online view of account information
 - How to know the current balance, and what has been included/processed (or not)
 - Discuss the kinds of things you can do with your account, and the benefits of managing the account (transfer money to savings, see in real time what your balance is, see where your money is going, make spending decisions based on good information...)

- *In the handout, in the final question on the back page: If Joe spends \$25 to order out and \$100 for the shoes, does he have enough to pay his taxes, cell phone bill, and save \$150 toward his snow go? The answer is YES, he can do all those things and still get the shoes...the message shouldn't always be that you have to save and give up on things you want. The point here is to evaluate and make good decisions.*

Learning story

- Joe has gotten a winter job of shoveling ice and snow from people's driveways. He has set up with 10 families who want to hire him to do the work, and he will make about \$300 each week. He is saving up for a snow go (snow machine). A new snow go costs \$10,000, but a used snow go in good condition is \$5,000. He also learned that since he has his own business, he will have to pay taxes. He decides he needs to set aside some money for taxes too. He will need to set aside 20% of what he earns in his business for taxes.

He opens up two bank accounts:

- **Savings account**—where he can put some of the money every week so it can add up for his bigger goal (a snow go). He will also transfer the money he needs to set aside for taxes to his savings so he doesn't spend it on other things.
- **Checking account**—so he can use a debit card to withdraw money when he needs to use some money and pay his bills. Joe is paid in cash by most of the families, when he finishes the work. What are some ways Joe can reach his savings goal?
- What if every time Joe is paid cash, he goes and orders out, and buys something he wants with the cash? (*He won't have money to put toward his bigger goal.*)
- If Joe takes \$40 a week and puts it in his savings, with the hopes of buying a used snow go, how long would it take him to save up the money? What if he could set aside \$150 each week? (*At \$40/week, it will take 125 weeks, or a little over 2 years. If he can save half of his work earnings, it would take him about 8 months to reach his goal.*)
- How much per week should he set aside for taxes, if he thinks taxes will be 20% of his earnings? (*To figure this, multiply .2 x 300=\$60.*)
- With the money set aside for taxes, and \$150 for his snow go, how much does that leave Joe to pay his other bills and entertainment? (*\$300-\$210=\$90/week*). *If that wasn't enough for him, he could adjust the amount he is setting aside for the snow go. He has to decide how fast he wants to get his snow go, and balance that with the other things he wants to spend money on.*

Evaluation

At the end of the lesson, ask the students these questions:

- What is the difference between savings and checking accounts?
- What are the benefits of having a bank account?
- Can you describe 5 tips for putting money into a savings account?
- Can you explain the benefits of having money in savings?
- What does it mean to keep track of your balance in a checking account?

Additional Resources

- **Opening a Bank Account:** This plain language site has good information to support this lesson: <https://www.consumer.gov/articles/1003-opening-bank-account>
- **This site uses plain language to teach basic money skills.** This short video explains managing a budget (1:13 min): <https://www.consumer.gov/articles/1002-making-budget>
- **Practicalmoneyskills.com** has different levels of financial literacy lessons that can supplement this lesson. http://practicalmoneyskills.com/teach/lesson_plans/grades_7_8
- **Oweesta** is an organization dedicated to helping First Nation peoples attain financial independence. Their curriculum for teens is excellent and is available online for free. <https://www.oweesta.org/native-cdfi-resources/building-native-communities-toolkit/financial-empowering-for-teens-young-adults/>
- **America Saves** is an organization that is focused on getting Americans to save money and build financial security. There are many good tips for saving and budgeting. <https://americasaves.org/for-savers/make-a-plan-how-to-save-money/finding-money-to-save>
- **Young Entrepreneurs course:** <https://www.sba.gov/course/young-entrepreneurs/>

Keeping Track of Your Bank Account

Mobile or online banking is a great way to keep track of your money and make spending decisions. Get the app for your bank to see where you are spending your money. Your screen will look different than this example, but it will show these things:

Deposit: Money coming in.

Withdrawal: Money going out.

Transfer: Move money from one account to another one.

Account Balance: This is the amount of money in your account.

Posted Transactions: Money that has been deposited (put in) or withdrawn (taken out or spent).

Pending Transactions: Shows money that is on its way in or out, but that hasn't been completed.

Account Number	Transactions, \$
Checking Account	Saldo, \$
Acc. No. 123456789	5 304.02
Bank Number 123456	
Account Details	
Account Number	Transactions, \$
06.05.2015	Direct Deposit 1230,00
04.05.2015	Debit Withdrawal -120,00
	Debit Withdrawal -210,00
	Debit Withdrawal 3260,00
04.2015	Direct Deposit
All Transactions	15 221.62
Saving Account	7
Savings Book	
Total Saldo	27 941.62

Transfer Money
Standing Order
Savings Plan

Messages
Settings
Log Out

On your Smartphone or computer, you can:

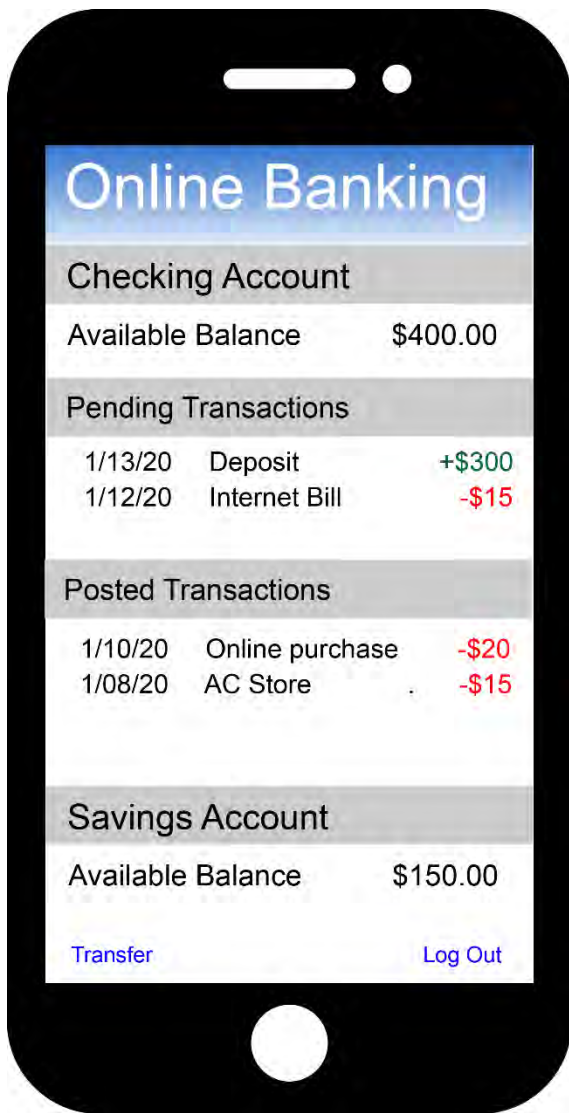
- Look at your account balance when making a spending decision
- Transfer money between accounts
- See bills paid by autopay and direct deposits
- Track income and spending to reach your bigger goals

Traditional Alaskan Transition Skills curriculum, Keeping Track of Your Bank Account Student Handout, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.

Joe made a deposit of his weekly snow shoveling income of \$300. He was thinking about buying some new basketball shoes that cost \$100 online. He also wanted to order out for dinner (which would cost \$25). He had a savings goal for his snow go (\$150), and he had to set aside 20% of his income for taxes. Help Joe look at his account information and make some spending choices.

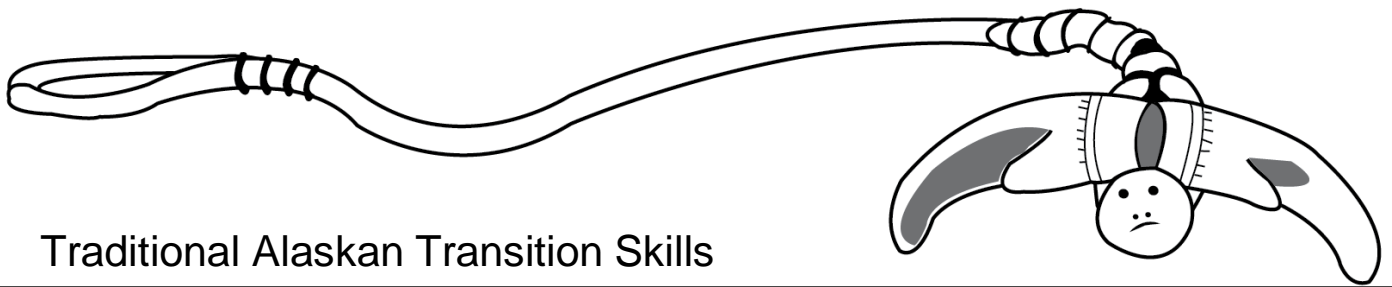
Note: The available balance shows the amount you have after posted and pending money has been added (deposited) and subtracted (spent).

Take a look at Joe’s account information, and answer the questions below:



What is Joe’s available balance in his checking account?	
Where did he spend \$15 on 1/08/20?	
How much did he spend online on 1/10/20?	
How much does he have in his savings account?	
He could see that some of his bills had been paid, but he knew that his cell phone bill would be paid (auto pay) on January 15. The bill will be \$10.	
What will his account balance be once that bill is paid?	
If he needs to set aside 20% of his income to pay taxes, how much should he transfer to his savings? (Hint: Multiply 300 x .20)	

If Joe spends \$25 to order out and \$100 for the shoes, does he have enough to pay his taxes, cell phone bill, and save \$150 toward his snow go? Help Joe make spending choices that will support reaching his goals.



Traditional Alaskan Transition Skills

The Basics of Credit and Debt

Overview

In this lesson, students will learn about credit, debt, and loans. They will apply their learning in a learning story.

Alaska Cultural Standards

- CA1, CA2, CA4, CA6, CB1, CB3, CE1, CE2, CE3

Iñupiaq Values

- Respect for Elders, Responsibility to Tribe, Domestic skills, Family roles, Sharing, Cooperation, Respect for Others, Hard work

Learning Objectives

The student will be able to:

- Define credit and how it can be a good thing to build a good credit record.
- Define debt and describe ways to avoid debt.
- Define loans and interest, and describe ways to recognize better loans.

Materials

- Handout: *Build Good Credit and Have More Choices*

Vocabulary

Credit	When you borrow money to buy something.
Credit Card	One way to use credit, and to buy things using borrowed money.
Debt	Money you owe other people or banks.
Impulse Spending	Buying something you hadn't planned for in your budget. Usually it is something you <i>want</i> , rather than something you <i>need</i> .
Interest	A fee you have to pay to borrow money. It is usually a percentage of the amount that was loaned. The amount increases the longer it takes to pay back the loan.
Loan	When you borrow money, usually for a larger purchase like a car or home.
Terms of a Loan	The rules for paying back a loan. These vary depending on who is giving the loan, and what kind of loan it is.

Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to learn about credit and debt. In life, there are good reasons to build a credit record and reasons to borrow money (called a loan). These things can also be a negative thing if you borrow more than you can pay back. To learn about this, we will share ideas, and listen to a learning story. By the end of this lesson, you will be able to define what credit and what it means to build a credit record, define debt and how to avoid bad debt, and explain loans and interest and how the right loan may help you achieve your goals.”
- **Begin by finding out what students already know by asking the following questions:**
 - What happens if you borrow something from a family member, and then you break it and don’t try to fix or replace what was broken? Will they want to give you other items in the future? *(Discuss how returning things that have been borrowed builds trust. Even if something is broken, if you work to make it right, this can also build trust.)*
 - Our ancestors were very good at managing the resources the land provided. They did not take more than they needed, so there would be enough for future years and for their children. How does this value relate to how we manage our spending? *(It is important to not spend more than you have. It can mean there is not enough for the future. This is an important place to tie Iñupiaq values to the lesson.)*
 - What does “credit” mean? There are advantages and disadvantages to credit. What are some of those? *(If no one knows, you can start the lesson. If students have a basic idea, try to build on what they know, or any examples they may have. If they have family members who have experienced the advantages and disadvantages, work to frame those as learning opportunities to make different choices.)*
- **Credit**—Share the following information about credit, and discuss the advantages and disadvantages of credit.

Credit is like trust. History has forced indigenous people from a subsistence economy (where we got what we needed from the land) to a market economy. This means using money to buy some of the things we need to live. In our communities, we show we are trustworthy by being respectful of elders, and through sharing, cooperation, and hard work. If we borrow something, we return it.

Credit is borrowing money with the intent to pay it back. In the market economy, you build trust with those who loan money by showing that if someone loans you money, they can count on you to pay it back. The more times that you borrow money and pay it back, this builds a history of how you are when someone loans you money. This history is tracked by banks and others, and gives you a score. This is called your credit score. It is like a report card on how likely you are to pay back money loaned to you.

- **Advantages of credit.** If you borrow something from your Auntie, and take good care of it and bring it back when you are done, your Auntie will be happy to loan you something else in the future. If you borrow something, and it gets broken, and you don't say anything about it, what happens the next time you want to borrow something from your Auntie? For a bank, if you have borrowed money and not paid it back in the past, they will not want to give you a loan when you need it. If you have always paid back loans on time, it gives you many more choices for the future.
 - **Credit can help you afford something now that you need:** Items that cost a lot of money like a car or a home can be purchased now and then paid back a little at a time over time.
 - **Shows you are trustworthy:** If you borrow small amounts of money and always pay it back, it shows you can be trusted with a loan, and gives you better options. For someone with their own business, this can help give you access to more resources when you need them.
 - **It may be required:** In order to rent a car, or a house, or get utilities for your home, the company or landlord may do a credit check. If you have good credit, you will be able to rent or get utilities. If you have a low score, or no score, they may refuse to rent to you, or require you to pay more or put down a larger deposit.
 - **Can make it easier to get a job if your credit is good: Some employers check credit history before hiring.**
 - **Lower interest and insurance rates: If your credit is good, you can get lower insurance rates (home and car) and get access to lower interest loans.**
- **Disadvantages of credit:**
 - **Missing payments hurts your credit score:** If don't make a payment when it is due, this will lower your credit score and there will usually be a fee added to what you owe. If this happens many times, it will be hard for you to take out future loans.
 - **Low credit scores can limit your choices:** If you have a lower credit score, or don't have a credit score, it can make it hard to get a loan, or only give you access to high interest (expensive) loans. You may have to pay more upfront (called a down payment), or be refused access to the service, housing, or loan you want. You might not be picked for a job if your score is lower than someone else who applied.
 - **A credit card can make it easy to over-spend.** Buying things you want that you didn't plan to buy is called "impulse shopping." If you have a credit card, it feels easy to buy things on impulse, but if you don't have the money to pay it back, it can start to affect your credit. Also, when you buy things on credit, you have to pay the extra fees to borrow that money (interest), which makes the item cost more than if you paid for it with money.

- **Debt (from [Consumer.gov](https://www.consumer.gov))** Share the following information about debt.
 - When you borrow money, it can give you access to something you need, but it can also be a burden if it is hard to pay it back. When you owe money to someone, you are in debt. Owing money is not always bad. Examples of debt: Loans and credit cards that carry a balance due.
 - When is debt bad?
Debt is bad when you owe money you cannot pay back. Debt collectors might call you. You might have legal problems if you cannot pay back the money.
 - Does debt hurt my credit history? Sometimes, debt can hurt your credit history. For example:
 - owing a lot of money on credit cards
 - paying bills late
 - not paying the minimum amount due
 - skipping payments
- **Loans:** If you have a business, you may need to borrow money to get the business started, or to buy supplies. As long as you know you can pay the money back, this can be a good thing to build your business. Before you get a loan, it is important to understand the terms of the loan, or the rules for how it will need to be paid back. Ask questions like:
 - *How long will you have to pay it back?*
 - *How much interest or fees will it cost to borrow the money?*
 - *Shop around before you select your loan. Sometimes different banks will have better options, so compare before you sign.*
 - *Find out if there is a grant or tribal program that can help instead of taking out a loan from a bank. For example: There are grants to start a business offered through NANA that would be better than taking out a loan from a bank.*
- **Discuss the handout:** This describes tips for building good credit. After reviewing the handout, use the learning story to test student understanding of the lesson.
- **Discuss the learning story,** make sure students understand how a credit score can help you, and how you can build good credit. Reflect on how low credit or no credit can limit choices.

Learning story

Josh had seen his parents have a hard time managing their money. When they got money from a paycheck or a dividend, there were often more bills than they could pay. They had used their credit card to get through times they didn't have enough money, and then missed payments to pay it back. When the family's car broke down, it was hard to get a loan to get a new one, and they had to pay for a high interest loan for a car so his dad could get to his work.

When Josh turned 18, he used a free service to check his credit score. He was shocked that he didn't have one! He had paid for his own cell phone and had a savings account, but these were not things that gave him a credit score. What are some ways Josh can build his credit score so he

has more choices in his life? (*A secured credit card**, *a non-traditional credit history***, *paying his bills on time.*)

*A secured credit card is a card where you make a deposit for the amount of the card, and then you can use it to make charges. Example: You could make a \$300 deposit on your secured credit card, and then use it to buy things up to the \$300 limit. Then you can put more money in. Basically, it is like a Visa gift card that you can recharge, but it helps to show you are responsible at staying within your limits.

**Non-traditional credit history: If a student can show records of paying bills on time, such as a cell phone bill or other standing bill, that can be used to demonstrate credit to a local bank or lender.

Evaluation

At the end of the lesson, ask the students these questions:

- What is credit and how it can be a good thing to build a good credit record?
- What is debt? What are some ways to avoid debt?
- What is a loan? What is interest? When might you want to take out a loan? What kinds of terms would you compare to pick the loan that was best for you?

Additional Resources

- **Consumer.gov**: This site uses plain language to teach basic money skills. The section on credit and loans: <https://www.consumer.gov/articles/1010-using-credit>
- **Oweesta** is an organization dedicated to helping First Nation peoples attain financial independence. Their curriculum for teens is excellent and is available online for free. The section on credit reports, how to read them, and request a free copy is good for students over 18. Check out pages 113–122. <https://www.oweesta.org/native-cdfi-resources/building-native-communities-toolkit/financial-empowering-for-teens-young-adults/>
- **America Saves** is an organization that is focused on getting Americans to save money and build financial security. There are many good tips for saving and budgeting and getting out of debt. <https://americasaves.org/for-savers/make-a-plan-how-to-save-money/finding-money-to-save>

Tips for Good Credit to Give You Options

In life, good credit can give you options, and low credit can limit your options. By following these tips, you can create a healthy credit history and keep your financial (money) choices open.

1) Pay your bills on time.

Paying bills that are reported to credit bureaus on time helps build a good credit history. Many kinds of bills do not help you build a credit history (utilities, rent, phone, medical) but they can hurt you through late fees, loss of services, or getting sent to collections.

Bills that do create a credit history are things like credit cards, student loans, car loans, and house loans. A credit card used or a secured credit card used for usual bills that is paid every month on time can be a great way to build credit.

What can you do to make sure you pay your bills on time?

2) Contact the business office immediately if you expect to have a problem paying a bill on time.

Sometimes there are very good reasons you may not be able to pay a bill on time. Usually, if you call before you are late, you can set up a plan to pay the bill, get an adjusted rate, or other options. Working with the organization can help you avoid additional fees and having your overdue bills turned over to a collection agency.

What can you do if you can't pay a bill on time?

3) Don't borrow more than you can comfortably pay back.

Look carefully at your monthly spending plan before taking out a loan or spending on a credit card. Make sure you will be able to afford making payments to pay it back. If you overspend and are unable to pay it back on time, this will hurt your credit score and limit your options.

What can you do to make sure you are only borrowing what you can comfortably pay back?

4) Read and understand the terms of loans and financial agreements before you sign anything.

It is important to know what the rules and fees are before agreeing to a loan or financial commitment. Avoid committing to payments you can't afford.

What action can you take to be sure you understand before signing a financial agreement?

5) Be cautious about co-signing on a loan for another person.

Co-signing on a loan makes you responsible if the other person isn't able to pay it back. This can hurt your credit if you aren't able to pay it back. Also, the debt is considered yours and can limit your options until it is paid off.

What are some things you need to do before agreeing to co-sign on a loan for someone else?

6) Build positive credit by taking out a credit-builder loan or secure credit card.

These are loans and credit cards usually offered by credit unions and non-profit financial organizations. They are designed to help people build a positive credit history to give them more options. The credit-builder loans are usually small loans with six to twelve-month terms. The money isn't given all at once, and is given out as people make their payments. This gets reported to the credit bureaus to build a positive history.

What action can you take to start to build a positive credit score?

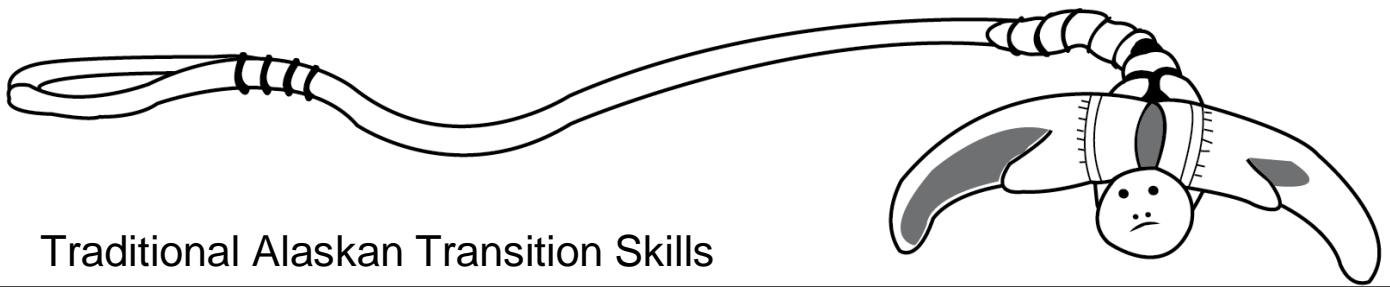
7) Avoid too many checks on your credit score in a short period of time.

If you are shopping for a car, businesses may check your credit without you knowing it. If you have too many credit checks in a short period, it can drop your score. Be careful who you give permission to check your credit.

What actions can you take to be sure your credit isn't getting checked many times in a short period of time?

Source: *Building Native Communities: Financial Empowerment for Teens and Young Adults* by the First Nations Development Institute and First Nations Oweesta Corporation (2019) Accessed at https://www.oweesta.org/wp-content/uploads/2020/03/BNC-Youth-Curriculum_v3-FINAL-JAN-2020.pdf 7-10-20

*Traditional Alaska Transition Skills, Tips For Good Credit to Give You Options Student Handout, 2020
Van Den Berg / Gage UAA Center for Human Development*



Traditional Alaskan Transition Skills

Developing a Product

Overview

In this lesson, students will explore how to develop a needed product or service that can be sold at a profit. The ideas of products (both goods and services), markets, expenses vs. sale prices will be discussed and applied in a learning story.

Alaska Cultural Standards

- CA1, CA2, CA4, CA6, CB1, CB3, CC3, CD2, CE1, CE2, CE3

Iñupiaq Values

- Respect for Elders, Responsibility to Tribe, Domestic skills, Family roles, Sharing, Cooperation, Respect for Others, Hard work

Learning Objectives

The student will be able to:

- Define a product and list examples of products a business could sell (goods and services).
- Demonstrate the process of calculating the cost of a product.
- Explore potential markets for a product.

Materials

- Handout: *Exploring Business Ideas*

Vocabulary

Consignment Fee	A fee you pay to sell in a gallery or shop. Usually a percentage of the sale price. It is common for galleries to keep 40–50% of the sale price. When figuring out the price of a handmade good, this has to be figured in to see if it can sell for enough to cover materials, time, and the consignment fee.
Cost/Expense	Usually this refers to money that is paid for things or materials your business needs. Your time can also be a “cost” to keep track of.
Customer	The person who buys goods or services.
Flat Rate	Sometimes a service will have a price that is the same, even if it takes different amounts of time to do.
Goods	Things that can be sold or transferred from one person to another.

Hourly Rate	Price for services is often charged by the hour.
Loss	When your business expenses are more than the income for your goods or services.
Market	A system where people exchange goods or services for money.
Product	Something that is sold.
Profit	When your income for your goods and services is more than your business expenses.
Purchase Price	The amount of money your customers will pay for your goods or services.
Services	A skill used for the benefit of another person, usually for a fee.

Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to explore business ideas, and how someone decides which thing they can make or do would be a good business that would make enough money. To learn about this, we will share ideas, listen to a learning story, and do some brainstorming. We will look at how to figure out how much something would cost to make, vs. what we could sell it for. By the end of this lesson, you will be able to define a product and list examples of products a business could sell (goods and services), show how to figure out how much it would cost to make something, and think about who would buy it, and what they might pay for it.”
- **Begin by finding out what students already know by asking the following questions:**
 - What is a product? What kinds of things do businesses sell? *(Try to elicit responses and examples of goods and services.)*
 - If you were going to sell lemonade, how would you figure out how much to sell your lemonade for? *(Figure out how much it costs to make the lemonade, and how much people would pay for it.)*
 - How would you figure out how much it cost you to make the lemonade? *(Add up the cost of the supplies (lemon juice, sugar, water); any costs to build your lemonade stand or display; the cost of printing flyers about your lemonade sale.)*
 - How would you figure out what someone would pay for your lemonade? *(Ask advice from potential customers like family members, to find out what price they think is a good price. If no one is buying the lemonade, maybe your price is too high, and can be lowered.)*
 - What does it mean to make a profit? *(If you are able to sell your product for more than it cost you to make it.)*
 - Who would buy your lemonade? These would be your *customers*. *(Friends and family, community members, church members, participants at an event nearby...)*

- **Product**—Share the following information about products, and how goods and services are both products that a business can be based on. A product is something that is sold.
- **Goods.** If you make something that people will buy, this is called goods. What are businesses in our community that sell goods? (*Grocery store, hardware store, clothing store...*)
- **Services.** If a business does something using a skill in exchange for money, it is a service. There are many kinds of services. What are some examples in our community of a service-based business? (*Auto repair, snow-machine repair, health clinic, dentist, accounting, cleaning, snow removal, carpentry...*)
- **Cost of a Product**—Describe how to figure this out, and then use the handout to work through an example of a good-based business, and a service-based business.

Goods (Hand-made)	Example: Lemonade Stand
What do the materials to make the product cost, including packaging?	The price of the ingredients, which depends on how they make it (fresh ingredients or from a mix) plus the cost of the cups. Figure out the cost per cup. (This site walks through this process: https://www.thebalance.com/lemonade-stand-math-2086842)
How long does it take to make it? Your labor is a cost you should consider when pricing your product. Multiply this times an hourly rate that matches your skill level (example \$15/hour).	Labor: 15 minutes for lemonade made fresh, 5 minutes for lemonade from a mix. (Labor would be $\$15/60 = .25$ per minute, times 15 minutes = 3.75 or $\$1.25$ for 5 minutes.) This goes into the per batch price before dividing by how many cups.
Are there any costs for the space where you sell? Do you have to rent a booth or a table? Do you pay a consignment fee?	In this example, the student’s family owns the table, so there is no space fee.
Figure out how much it costs you to make each item.	In this example, you would make a batch, then divide by how many cups it would make. Cost for ingredients plus labor costs divided by the number of cups it makes = cost of each cup.
Once you know the cost of the product, you can set your price to make sure you will get a profit.	If each cup will cost 40 cents to make, anything over that would be a profit. Is 20 cents per cup a good enough profit? 40 cents a cup? What will people be willing to pay?

Services	Example: Snow shoveling
Most services are done by the hour, unless the service has a flat rate.	
<p>Hourly rate: Find out what others charge for the service, and how much experience they have doing the service. Usually someone who has done something a long time gets more for that service than someone new to it.</p>	<p>Charlene shovels walkways for people that live near her. They pay her \$7 an hour for however long it takes her to shovel. She charges a minimum of an hour (\$7). If a job takes an hour and a half, she gets \$10.50.</p>
<p>Flat rate: How long does it take to do the service (on average)? What is a fair hourly rate for your skill level?</p>	<p>Joe gives a flat rate for his snow shoveling. He looks at a driveway, and estimates how long it will take him. For a short driveway, he charges \$5. For a longer driveway, he charges \$15.</p>

- **For artists, finding the right place to sell what they make can make a big difference in how much money they can make.**
 - You can sell your art wholesale to a store for an upfront price, and then the store marks it up to sell it. The benefit is you get your money right away, but it usually is a small amount compared to what it sells for in the store.
 - You can sell in a gallery or store by consignment, which means the store displays your art, and when it sells, you get a percentage of the sale price, and the store gets a percentage. It is common for the store to keep between 40% and 60% to cover their costs, so that needs to be factored into deciding on a price, and if something is worth the artist's time to make it for their business.
 - You can sell your art online, which is more direct to your buyers. Facebook is a popular choice to create a business page to sell from. Sites like Etsy make it easy to create an online store, and they take a small percentage of sales in exchange. The benefit is you get to keep more of the sales price. The challenge is marketing your store and getting potential customers to connect to it.
 - You can sell direct to your customers through people you know and to people who hear about you from satisfied customers. The benefit is you get to keep the full amount of the sales price

- **Market research:** Before you set your price, you need to know more about who will buy it, and what they might be willing to pay. Answer these questions:
 - Others offering the same service or goods: Who else is offering this service or these goods? What do they charge? What makes me different than them? (When you can offer something unique, it can make a customer choose your business over a similar one. Joe might include free gravel on the walkway near the house in the jobs he does. If Charlene doesn't include that, it might give Joe an advantage.)
 - Customers: Who is going to buy this good or service? What do I know about them? (If you know what people are willing to pay, and you know some of your customers, that can help you choose a price that will sell.)
- **What could my product be?** Using the handout, guide a brainstorm for skills and interests that students can do. Which of those skills or interests could provide a needed product or service that others could pay for?
- **How much would my product or service need to cost to make a profit?** If you figure out a fair price for your product or service, but it will cost you more than people would be willing to pay, then think about ways to get your costs down. If your product is something people would buy, but the costs outweigh the profit, consider these options:
 - Sell at a different place where you could keep more of the sales price.
 - Find ways to make your art a little faster without losing quality.
 - Find your materials for a cheaper price or source.
 - Find customers who may be willing to pay more. If you raise the price, you may sell less of them. Keeping the price where people will buy it is good for business.

If you can't make a profit or get paid a fair price for your time even when you reduce the costs, then keep looking for other ideas.

- **Once you find a potential business idea, think about your market and your customers.** Who would buy your product? Who needs what you could make or do? What do others that offer that product or service charge? What is unique about your product or service that could attract customers to you? Are there other ways to sell your product or goods? Could you reach a bigger market if you had a website and advertised outside of your community?

Learning story

- Esther enjoyed sewing atikluks and beading her headband for her dance group performances. She always got many compliments on her Regalia. She had made her sisters headbands and atikluks, and others in the community were asking if she took orders to make them for others. She thought maybe it would be a good way to do something she enjoyed and make some extra money.

Esther started to figure out what she would need to charge in order to make a profit for her time and supplies. She looked at the materials and time it took to make headbands and atikluks.

- **For atikluks**, she already had a sewing machine and other sewing tools she needed, so there wouldn't be costs there. She would need to buy fabric and trim and thread for each atikluk order. The materials would cost \$35, depending on what fabric and trim she chose to make one atikluk. She knew she could sew one in about 4 hours. If she gave herself \$15 an hour for her time, that would mean the cost to make the atikluk would be \$60 for labor + \$35 for materials=\$95. She thought she could sell it for at least \$100, so she would be able to make a small profit and pay for her time.
- **For the beaded headbands**, she had needles and thread and some beads, but she would need to buy more beads, leather, fur, and thread. It took a long time to bead the designs onto the leather, and she was still learning so she wasn't as quick as her auntie who she learned from. She thought she might be able to get the moose hide from her uncle who knows how to tan and smoke the moose hide. She could help pay his gas and then he could give her a good price for the leather, but that would still have a cost. The beads were not too expensive, but the time was a challenge. One design could take her 35–40 hours. At \$15/hour, that would make the headband very expensive to make, as that would mean around \$600, just in labor. She didn't know very many customers who would pay much more than \$150 for a headband, so she would have to sell them at a loss.
- *Discuss: Which of these would make a better business for Esther, and why?*
- Esther decided she would take orders for atikluks, but she would save the beading for gifts for family and friends when she wanted to make something special for them.
- **Guest Speaker:** Invite an artist who sells locally to share how they decide what to sell and how they pick the right price. Invite someone from the local art store (in Kotzebue it would be the Sulianich Art Center) to share how artists sell there, what the consignment rates are, and ways the artists increase sales.



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Evaluation

At the end of the lesson, ask the students these questions:

- What is a product? What are examples of products a business could sell (goods and services)?
- How do you figure out how much something would cost to make or do?
- How do you explore who would buy your product, and what they would pay for it?

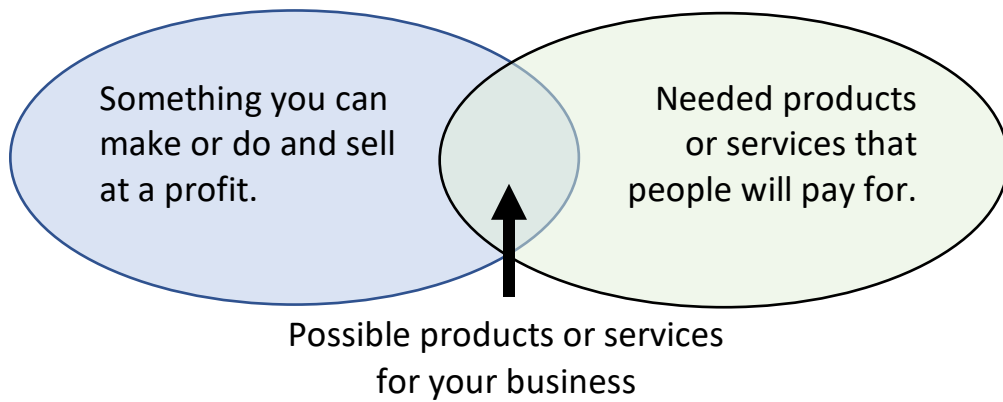
Additional Resources

- ***Alaska Native Artist Resource Workbook*** by the Alaska State Council for the Arts. A very detailed guide for Alaskan Native artists to develop their art as a business. Access it online: https://arts.alaska.gov/Media/ArtsCouncil/pdf/AK_Native_Artist_Resource_Workbook.pdf
- **Teaching Kids Business** has teacher resources to build business skills. <https://www.teachingkidsbusiness.com/>
- **Visit the Sulianich Art Center (Kotzebue):** See many artist's work, and talk to the people that work there about how it works for artists to sell their art there.

Exploring Business Ideas

Steps to exploring business ideas:

1. What can I make or do?
2. From that list, what would people be willing to pay for?
3. Would the price people would pay be more than what it costs to make or do it? (Profit)



What are things I can make or do?



Traditional Alaska Transition Skills, Exploring Business Ideas Handout, 2020 Van Den Berg / Gage UAA Center for Human Development

From that list, what would people pay for or buy?



How to figure out if something will make a profit

Example: Animal carving made from driftwood

If you are making something to sell, use this to figure out if it would make a profit.	
Cost of materials (<i>driftwood is free, sandpaper and varnish low cost, already have the carving tools</i>)	\$2
Cost of your time (figure your time at \$15 an hour, at least) <i>One carved animal takes 3 hours to make.</i>	\$45
Cost of the space (consignment fee, office, or work space) (<i>Gallery will sell them, but takes a 40% consignment fee. At \$45 sales price, the gallery would get \$18, you would get \$27.</i>)	\$18*
Total cost	\$65

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How much would this sell for? (<i>Your best guess</i>) (<i>\$45 is what the customer will pay, but there is a 40% consignment fee.</i> <i>At that price, the gallery would get \$18, you would get \$27.</i>)	\$45
Subtract the cost to make it from the sale price. Does it make a profit? <i>When you add in an hourly wage, and take out the consignment fee,</i> <i>it doesn't make a profit.</i>	\$65-\$27=loss of \$38.

What if you could cut your costs?

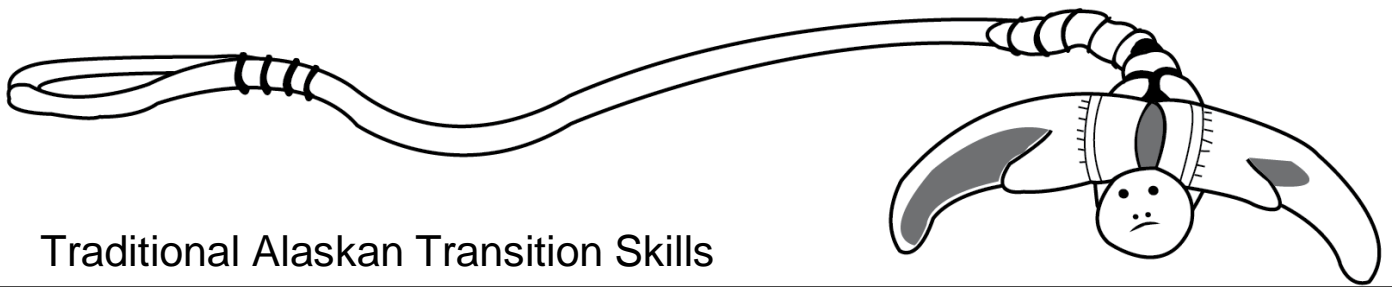
The main cost is the consignment fee (\$18). If you sold it directly on a Facebook page for \$45, and your costs were materials (\$2) and your time (\$45), this might be worth it. If you enjoy doing the work, and it pays for your time, this could be a good way to make some extra money.

Now, figure out your costs, and if you could make a profit:

If you are <i>making something to sell</i>, use this to figure out if it would make a profit.	
Cost of materials	
Cost of your time (<i>figure your time at \$15 an hour, at least</i>)	
Cost of the space (<i>consignment fee, office, or work space</i>) <i>If you do not pay for space or a consignment fee, this might be zero.</i>	
Total cost	
How much would this sell for? (<i>Your best guess</i>)	
Subtract the cost to make it from the sale price. <i>Does it make a profit?</i>	

If you are <i>offering a service</i>, think about the following for a sample job.	
Cost of tools or equipment	
Cost of your time (<i>figure your time at \$15 an hour, at least</i>)	
Cost of the space (<i>office or work space, if needed.</i>)	
Total cost	
How much would people pay for this service? (<i>Your best guess</i>)	
Subtract the costs from the sale price. <i>Does it make a profit?</i>	

If you enjoy the work, but it doesn't make enough of a profit to meet your needs, then you can think about ways to reduce the costs, or ways to charge more for what you make.



Traditional Alaskan Transition Skills

Marketing Basics and Tools

Overview

In this lesson, students will explore how to better reach potential customers for their business and different marketing tools they can use to connect to potential customers.

Alaska Cultural Standards

- CA1, CA2, CA4, CA6, CB1, CB3, CE1, CE2, CE3

Iñupiaq Values

- Respect for Elders, Responsibility to Tribe, Domestic skills, Family roles, Sharing, Cooperation, Respect for Others, Hard work

Learning Objectives

The student will be able to:

- Describe what marketing is.
- Describe the basic process of doing market research.
- Describe how to talk about your product or service to reach a potential customer.
- List five common marketing tools to promote a business or product.

Materials

- Handouts: *Speak to Your Customer* and *What's a logo?*

Vocabulary

Advertisement/Ad	A message that promotes your product or services to potential customers.
Brand	A name, logo, design or feature that makes your product or service unique. This can help a business stand out and be successful if people have a positive feeling about it.
Coupon	Gives the person who has it a discount on a product or service.
Customer	The person who buys goods or services.
Logo	A picture that symbolizes a business to use in marketing. A logo is part of the brand a business has.
Market	A system where people exchange goods or services for money.

Market Research	Research to better understand your potential customers, and other businesses that are similar to yours. Studying other businesses in the same market as yours can help you know what has helped make them successful, or what challenges to expect or avoid.
Marketing	The act of communicating the value of your business so that potential customers will buy your products or services.
Messaging	Choosing ways to talk about your product or service in order to better reach target customers.
Quppaq	The design on the border of maklaks or parkas that historically would show which family a person is from.
Reputation	The beliefs or opinions generally held of someone or something.
Target Market/Customer	People in a group most likely to need or buy your product or services.

Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to explore how to research who most needs your product or service to find your most likely customers. Once you know this, you can decide the best way to reach them, and how to speak about your product or service in a way that will help them choose to buy your product or service. To learn about this, we will share ideas, listen to a learning story, and do an activity. By the end of this lesson, you will be able to describe what marketing is, describe how to do market research, describe how to talk about your product or service to reach a potential customer, and list 5 marketing tools you can use to reach them.”
- **Begin by finding out what students already know by asking the following questions:**
 - What is marketing or advertising? What are some examples of marketing? (*Ads on YouTube, commercials on TV, previews of movies or video games...*)
 - How do you choose what to buy? If you want basketball shoes, do you look for one brand over another? Why? How did you learn about that brand, and why you would want that one? (*Try to get the students to see how they get an idea from other people, from things they have read or seen, and that this is part of the brand and marketing.*)
 - If you had a business, how would you let potential customers know about your products or services? (*You would need to know about who might be interested, and the best ways to reach them.*)
 - What is a logo? What are some examples of a logo? What does a logo tell you about a business? Why would a business have a logo? (*A logo is part of a brand, and part of what makes a brand stand out. Some logos help you know what kind of business it is, or give a feeling for the business.*)

- **Marketing**—Marketing and advertising are ways that businesses connect to potential customers and convince them to buy their product or service. What are some ways businesses communicate to potential customers?
 - **Online ads.** Where do you see ads online? What makes you want to click a link? When an ad gets you to click on a link, that business found a good marketing strategy to get your attention as a potential customer. If you are a business, you can use similar ways to attract customers. This could be on Facebook (on a community page), on a Facebook business page, Instagram or other social media sites.
 - **Email.** You can reach customers who use email by having them join a list so you can send them information about special sales or new products or services.
 - **Website.** There are many website building sites that make it easier to have a professional looking website to attract potential customers.
 - **Facebook page:** People sell from their personal Facebook pages or they can create a business page to sell from and promote their business.
 - **Brand and brand identity.** A brand is an idea about a company or business that is created by their logo, messages, values, and public opinion. When you have a brand that people can recognize in a positive way, it helps your business stand out. As a customer, you may have a strong feeling about one kind of shampoo over another, or one brand of shoes over another. Why is that? How does the one you like stand out over the others? What made you try that one, and like it? Some of this can be because of the brand and your idea about the brand. *(Discuss examples of brands of things that the students like, and have them describe the logo, colors used, what some of the associations with the brand are...it's cool, friends like it, good quality...)*
- **Activity: Target Customer**—Discuss and then use the handout *Speak to Your Customer*. It is good to do some research on the kinds of people who would most need or want your product or service, so you can develop messages that will speak to them and connect them to your product or service. Answer questions like:
 - What age of person would be most interested in my product or service?
 - Does it appeal to men or women more, or about the same?
 - How much money do they make?
 - What kind of work do they do?
- **Tailoring your message**— Once you know a little more about who you are speaking to, you can develop a message that will catch your target audience's attention and connect them to your product or service. *Use the handout activity to explore how different target audiences would respond to different kinds of messages about the same product.*

- **Decide where and how to advertise**—Think about where your target customers are getting information. Do they use Facebook? YouTube? Do they look at the flyers area in the local market? You might not do an Instagram campaign if your target audience mostly uses Facebook.
- **Developing your brand**—You already did some market research to figure out what price you could charge for your product or service, and started thinking about what makes your product or service different from others who do the same kind of product or service. Now you can use what you found to decide on your brand’s look and feel, and the ideas you would want your customers to have about your product or service. A design or logo that is eye catching, consistent use of colors in your ads, website, and packaging can all help you create a recognizable brand. The quality of your work over time will be an important way your brand will keep a good reputation and bring new customers.
- **Made in Alaska and Silver Hand Programs**—Artists need permission to use these two logos on their products, but it can be a good marketing tool. Customers know to look for these to mean it is made in Alaska or made by Alaska Native artists instead of out of state.

- **Made in Alaska:** “A mother bear and cub logo signifies a product is manufactured in Alaska. It promotes products made, manufactured, or handcrafted in the state. Alaska businesses manufacture high quality products, ranging from small gift items to large industrial modules, for domestic and international markets. Product(s) that meet a 51% or more Alaska produced content 6 criteria are eligible to use the MIA logo. Permits serve producers and consumers by certifying product authenticity. See the resources section for how to apply to be able to use this on labels and marketing of Alaska-made products.” (Alaska Native Artist Resource Workbook, page 85)



- **Silver Hand Program:** “The Silver Hand program promotes Alaska Native artists’ work in the market and helps consumers identify and purchase authentic Alaska Native art. Artwork identified by a Silver Hand seal indicates it is created by an individual Alaska Native artist, by hand, and in Alaska. Only original Alaska Native artwork, not reproductions or manufactured work, may be marketed with the seal. The Silver Hand image is protected under Alaska trademark statute and regulations and may only be used by individuals with Alaska State Council on the Arts’ explicit written permission.” (Alaska Native Artist Resource Workbook, page 85)



- **Activity:** There is a lot of potentially new vocabulary in this lesson. Take some time to explore these new words, and make a game out of it. Knowing these words will help the learning story and handout make more sense.
- **Activity: Develop a logo**—Use the handout *What’s in a logo?* to discuss logos of businesses and organizations. Discuss how the logo is related to the brand and feeling of the business or organization. Look at examples of Native owned businesses and organizations that include tribal patterns or imagery that communicates that it is an Alaska Native business or organization. Students can explore creating their own logo for a business they hope to have.

Learning story

Developing a *Brand*: Joe was doing well with his snow shoveling business, and had enough jobs that he asked his brother to join him. He wanted to grow his business more. How could he build his reputation in his village? How could he stand out so people would think of him when they needed snow removed?

He knew his main customers were adults with families and houses. He also had a couple of business owners that hired him to keep the sidewalk to their doors clear of snow. What they cared about most was price, dependability, and quality of his work.

How could Joe communicate these things to potential customers? *(He could go door to door and introduce himself and give them a coupon to try his service, he could put an ad on the local Facebook page, he could tell all of his relatives that he was starting a business, and to give him a try.)*

Joe developed a logo, and picked colors and a design that reminded him of his family's maklak Quppaq design to honor his ancestors. He had hoodies made with his logo that he and his brother would wear when working, to help build the visual recognition of his business. His flyers and Facebook ads also used the same colors and design. His goals were to grow the business more. He wanted to build a website and eventually hire more people to work when there was more work than he and his brother could do.

Evaluation

At the end of the lesson, ask the students these questions:

- Can you describe what marketing is?
- Can you describe the basic process of doing market research?
- Can you describe how to talk about your product or service to reach a potential customer?
- Can you list five common marketing tools to promote a business or product?

Additional Resources

- **Alaska Native Artist Resource Workbook** by the Alaska State Council for the Arts. A very detailed guide for Alaskan Native artists to develop their art as a business. Access it online: https://arts.alaska.gov/Media/ArtsCouncil/pdf/AK_Native_Artist_Resource_Workbook.pdf
- **Young Entrepreneurs course:** <https://www.sba.gov/course/young-entrepreneurs/>
- **Teaching Kids Business** has teacher resources to build business skills. <https://www.teachingkidsbusiness.com/>
- **How to design a logo:** This site has good tips for designing a logo. It is a blog, so it does have ads. <https://99designs.com/blog/logo-branding/how-to-design-logo/>
- **Apply for a permit to use the Silver Hand (Alaska Native made artwork):** Alaska State Council on the Arts, 161 Klewin Street, Suite 102, Anchorage, AK 99508-1506, p: 907-269-6610, Toll-free: 1-888-278-7424, aksca.info@alaska.gov, www.education.alaska.gov/aksca/
- **The “Made in Alaska” logo:** To learn more or to apply, contact: Made in Alaska, 550 West 7th Avenue, Suite 1770, Anchorage, AK 99501, (907) 269-8104, madeinalaska@alaska.gov. Applications, Renewals, Labels, or Stickers: P.O. Box 359, Tok, AK 99780-0359, (907) 883-5667 or (907) 269-8150 or online at www.commerce.state.ak.us/dnn/ded/DEV/MadeInAlaska.aspx

Speak to Your Customer

There are 4 steps to marketing that works:

1. Identify your target market,
2. Create a strong message,
3. Share that message in a way that reaches your target,
4. Check how it goes, improve and repeat.

When you know about the people most likely to buy your product or service, and what is important to them, you can create messages that speak to what they care about.



Let's say you sell socks. What kind of socks are you selling, and who would be buying them? Would your grandmother or an Elder want the same kind of socks as your little sister? Would a high-school student want the same socks as an adult hunter?

Use this chart to think about each of these potential customers, and how they might choose the socks they want to buy. Example: for a hunter, warm and dry comfortable feet are most important. Socks made from wool are better than cotton for that. The fit will be very important for comfort. Quality is important because a hunter wants gear that will hold up when used.

Mark an "X" next to the 3 most important things for each kind of customer:

	Hunter	Elder	High-school student
Price			
Easy to buy			
Quality (how well it is made)	X		
Material (like wool or cotton)	X		
Style (like plain or bright colors)			
Fit	X		

For Esther and her atikluk business, her customers are Iñupiaq of many ages who want to wear an atikluk. Her three main customer types are:

- Elders she has met through her dance group,
- women that are the age of her aunts, and
- other high-school age students.

She did some interviews with potential customers and past customers to see what was most important to them.

	Elder	Auntie	High-school student
Price			X
How quickly she can finish it after it is ordered		X	X
Quality (how well it is made)	X	X	
Design of fabric and trim	X	X	X
Comfortable fit	X		

If Esther was going to make an ad for high-school students, what should it focus on? What about a flyer about her business that was meant for Elders?

She thinks about what is important to her different customer types so she can create messages about her atikluks that fit her customers.

- **For ads written for Elders**, she may use a larger size writing and show pictures of designs that are more traditional.
- **For students**, she might use more color in her ads, and show atikluks using different fabrics and trims that younger people would like.

Marketing—

Now that she has her messages, how does she get them to a place her potential customers will see them?

- At dance performances, she passes out a flyer with her information and website, which includes a special discount coupon.
- She creates an ad to put on her community Facebook page.
- She creates an ad on her Facebook Business page and Instagram.
- She posts short videos on a YouTube channel with short videos about her latest designs.
- She asks happy customers to tell their friends in case they want an atikluk made to order.

After a couple of months, Esther saw that her business had grown. She was getting many orders after each dance performance. The flyers with a coupon had worked great with Elders and aunties. She wasn't getting as many orders from people her age.

How could Esther get information about her atiklucs out to high-schoolers or young adults?

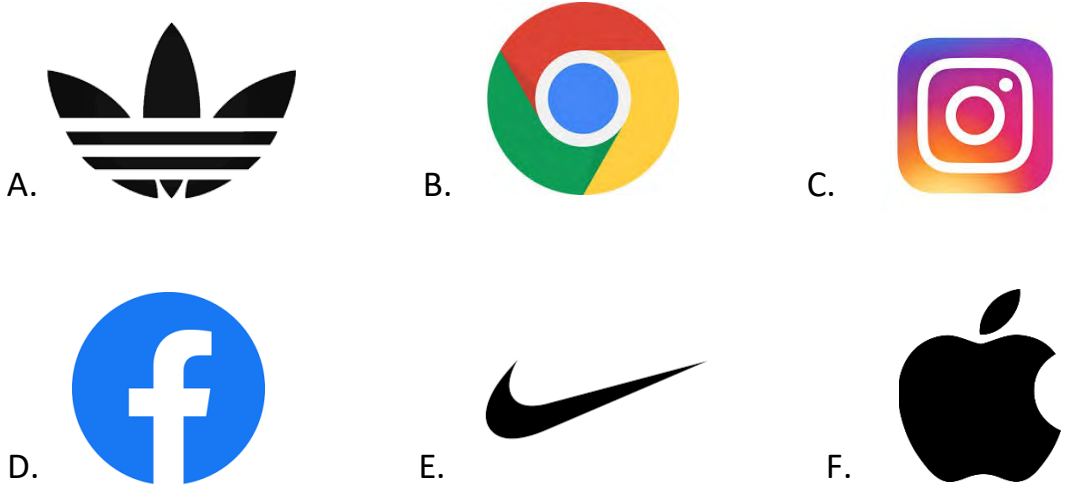


Photo credit: By Public Affairs Office Fort Wainwright from USA - File: A celebration of the first people (1181058915).jpg, CC BY 2.0, <https://commons.wikimedia.org/w/index.php?curid=32922475>

What is a Logo?

A logo is a picture that symbolizes a business to use in marketing.
It is part of the brand a business has.

Can you recognize what companies or organizations these logos stand for?



Now look at these examples of logos of Alaska Native owned businesses and organizations. Can you tell they are an Alaska business?



Thanks to Christina Fields for sharing the ABC and Lulu's logos she designed. Used here with permission.

Brainstorm some words that describe your business and your values. How would you show those words in a picture?

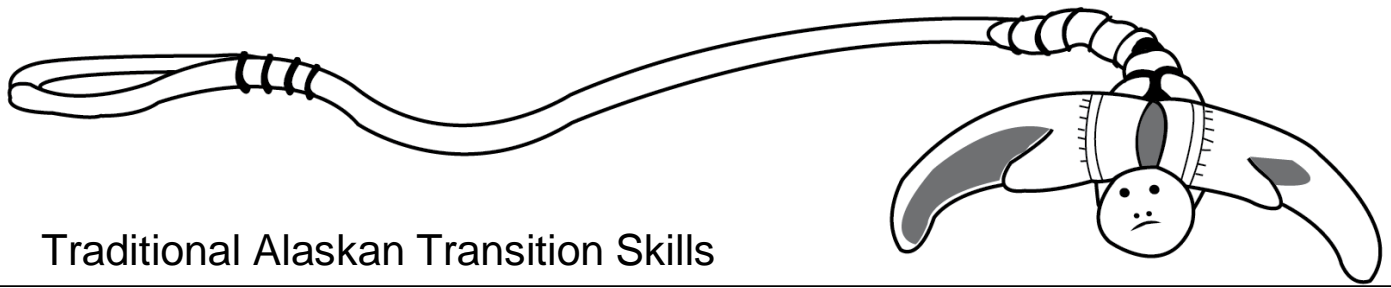
What does your business do or make? Could a picture of this be part of your logo?

What is your business name? Could the initials of your name be part of your logo?

Use this space to sketch and draw ideas for your logo.

Logos from page 1: A. Adidas B. Google Chrome C. Instagram D. Facebook E. Nike F. Apple

Traditional Alaska Transition Skills, What is a Logo? Student Handout, 2020 Van Den Berg / Gage UAA Center for Human Development



IÑUPIAQ SEAL DRAG

Traditional Alaskan Transition Skills

Making a Business Plan

Overview

In this lesson, students will learn about what it means to create a business plan, and why it is helpful to have one.

Alaska Cultural Standards

- CA1, CA2, CA4, CA6, CB1, CB3, CC3, CD4, CE1, CE2, CE3

Iñupiaq Values

- Responsibility to Tribe, Family roles, Sharing, Cooperation, Hard work, Humility, Spirituality, Respect for others

Learning Objectives

The student will be able to:

- Describe what a business plan is.
- Describe reasons someone would create a business plan.

Materials

- Handout: *My Business Plan*

Vocabulary

Business Plan	Lays out who you are, what you do, how you do it, and what your goals are. It is a tool to share information about your business with potential investors or lenders.
Custom	Something that is made to order for an individual buyer.
Grant	Money that is given by an organization that doesn't have to be paid back as long as the rules of the grant are followed.
Investor	An organization or individual who puts money into a business with the hopes of making a profit.
Lender	A bank or other organization or individual who loans money and then gets paid back, usually with interest and fees.
Loan	Money given by a lender that has to be paid back, usually with interest and fees.

Activities and Adaptations

- **Share the goal of today's lesson:** "Today we are going to discuss what a 'Business Plan' is and how and why you would create one. To learn about this, we listen to a learning story, and see an example business plan. By the end of this lesson, you will be able to describe what a business plan is, and why someone with their own business would have one."
- **Begin by finding out what students already know by asking the following questions:**
 - Why would a business owner need to have a business plan? *(To know your goals and how you will reach them with your business. To define what your business does.)*
- **What is a business plan?**
 - It is a plan to clarify your thinking and plans for your business.
 - It is an organized way to share your business plan with potential lenders, grant programs, or investors.
 - You have already thought through some of the things that will go into your business plan. The business plan brings it all together.
- **What is in a business plan?**
 - **Your name** for your business which has been well thought out and researched.
 - **Your mission** describes what your business does and who it serves.
 - **Your business goals** share what you want to accomplish in your business. They are like a SMART goal because they have specifics about the what, how, and time frame.
 - **Key personnel** describes the people in your business and qualifications they have to achieve the goals of the business.
 - **Marketing Plan** describes how you will reach your customers, and what makes your business unique from other businesses that offer similar products or services.
 - **Request for financing** defines the money you will need to start your business, and what it will be used for.
- **My Business Plan Handout:** Walk through the plan with the student(s) and have them complete each section. This can be done in small bits, depending on your student(s). You can use Esther's business plan as an example for students with a product-based business, and Joe's business plan as an example of a service-based business.

1. **Name Your Business:** This section helps a student brainstorm possible names. Use these examples to show how Esther and Joe approached this process.

Esther’s Business Name Brainstorm	Joe’s Business Name Brainstorm
<p>Esther was starting a business making custom atikluks. She wanted people to know she used Iñupiaq traditions in what she made, and she wanted them to know she could do special orders. At first, she wanted “Atikluk” in the name, but thought if she ever expanded what she offered in her business, that might limit her. Her brainstorm of possible names:</p> <ul style="list-style-type: none"> ▪ Iñupiaq Designs ▪ Alaska Made4You ▪ Esther’s Designs ▪ Iñupiaq Custom Comfort ▪ We Sew Alaska <p>Usually, you don’t want to use your name in a business, in case it later expands or you sell the business. Picking a name with broader appeal may be better.</p> <p><i>Which of the names Esther listed would communicate best what she does to her customers?</i></p>	<p>Joe was making his snow shoveling business official, and had dreams to grow his small neighborhood business into a larger business that also did commercial snow removal. He had created a logo that reminded him of his families quppaq pattern and colors. He wanted people to know it was an Alaskan Native owned business. He also wanted people to know he was dependable, and good quality. Even though he just did snow shoveling now, he hoped to eventually have a snow plow. Rather than use the word “shovel” he used “removal” so it could be used for both shoveling and plowing. Here are some names he brainstormed:</p> <ul style="list-style-type: none"> ▪ Qanik (Iñupiaq for “Falling Snow”) ▪ Qanik Away ▪ Quick Snow Removal ▪ Dependable Snow Removal ▪ Clear Path Snow Removal <p><i>Which of these would communicate what Joe wanted his customers to know?</i></p>

Go to the Alaska State Business Licensing site to follow the steps to check if a business name is available, and to be sure the name follows business name rules.

<https://www.commerce.alaska.gov/web/cbpl/BusinessLicensing/SelectaBusinessName.aspx>

- 2. Your Mission:** You have already thought about this in the marketing section. What does your business do, and who are your customers? Include who your customer is, and the goal or benefit of your products and services.

Esther's Mission	Joe's Mission
Esther wanted to make beautiful Iñupiaq clothing and accessories that were unique, comfortable, and affordable.	Joe wanted to offer Kotzebue families and businesses dependable snow removal services.

- 3. Your Business Goals:** Set a SMART goal for the first year and the second year of your business, and include information on how you will achieve these goals. Remember it is important to plan to reinvest some of your profits back into your business so you have what you need to keep your business going strong.

Esther's Goals	Joe's Goals
<p>Year one goals:</p> <ul style="list-style-type: none"> • Develop contacts for buying wholesale fabric and supplies to reduce the cost of materials to make the atikluks by researching online dealers and calling fabric stores in Anchorage in the first month of business. • Build a business Facebook page to show my work and promote in my advertising within the first month of business. • Get at least 6 orders per month for the first 3 months through advertising at dance performances. 	<p>Year one goals:</p> <ul style="list-style-type: none"> • Double the number of families who use my business for snow removal by doing door-to-door sales and coupon offers to try the service over the first two months. Work hard and be dependable to show the quality of my business to keep new customers coming back. • Apply for a start-up grant with Tribal Vocational Rehabilitation to buy better equipment. • Hire an assistant as needed when there is heavy snowfall so I can reach all customers quickly.

<p>Year two goals:</p> <ul style="list-style-type: none"> • Buy a better sewing machine that can handle heavy use by applying for a small business grant. • Through my Facebook page, sell 6 children’s atikluks and 6 custom ordered atikluks per month through advertising in my local community and on other community Facebook pages in my region. • Purchase materials in bulk to bring down costs of fabric and trim. 	<p>Year two goals:</p> <ul style="list-style-type: none"> • Develop relationships with local businesses that need snow removal of walkways and work to have 2 commercial customers by the end of the 4th month of the second year of business. • Take out a small business loan to buy an ATV with a snow plow so I can do larger areas more quickly and increase my commercial customers.
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4. **Key Personnel:** Describe the people involved and why they are the right people to run a successful business.

Esther’s Personnel	Joe’s Personnel
<p>Esther is the primary person involved in the business. She has been sewing atikluks for 2 years, and has performed in her atikluks and made them for others in her dance group. She is able to work in traditional and more modern designs to appeal to a wide range of customers. She recently completed an online business class to learn about building business Facebook page and marketing her work in more communities.</p>	<p>Joe has been working in snow removal for several years. He has built a reputation with his customers as hard-working and dependable. He goes the extra mile to make sure his customers are happy with his work. He is outgoing and enjoys talking with people. This has made it easy to develop relationships and introduce himself to new customers.</p> <p>David is Joe’s brother and helps when there is more work than one person can do. He has learned from Joe and has been working in snow removal for one year.</p>

5. **Marketing Plan:** Use information from the marketing basics lesson to complete this part of the business plan.

6. **Request for financing:** This section is brief, but introduces the idea of getting start-up funding for a small business, and how funds might be used. It is important to note that local programs through Tribal Voc Rehab and NWAB (Northwest Arctic Borough) focus on business start-up funds, rather than later loans or support.

Learning stories

- Guest Speaker(s):
 - Invite someone from Tribal Vocational Rehabilitation to share about ways TVR supports entrepreneurs. There are various loan and grant programs available, as well as support filling out the forms. TVR may have training or other types of assistance as well.
 - If possible, see if TVR could come and speak with a local small business owner that was started with help of a grant. Have them share about their inspiration for their business, what they have learned, what they wish they would have known, etc.
 - NWAB Community & Economic department personnel could share about business plans and how they support starting a business.

Evaluation

At the end of the lesson, ask the students these questions:

- Can you describe what a business plan is?
- What are some reasons someone would create a business plan?

Additional Resources

- Young Entrepreneurs course: <https://www.sba.gov/course/young-entrepreneurs/>
- What is a Business Plan? (Video 1:03): <https://www.investopedia.com/terms/b/business-plan.asp>
- Tips on Creating a Business Name: <https://howtostartanllc.com/how-to-name-your-business#structure> and <https://howtostartanllc.com/how-to-name-your-business/tips-for-naming-small-business>
- Business Plan Tips: <https://howtostartanllc.com/the-business-planning-guide> and <https://howtostartanllc.com/start-a-business>
- Business Name Generator: <https://howtostartanllc.com/business-name-generator>
- Alaska Business Licensing: Selecting a Name for Your Business: <https://www.commerce.alaska.gov/web/cbpl/BusinessLicensing/SelectaBusinessName.aspx>
- Connect to Maniilaq Tribal Vocational Rehabilitation to see what grant programs for small businesses are available, in addition to support and services for entrepreneurs. <https://www.maniilaq.org/social-services/>
- Microenterprise grants for self-employment: <https://alaskamentalthrust.org/alaska-mental-health-trust-authority/grants/micro-enterprise/>

My Business Plan: Finding the Right Business Name

It is important to take some time to brainstorm and think about the right name for your business. Once you choose, it can be hard to change later.

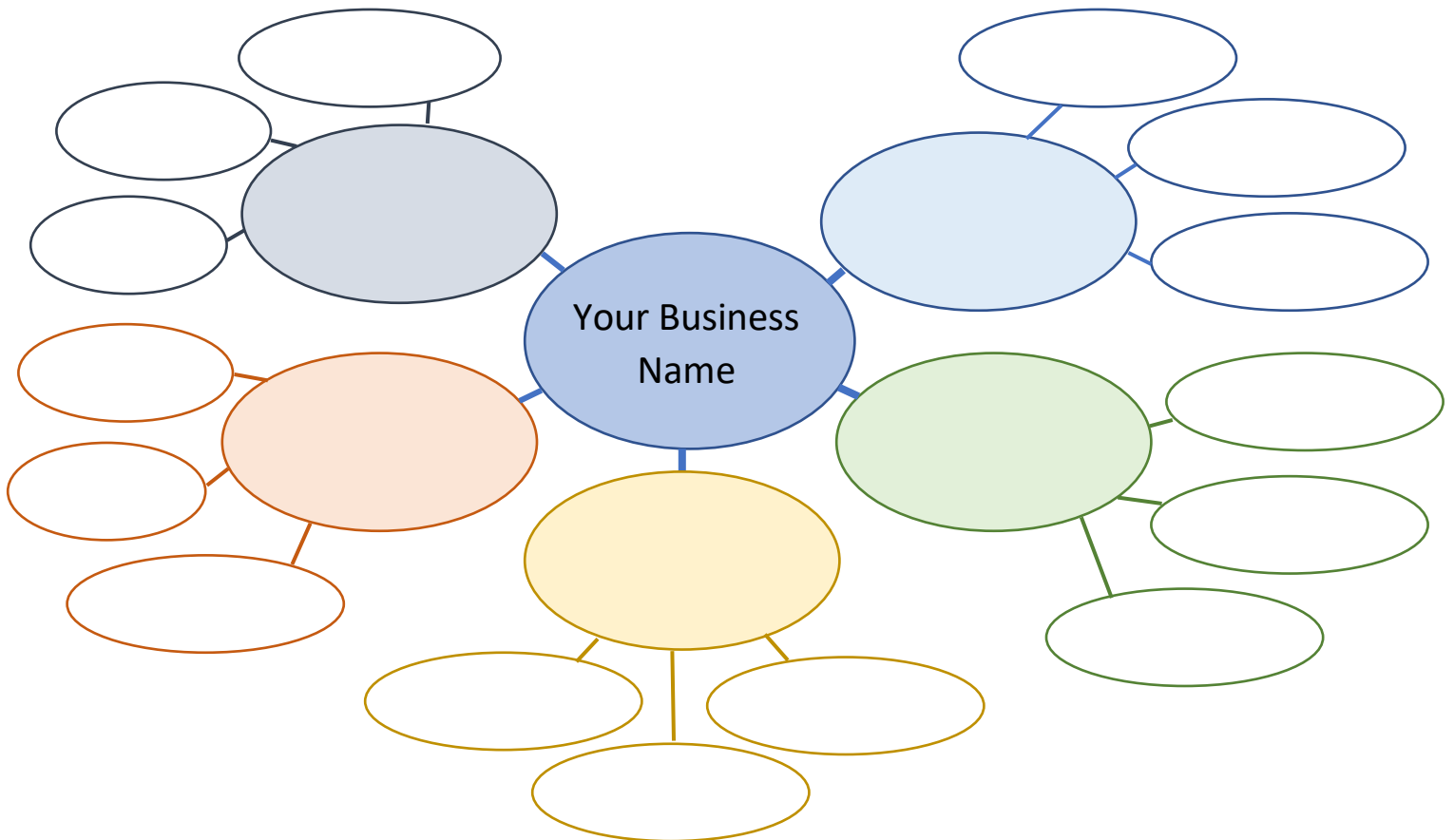
You want something that is:

- Easy to remember,
- tells potential customers what your business is about,
- is unique,
- and gives you room to grow over time.

Use the mind map below to come up with ideas for your name. Ask friends or family to brainstorm with you.

Business name mind map—

In each of the colored circles below, write ideas or words that describe your business and what you want customers to know. Think of other words that relate to those words, and put them in the empty circles. Put a star by your favorite words, and try putting them together in different combinations to make a name.



Traditional Alaskan Transition Skills curriculum, My Business Plan Student Handout, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.

Some possible names using the words from your mind map:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Things to ask yourself once you find some you like:

- Is the name simple and easy to remember?
- How does it sound when I say it out loud?
- What do other people think of the name?
- Does it give me room to grow if my business changes over time?

Next, do a search and make sure no other businesses have that name in Alaska by doing a [business license search](#).

Lastly, do a domain name search to see if your business name is available to buy and use for your website (type in “domain name search” and several free options will come up).

Take some time to play with different ideas for your business name. It is good to pick one you will like over time. It can be hard to change it later.

My Business Plan: My Mission

A mission is a simple statement that describes what the business does and who the intended customers are. It also can include things like:

- The business' goals
- How the business benefits its customers or community
- The values of the company
- The relationship to the environment or land

Who are your customers?	What are some of the goals of your business?
What are your values as a business?	What are some benefits of your product or service?

Now pull those ideas into 1–3 sentences that describe your mission:

Your Business Goals

It is important to have plans and goals for your business so it can grow and be successful over time. Make your goals Specific, Measurable, Attainable, Relevant, and Time-based (SMART). This way, you know what you need to do, and you know when you have accomplished them.

You can set goals for many kinds of things.

- Picture yourself one year from now. What accomplishment do you want to be celebrating?
- What do you want to be celebrating 2 years from now?
- What does *success* look like for your business?

Type of Goal	Examples
Financial	Increase number of sales
	Reduce costs
	Pay off debt
Marketing and Sales	Increase number of new customers
	Increase number of repeat customers
	Increase advertising response rates (like the number of people that click on a link, or who contact you related to an ad)
Personnel	Hire employee to increase what you can do
Other	Engage in activities that benefit the community (like sponsoring youth activities or sports)
	Get professional awards or recognition for being a good business

Example SMART Business Goal—

Year One Goal: Increase number of sales from 9 to 12 customers a week by the end of May by going door-to-door and talking about my business with potential customers for two hours each Monday.	
Specific <i>What will you do?</i>	Increase the number of sales by spending time each Monday talking to potential customers.
Measurable <i>How will you know you have accomplished it?</i>	12 customers a week
Attainable <i>You have what you need to accomplish it</i>	I will share information about my business with potential customers I have identified. I already have 9 customers, I am looking to increase this by 3 per week.
Relevant <i>If you do these actions, you will accomplish your goal</i>	These actions have worked for me in the past to get new customers.
Time-based <i>When will you complete this?</i>	By the end of May.

Your turn to write a SMART goal for your first year of business:

Year One Goal:	
Specific	
Measurable	
Attainable	
Relevant	
Time-based	

Now, write a SMART goal for your second year of business:

Year Two Goal:	
Specific	
Measurable	
Attainable	
Relevant	
Time-based	

Key Personnel

This describes who is involved in the business. It shows that the people running the business have the skills that are needed to be successful.

Describe how you have the skills needed to be successful in your business. If you are an artist, describe how you learned your art, and that you understand how to connect with buyers. List any special training received related to your product or service. List any awards received related to your product or service. Include all people who have invested money in the business.

Small Business Loans and Grants

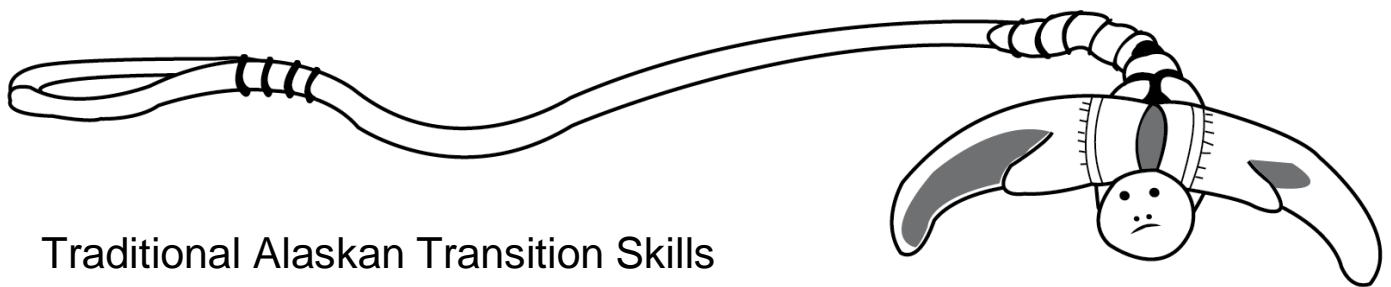
Many businesses need to get some kind of a loan or grant to get started. This money helps get the business going until it can make a profit. Loans have to be paid back. Grants usually do not have to be paid back if the grant rules are followed. Investors may give money to get the business started, but then they usually get a percentage of the profit.

Lenders, grant programs, and investors will want to know why you need the money, and how you will use it.

Think about what you already have, and what you need.

	Have	Value	Need	Cost
Money that can be used for the business.				
Inventory (Products to sell)				
Equipment				
Personnel (Staff)				
Vehicles				
License				
Other expenses (Space to work, insurance)				
Totals			Amount Requested	

Once you have a good business plan, you can start your business with more confidence. There is a lot to learn with any new adventure. Get help and support from Tribal Vocational Rehabilitation so you can increase your chances of being successful. Learn from others who have started businesses or who know about your product or service.



IÑUPIAQ SEAL DRAG

Traditional Alaskan Transition Skills

Taxes, Licenses, and Insurance for Small Businesses

Overview

In this lesson, students will learn the basics about taxes, licenses, and insurance for small business owners.

Alaska Cultural Standards

- CA1, CA2, CA4, CA6, CB1, CB3, CE1, CE2, CE3

Iñupiaq Values

- Responsibility to Tribe, Domestic skills, Cooperation, Respect for Others, Hard work

Learning Objectives

The student will be able to:

- Describe what taxes are, and what kinds of taxes they will need to pay as a small business owner.
- Define what insurance is, and why a business needs to have insurance.
- Define what a business license is, and how to get one.

Materials

- Handout: *How to Get a Business License*

Vocabulary

Business License	Registers your business with the State, and allows you to have a business in Alaska. It defines what you do, and what type of business you are.
Insurance	Helps protect you from financial loss. By paying a certain amount every month, the insurance covers you in case of loss or damage. Example: Car insurance helps cover the costs of damage to your car or to someone else's car if you get in an accident. It also covers some medical costs associated with an accident.
Liability Insurance	For business owners, this insurance protects against claims resulting from injuries and damage to people and/or property. Liability insurance covers legal costs and payouts if you have to pay.

License	A permit from an authority to own or use something, do a particular thing, or carry on a trade (especially in alcoholic beverages). Example: A driver’s license shows you have passed the tests necessary to drive a vehicle. A Medical Doctor license shows you have the training needed to be a doctor.
Permit	Certain kinds of activities require a permit, which is a process of getting approved for that activity before you do it. You need a permit to collect certain kinds of natural resources to use in artwork that you will sell. You need a permit to use the Silver Hand “Made by an Alaska Native Artist” logo on your work.
Property Insurance	If some kind of damage happens to your property or building, this helps pay the damages.
Social Security/Medicaid Tax	Most employers withhold this tax from your paycheck to pay on your behalf to the Federal Government. If you are self-employed, you have to pay this yourself.
Tax	An amount you have to pay the government or municipality on income, goods, and services. It is usually a percentage of the income or purchase. The money from taxes helps fund things the government or city provides to community members.

Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to talk about three things business owners need to know about: taxes, insurance, and licenses. To learn about this, we will share ideas, listen to a learning story, and do an activity. By the end of this lesson, you will be able to describe what taxes are, and what kinds of taxes you will need to pay as a small business owner; define what insurance is, and why a business needs to have insurance; and define what a business license is, and how to get one.”
- **Begin by finding out what students already know by asking the following questions:**
 - What are taxes? What taxes do you have to pay? (*Sales tax, income tax...*)
 - What are some kinds of licenses? What does “license” mean? (*Driver’s license, business license, pilot license, a license is a kind of permit that allow the holder to do something or own something.*)
 - What is insurance? What are some kinds of insurance that people or businesses need to have? (*Home insurance, car insurance, life insurance, business insurance...*)
- **Taxes—**
 - **Income tax:** Alaska doesn’t currently have an income tax like many states, but Alaskans have to pay Federal taxes on income. If you have an employer, they take the taxes out of your check for you, so that at the end of the year, you can file your taxes and figure out how much you paid vs. how much you owed, and then you either have to pay them, or they have to give you a refund of the amount you overpaid. If you make more than \$400 in a year from your business, you need to report it on your taxes.
<https://www.irs.gov/pub/irs-pdf/p334.pdf>

- **Sales Tax:** Some communities in Alaska have a sales tax on all sales of goods or services in the city or village. The taxes are collected from business owners as a percentage of sales. This money helps pay for services offered by the city to the people that live there.
- **Self-Employment Tax:** When you work for someone else, they will pull out taxes for social security and Medicare (the money collected go to pay for those programs). If you work for yourself, you have to pay this tax yourself. It is about 14% of your income, after expenses. Thinking about taxes and holding them aside is important so you aren't surprised at tax time trying to pay a big bill.
- **Employee Taxes:** If your business grows and you have employees, there are many more rules to follow including paying taxes for your employees. It is important to find out about these taxes so you can do it right and not have to pay fines.
- **Business license (Use the *How to Get a Business License Student Handout*):** to start a business in Alaska, you need to get a business license. Your application tells the state what kind of business you are, and what your business will do.
- **Business structure:** refers to the way a business is organized in terms of leadership, direction, liability, taxes, etc. Check out this page with facts and information in choosing the right business type:
<https://www.commerce.alaska.gov/web/cbpl/BusinessLicensing/BusinessStructureFAQs.aspx>
- **Line of business:** This defines what your business does. You will need to use the "NAICS Code search" to find the right code for your business type. You can have multiple codes for your business, to reflect all of the things you do.
https://www.commerce.alaska.gov/web/portals/5/pub/BUS_NAICS_Codes.pdf
- **Professional license:** Some business types require that you have certain kinds of professional licenses. For example, if you are not a licensed nurse, you cannot start a nursing business.
- **Business Name:** You will need to do a search to see if anyone else has the name in Alaska that you are considering for your business. Though there isn't a rule against businesses having the same names as other businesses, it is a good idea to find a unique name so you aren't confused with someone else.

Learning story

Joe was doing well with his snow removal business. He had his business license, and knew to take 25% of the money he made and set it aside to pay taxes on his income and for the self-employment taxes. One thing he did not do at first was get insurance for his business. His uncle asked him, "So what if someone falls after you shovel at that business's sidewalk? What if you had to pay for some medical bills?" Joe hadn't thought about that! He called a local insurance company and asked how much it would cost to insure his business, for up to 2 million dollars in damages (the amount that was owed because of the injury or damage). For about \$50 a month, he would be covered in case someone was hurt because of what his business did (or didn't do—such as forgetting to

put salt or gravel on the icy sidewalk). The insurance would pay the medical bills, instead of Joe having to do this. It would also cover things like property damage, in case he accidentally damaged someone's property as he was removing their snow.

For Esther's business, she worked alone and didn't have employees. She didn't make a product that could potentially hurt anyone. Her overall risks were very low. She carried insurance on her property in case her belongings and sewing machines were damaged or stolen, but decided she didn't need to have liability insurance.

Discuss: Why would a business need to have insurance? What kinds of businesses should have insurance?

Evaluation

At the end of the lesson, ask the students these questions:

- What are taxes? What kinds of taxes do small business owners pay?
- What is insurance? What are reasons a business would need to have insurance?
- What is a business license? How do you get one?

Additional Resources

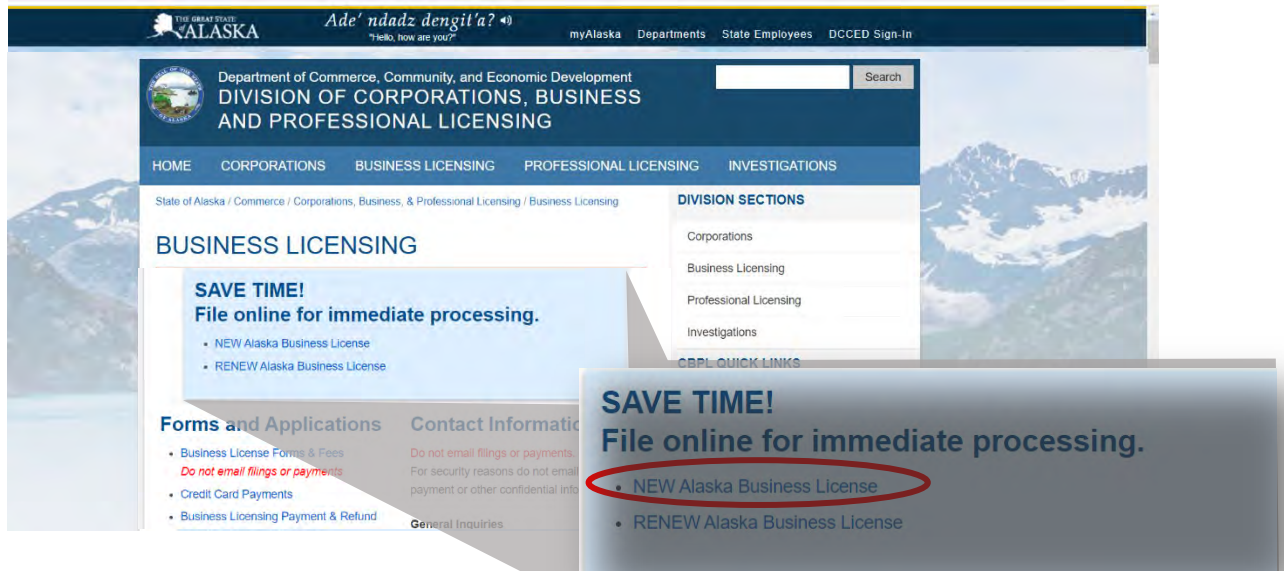
- **Alaska Native Artist Resource Workbook** by the Alaska State Council for the Arts. A very detailed guide for Alaskan Native artists to develop their art as a business. Access it online: https://arts.alaska.gov/Media/ArtsCouncil/pdf/AK_Native_Artist_Resource_Workbook.pdf
- **Young Entrepreneurs course:** <https://www.sba.gov/course/young-entrepreneurs/>
- **IRS Tax Information for Small Businesses:** <https://www.irs.gov/businesses/small-businesses-self-employed/business-taxes>
- **Licenses and Permits:** <https://www.sba.gov/business-guide/launch-your-business/apply-licenses-permits#section-header-2>
- **Alaska Dept of Commerce Division of Corporations, Business & Professional Licensing**
- **Business License Application Information and Link:** <https://www.commerce.alaska.gov/web/cbpl/BusinessLicensing/NewBLOnline.aspx>
- **Business Name Considerations:** <https://www.commerce.alaska.gov/web/cbpl/BusinessLicensing/SelectaBusinessName.aspx>
- **Business Name Search:** <https://www.commerce.alaska.gov/cbp/businesslicense/search/License>
- **Line of Business and NAICS Code Search:** <https://www.commerce.alaska.gov/web/cbpl/BusinessLicensing/AKLOBandNAICS.aspx>

How to Get a Business License

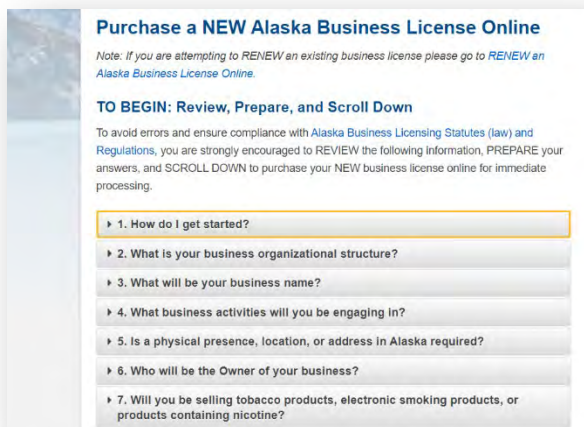
Before you can earn money as a business in Alaska, you need to get a business license. You can get one that is good for one or two years. Once you have it, you can renew it before it expires if your business is still running. It costs \$50/year.

You may want to have someone with experience help you fill out the application.

- 1) Go to the Alaska Department of Commerce Business Licensing page:
<https://www.commerce.alaska.gov/web/cbpl/BusinessLicensing.aspx>
- 2) Click on “NEW Alaska Business License”



- 3) Read through the information so you are ready to complete the application.

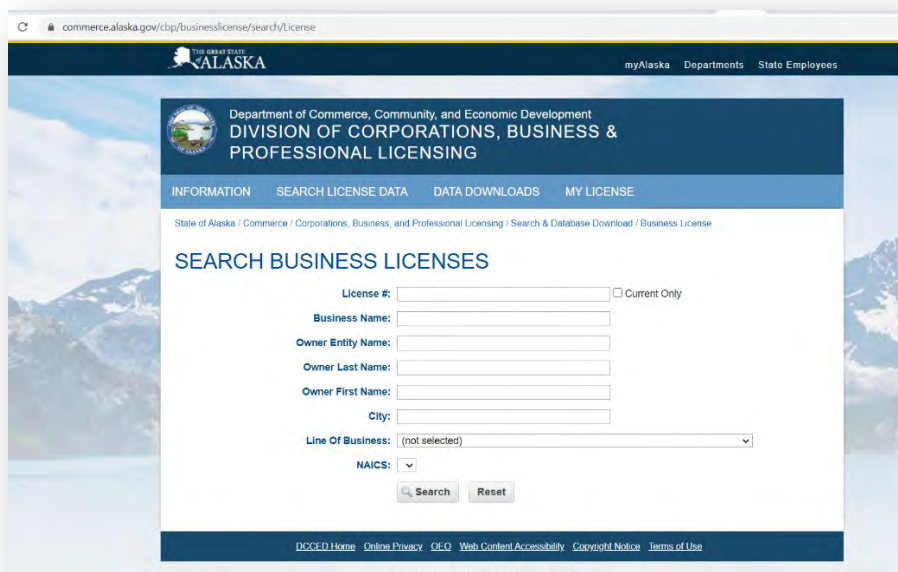


Traditional Alaskan Transition Skills curriculum, How to Get a Business License Student Handout, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.

4) **Business Organizational Structure:** The most common types of small businesses for creative industries are going to be *sole proprietor*, if there is one owner, or a *partnership*, if there is more than one owner. Ask someone with experience with this if you are not sure.

5) **Business Name:** See the section on choosing a business name in the Business Plan lesson. You can do a search here for your business name, to see if someone already has it by putting your idea for a business name into the “Business Name” field and clicking “Search”:

<https://www.commerce.alaska.gov/cbp/businesslicense/search/License>

The image is a screenshot of a web browser displaying the 'SEARCH BUSINESS LICENSES' page on the Alaska Department of Commerce, Community, and Economic Development website. The page features a search form with the following fields: 'License #' (with a 'Current Only' checkbox), 'Business Name', 'Owner Entity Name', 'Owner Last Name', 'Owner First Name', 'City', and 'Line Of Business' (a dropdown menu currently set to '(not selected)'). Below these fields is a 'NAICS' dropdown menu and two buttons: 'Search' and 'Reset'. The page header includes the state logo and navigation links like 'myAlaska', 'Departments', and 'State Employees'. The footer contains links for 'DECCED Home', 'Online Privacy', 'OEO', 'Web Content Accessibility', 'Copyright Notice', and 'Terms of Use'.

6) **Line of Business:** This is the type of business you have, and the specific kinds of things your business will do. You will define this by first picking the Line of Business (LOB) category, and then looking under that LOB to pick out the specific things your business will do. This will create a NAICS number to use on your application.

If your business involves you making a product yourself, it will likely fall under “Manufacturing” which covers sections 31–33. You can then look in that section to see if you can find something that describes what you make. If you make a lot of different things, you can pick several numbers, or pick “33-9999-Misc Manufacturing”.

Learning Story: How Esther and Joe Found Their Business Types and NAICS Numbers

Esther’s Atikluk Sewing Business: To find a good NAICS number that described her Alaska Native Clothing business, she used the NAICS document on the Alaska Department of Commerce website.

Esther first found her industry: Manufacturing.

This had all kinds of manufacturing businesses, so she looked for the section about making clothes, called “Apparel Manufacturing” (*Apparel* are things people wear). There were a lot to choose from! She wanted to include what she was doing now, but also make sure the number she chose was general enough to include other sewn items she might make in the future. She circled good possibilities. She could include all of these codes on her license.

Apparel Manufacturing

315111	Sheer Hosiery Mills	315232	Women’s and Girls’ Cut and Sew Blouse and Shirt Manufacturing
315119	Other Hosiery and Sock Mills	315233	Women’s and Girls’ Cut and Sew Dress Manufacturing
315191	Outerwear Knitting Mills	315234	Women’s and Girls’ Cut and Sew Suit, Coat, Tailored Jacket, and Skirt Manufacturing
315192	Underwear and Nightwear Knitting Mills	315239	Women’s and Girls’ Cut and Sew Other Outerwear Manufacturing
315211	Men’s and Boys’ Cut and Sew Apparel Contractors	315291	Infants’ Cut and Sew Apparel Manufacturing
315212	Women’s, Girls’, and Infants’ Cut and Sew Apparel Contractors	315292	Fur and Leather Apparel Manufacturing
315221	Men’s and Boys’ Cut and Sew Underwear and Nightwear Manufacturing	315299	All Other Cut and Sew Apparel Manufacturing
315222	Men’s and Boys’ Cut and Sew Suit, Coat, and Overcoat Manufacturing	315991	Hat, Cap, and Millinery Manufacturing
315223	Men’s and Boys’ Cut and Sew Shirt (except Work Shirt) Manufacturing	315992	Glove and Mitten Manufacturing
315224	Men’s and Boys’ Cut and Sew Trouser, Slack, and Jean Manufacturing	315993	Men’s and Boys’ Neckwear Manufacturing
315225	Men’s and Boys’ Cut and Sew Work Clothing Manufacturing	315999	Other Apparel Accessories and Other Apparel Manufacturing
315228	Men’s and Boys’ Cut and Sew Other Outerwear Manufacturing		
315231	Women’s and Girls’ Cut and Sew Lingerie, Loungewear, and Nightwear Manufacturing		

Traditional Alaskan Transition Skills curriculum, How to Get a Business License Student Handout, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.

For Joe, it took some research to find out what his NAICS number should be. He didn't see a Line of Business that sounded like a snow removal business. He went to the NAICS Association website (naics.com/search/), and did a search for "Snow removal". He found several areas it could fit under.

The Line of Business he fit under was 56, *Administrative, Support, Waste Management and Remediation Services*.

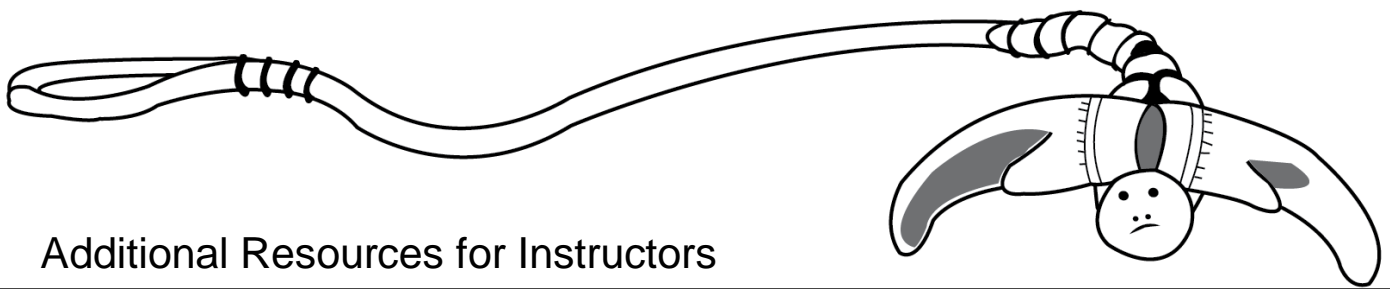
54	Professional, Scientific and Technical Services
55	Management of companies and enterprises
56	Administrative, Support, Waste Management and Remediation Services
61	Educational Services

Through his research he had found that many snow removal businesses did other kinds of yard care in the warmer months, and he didn't want to limit his business. He found that if he picked 56-1730, this was a "Landscaping Services" code that included snow plowing services combined with other seasonal property maintenance.

Once you have thought about your:

- business name,
- business structure,
- Line of Business, and
- NAICS codes that describe what your business does,

you are ready to submit a NEW application and get your license!



IÑUPIAQ SEAL DRAG

Additional Resources for Instructors

These were resources we found as we developed the curriculum that may be helpful. These links were accessed 8-2020.

Tips for Non-Alaska Native Teachers who want to invite an Elder in to speak:

This is part of a unit on weather. See page 6:

<http://ankn.uaf.edu/Curriculum/Units/PredictingWeather/PredictingWeather.pdf>

Alaska Native Knowledge Network: More curriculum and other resources related to Alaska Native ways of knowing. <http://www.ankn.uaf.edu/>

The Alaska Mental Health Trust Authority Microenterprise Grant Program:

These grants strive to increase access to self-employment opportunities for persons with disabilities who are Trust beneficiaries. Grant funds may be used for costs associated with starting a new business, expanding a current business or acquiring an existing business. <https://alaskamentalhealthtrust.org/alaska-mental-health-trust-authority/grants/micro-enterprise/>

Oweesta: An organization dedicated to helping First Nation peoples attain financial independence. Their curriculum for teens is excellent and is available online for free. <https://www.oweesta.org/native-cdfi-resources/building-native-communities-toolkit/financial-empowering-for-teens-young-adults/>

Alaska Native Artist Resource Workbook by the Alaska State Council for the Arts. A very detailed guide for Alaskan Native artists to develop their art as a business. Access it online: https://arts.alaska.gov/Media/ArtsCouncil/pdf/AK_Native_Artist_Resource_Workbook.pdf

Teaching Kids Business has teacher resources to build business skills. <https://www.teachingkidsbusiness.com/>

Visit the Sulianich Art Center (Kotzebue): See many artist's work, and talk to the people that work there about how it works for artists to sell their art there. If your community is outside of Kotzebue, visit the local artist co-op or other store that sells art by local artists.

<p>Cultural Standard A Culturally responsive educators incorporate local ways of knowing and teaching in their work.</p>	<p>A.1: Recognize the validity and integrity of the traditional knowledge systems</p> <p>A.2: Utilize the Elders' expertise in multiple ways in their teaching</p> <p>A.3: Provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant</p> <p>A.4: Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills</p> <p>A.5: Adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing</p> <p>A.6: Continually involve themselves in learning about the local culture</p>	<p>B.1: Regularly engage students in appropriate projects and experiential learning activities in the surrounding environment</p> <p>B.2: Utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills</p> <p>B.3: Provide integrated learning activities organized around themes of local significance and across subject areas</p> <p>B.4: Are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught</p> <p>B.5: Seek to ground all teaching in a constructive process built on a local cultural foundation</p>	<p>Cultural Standard C Culturally-responsive educators participate in community events and activities in appropriate and supportive ways.</p>	<p>C.1: Become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well-being of that community</p> <p>C.2: Exercise professional responsibilities in the context of local cultural traditions and expectations</p> <p>C.3: Maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community</p>	<p>D.1: Promote extensive community and parental interaction and involvement in their children's education</p> <p>D.2: Involve Elders, parents, and local leaders in all aspects of instructional planning and implementation</p> <p>D.3: Seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and communities</p> <p>D.4: Seek to learn the local heritage language and promote its use in their teaching</p>	<p>Cultural Standard D Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.</p>	<p>E.1: Recognize cultural differences as positive attributes around which to build appropriate educational experiences</p> <p>E.2: Provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings</p> <p>E.3: Reinforce the student's sense of cultural identity and place in the world</p> <p>E.4: Acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities</p> <p>E.5: Recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer</p>	<p>Cultural Standard E Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.</p>
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The Iñupiaq Values

KNOWLEDGE OF LANGUAGE: A heritage gift and responsibility to express and learn the cultural viewpoint.

SHARING: A foundational value based on distributing part of what is gathered or known among the people for ensuring a holistic survival.

RESPECT FOR OTHERS: To be truthful with others and respectful of property. To enhance strengths and not judge weaknesses.

COOPERATION: To willingly do things together for the common good of all.

RESPECT FOR ELDERS: To assist and appreciate the wisdom, inner-strength, and learn from the life experience skills of our older people.

LOVE FOR CHILDREN: God's gift for the future survival of the Iñupiat heritage.

HARD WORK: The on-going use of mental skills or physical strength to get things done.

KNOWLEDGE OF FAMILY TREE: To know all of your relatives, extended family and ancestors.

AVOID CONFLICT: To think before you act. This requires patience, reaching consensus and extending and maintaining mutual respect.

RESPECT FOR NATURE: Being aware of, and kind to the earth's plants, natural resources and animals. To understand earth's seasons and to protect nature for our children's use.

SPIRITUALITY: A personal belief in a Higher Power. Our human connection with all things.

HUMOR: To appreciate the comical and amusing side of life. To laugh at ourselves as well as with others.

FAMILY ROLES: To know our responsibility as a family and extended family member. To accept communication as a foundation in learning the roles and strengths.

HUNTER SUCCESS: The ability to hunt and survive in any setting. To learn self-reliance and discipline for the purpose of providing for family and the community in a world of changing resources.

DOMESTIC SKILLS: To appreciate and perform the roles of home and family duties in both the traditional and western lifestyles.

HUMILITY: To be modest and not boastful. Actions speak louder than words.

RESPONSIBILITY TO TRIBE: To contribute, to be trustworthy, to be reliable, to know right from wrong, and to be answerable to all people of the community.

Modified by lcj/rlj 6/9

Used with permission from Linda C. Joule, Maniilaq Corporation in *Traditional Alaska Transition Skills 2020 Van Den Berg/Gage UAA Center for Human Development*

Traditional Alaska Transition Skills— Iñupiaq Sewing Skills

Rain Van Den Berg and Frances Gage

UAA Center for Human Development

2020

Developed for the Northwest Arctic Borough School District surrounding region as a demonstration project to show how traditional skills can be supported and integrated into transition planning for youth with IEPs.

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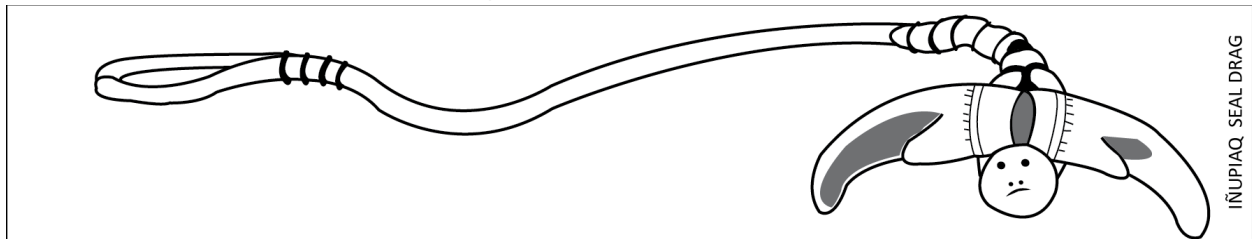
Thanks to Holli Yancy, UAA Center for Human Development for her guidance on accessibility.

About the Authors

Frances Gage is the Special Education Coordinator for the Northwest Arctic Borough School District. Frances consulted on the development of this curriculum and provided insights into the Northwest Arctic region and connections to local Iñupiaq cultural experts. She holds a degree in Special Education K-12 and Elementary Education K-8, as well as a Master’s Degree in Rural Development. She has taught and worked for the Northwest Arctic Borough School District for 12 years. She lives in Kotzebue, Alaska.

Rain Van Den Berg is an education and training consultant with a background in education, health education, project management, and facilitation. She has a BA in Secondary Education, and a Master’s of Public Health in Community Health Education. She is an artist who works in many mediums, and has maintained a small art business for over 20 years. Recent projects include the initial Traditional Transition Skills curriculum with co-author Robyn Chaney last year and an online college readiness course incorporating both indigenous and adult learning principles for Alaska Native and other non-traditional students. She lives in Sitka, Alaska.

Note about the Header Image



The uqsiutaq, “seal drag,” was a tool used by Iñupiaq hunters to bring back seals after a successful hunt. The toggle portion was inserted into a slit in the skin of the seal’s chin or lip and pulled through. The leather strap was then used to pull the seal across the snow. Historically, the charm was made from bone or ivory, and was carved with images to protect the hunter and improve the chance of a successful hunt.

This drawing was based on a seal pull from the Arctic Studies Smithsonian collection, which shows a seal head and two mittens. For the authors, it brings together the ideas of skills to provide for your family and community while staying in harmony with the land. It shows how the animals are woven in with home, as symbolized by the mittens. It highlights the importance of sewing to keep people warm and safe. The drawing was created by the author Rain Van Den Berg for use in this curriculum.



Nome Seal Hunter Image: [Lou and Gilbert Adamec Collection; Anchorage Museum, B93.12.39B.](#)

Seal Drag Image: [Lt. P. H. Ray \(collector\), Museum: National Museum of Natural History, Museum ID Number: E056625](#)

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Welcome by Frances Gage, Kotzebue, Alaska

Uvlulluataq (good day) from the Northwest Arctic!

Hello! My name is Frances Gage. I am a mixed race Koyukon Athabaskan and Caucasian person from the Yukon River village of Galena, AK. I grew up in Galena as the youngest of 7 children surrounded by cousins and friends. As a child, I was often in the company of my grandmother and aunts who would gather together and spend their time sewing, beading, and talking, mixing the English and Koyukon Athabaskan languages. Kotzebue has been my home for 15 years and is where I am raising my daughters, Larissa and Rhone, and two dogs, Oly and Olive. We practice many subsistence and traditional activities that include picking berries, hunting, beading, sewing, and camping. I am so excited to be a part of this curriculum and unit development and hope that you and the students enjoy the lessons.

The northwest arctic region is the indigenous home of the Iñupiaq people. Kotzebue, also known as Qikiqtaġruk, which means "small island" in Iñupaitun (the language spoken by the Iñupiaq people) is the largest village in the northwest arctic region. It is considered a hub village, which means that large commercial passenger aircraft and shipping services all come through Kotzebue and then smaller commuter aircraft distributes passengers and goods to the smaller communities. Kotzebue is located on a 3-mile-long gravel spit on the Baldwin Peninsula, and is approximately 33 miles North of the Arctic Circle.

Traditionally the area of Kotzebue was used as a trading and gathering location for the local Native people for over 600 years because of its location to the three rivers of the Kobuk, Selawik, and Noatak Rivers, which all drain into Kotzebue Sound. The land and water provide many people with abundant opportunities to live a subsistence lifestyle including but not limited to harvesting of seal, fish, crab, walrus, caribou, moose, various types of berries, and vegetation. Traditional activities include hunting, trapping, fishing, carving, dancing, sewing, and beading.

In the summer, the region gets 24 hours of daylight. The day before the winter solstice in December the sun rises for about an hour and 40 minutes. The snowy period of time lasts between September and May. The summers are usually cool and cloudy with temperatures rarely rising above 60°F and the winters are generally cold, windy, and snowy.

There are 11 Iñupiaq villages in the region. The region covers approximately 36,000 square miles of land, which is roughly the size of Indiana. The population of each village ranges from ~100 people to ~3,200 people. Kotzebue is the largest populated village. There are 12 schools that provide services for PreK–12th grades. The racial makeup of the villages is mainly Iñupiaq people, with Kotzebue having a wider range of cultures/races. The District Office for the Northwest Arctic Borough School District is located in Kotzebue along with the Maniilaq Health Center which is the primary health care system for the region. Each village has a clinic that is staffed by Community Health Aides who can treat common health concerns. Some economic activities for the region include mining, government, health care, transportation, services, and

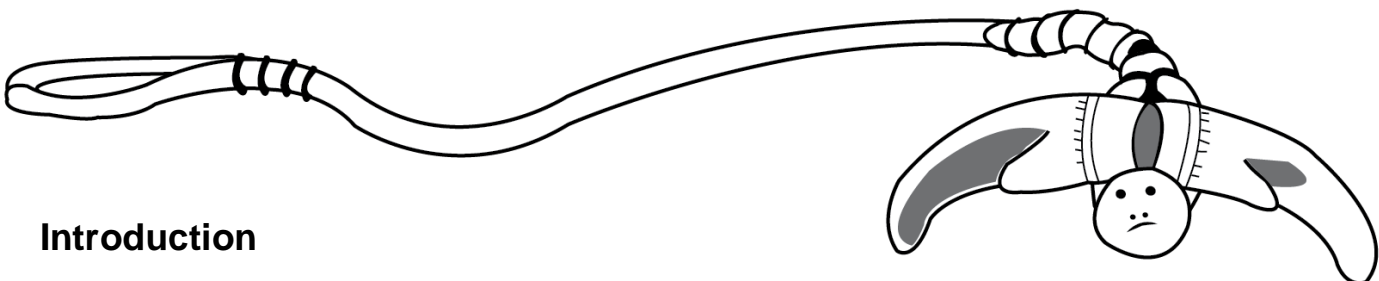
construction. Red Dog Mine, the world's largest zinc and lead mine, is a large employer in the region.

One of our goals with this curriculum is to help people unfamiliar with this region better understand indigenous traditions and cultures, and how those inform skills needed for the transition to adulthood. This curriculum engages students by using stories and examples that are familiar to teach real life skills. Culture bearers and guest Elders are invited to guide the skills and values in many lessons. Two units were created in this project. Tribal Vocational Rehabilitation advised on what should be included and worked closely with us to make sure the content was accurate in the Self-Employment and Financial Literacy Skills unit. In the Traditional Sewing Skills unit, our featured Iñupiaq sewing artists advised on content, provided pictures to use in the student materials, and reviewed the unit as a whole. We are grateful for their guidance and involvement in this project.

This curriculum can easily be adapted for other regions in Alaska. Tribal Vocational Rehabilitation and Vocational Rehabilitation departments are available in most Alaskan communities to assist students with special needs as they transition to work and life in the community. The sewing unit features Iñupiaq sewing examples and artists, but the skills are fundamental skills that can easily be adapted for other regions or traditional art forms.

Taikuu (Thank you)!

—Frances Gage



Introduction

The purpose of this curriculum project is to improve the quality of life, connection to local community, and increase work related skills for teens and young adults with disabilities who live in rural Alaska. It is meant to provide guidance in how traditional values and knowledge can be incorporated into Individual Education Plans (IEPs) for youth who experience disabilities as part of their required transition goals. The skills are meant to create options for youth with disabilities to engage in their communities and culture as they transition to adults. Though each chapter of this project ties to the cultural values and topics of a specific region of Alaska, the skills can be used and adapted more broadly.

In the Dillingham project, we focused on basic skills to engage youth in the subsistence fishery. It was written for youth with IEPs who have a higher level of functional needs. The curriculum weaves in Yup'ik values, but the content can be used in many places around Alaska where fishing and life near cold water are part of daily life.

This chapter of the project is focused on traditional sewing skills. It is written for youth with IEPs who have more independence in their day to day functioning. The projects provide simpler and more complex options so they can be matched to a variety of student abilities.

Goal setting and making a plan that works: Our partner at Tribal Vocational Rehabilitation identified the barrier of an understanding of planning, goal setting, and achieving goals as fundamental skills that should be included in this unit. In addition to a lesson on setting goals and one on facing challenges, all lessons in both units reinforce goal-setting skills. In each lesson, the teacher shares the learning objectives for that lesson, describes the specific activities the students will do to achieve the objectives, and reflects with the students at the end to see if the learning objectives were achieved. This need to develop goal setting and achieving skills for Alaska Native Youth is echoed in the article by Doyle et al. (2009), *The Educational Aspirations/Attainment Gap Among Rural Alaska Native Students*.

Alaska Cultural Standards: Each lesson is tied to the Alaskan Cultural Standards developed by the Alaska Department of Education and Early Development. A summary document of these standards is included in the appendix.

There are two units in this curriculum: Self-Employment Skills and Traditional Sewing Skills.

Each lesson has these components:

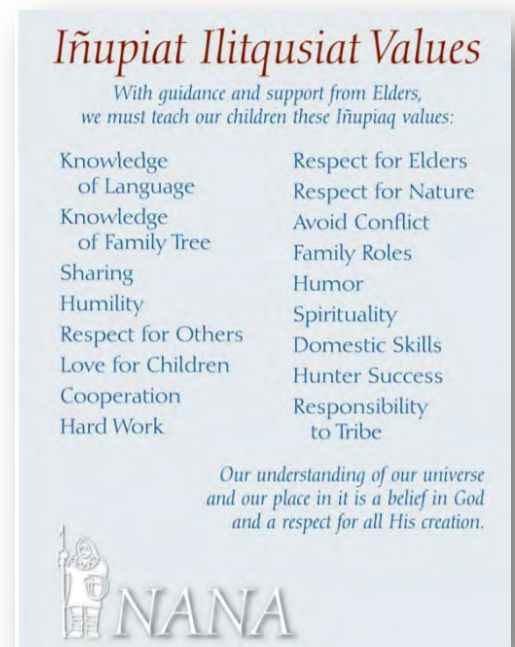
- Overview
- Link to Alaska Cultural Standards
- Link to Iñupiaq values
- Learning objectives
- Materials including commercial resources (websites, videos, books)
- Vocabulary
- Activities (with adaptation ideas for different abilities)

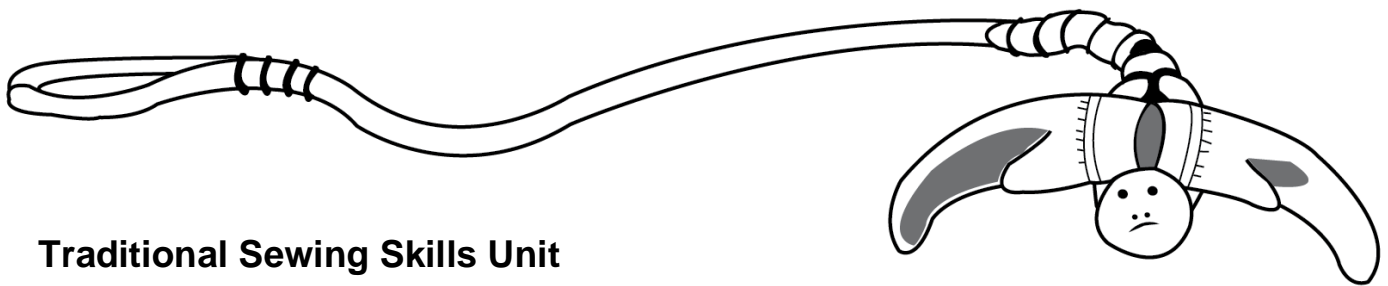
- Learning stories
- Evaluation
- Resources
- Student handout(s)
- Instructor handout(s)/teaching tools

Social Skill Development: There are many opportunities through the lessons to intentionally practice social skills that will support developing skills of empathy, reciprocity, independence, and confidence. Practice how to speak respectfully to an Elder or culture bearer who comes as a guest, and practice helping each other during the activities. These are core skills to being part of a community, and will serve the student well in their adult years. [These skills relate to the Alaska Content Standards: Skills for a Healthy Life.](#)

Iñupiaq Values: Each lesson is tied to Iñupiaq values. It is up to the individual instructor to guide students to make connections to their traditional values and the materials being presented. These values are the foundation for learning the skills presented. For example, in the traditional sewing unit, the cultural values of responsibility to the tribe and domestic skills could motivate a student to learn to make maklaks. In the self-employment unit, the cultural values of hard work, sharing and cooperation could help frame a business idea and plan. The values can be discussed as they relate to the learning stories, how guest speakers model the values, or how the values motivate the learning of these skills. Incorporation of this aspect can help make connections to tribal values and traditions, and build more meaningful ties to their culture as the students move to adulthood. The values listed are those used by the Nana and Maniilaq Corporations. See the appendix for a values handout with definitions. To learn more about Iñupiaq values, check out these links:

- <http://ankn.uaf.edu/ANCR/Values/Inupiaq.html> (Iñupiaq and English)
- <https://scholarworks.alaska.edu/handle/11122/6405> (Poster graphics of Iñupiaq values to use in classroom)
- NANA Values Card image from: <https://firstalaskans.org/wp-content/uploads/2014/03/2006EldersYouthAgenda.pdf>





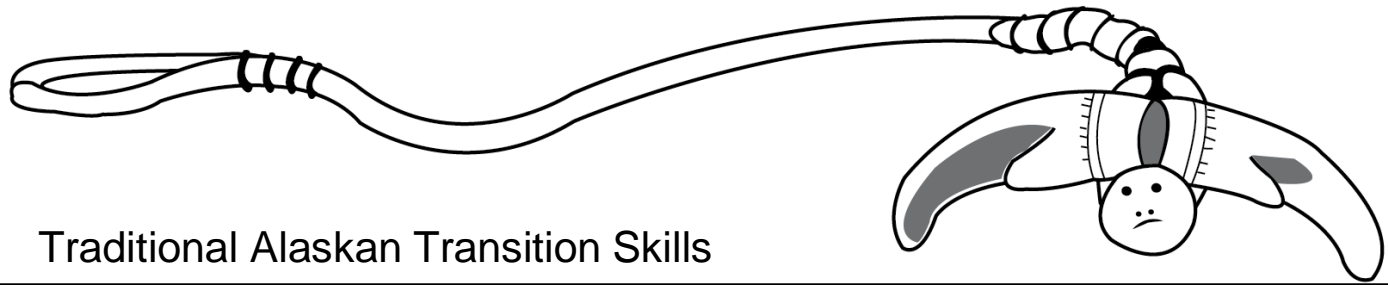
IÑUPIAQ SEAL DRAG

Traditional Sewing Skills Unit

This unit introduces the art of sewing using Iñupiaq examples, both historic and current day. It highlights the work of two prominent Iñupiaq artists, and introduces basic sewing skills. It is meant to inspire curiosity about how things are made, how they were made traditionally, and how artists keep traditions alive through continuing the art form. This unit could be easily adapted by other regions by using regionally specific examples in place of the Iñupiaq examples for sewing, or more broadly used as a model for introducing other region-specific traditional art forms. **Note: For guidance on how to create transition goals for the IEP related to these skills, see Appendix 4.**

Lessons and Handouts

Lesson	Related Handouts
Iñupiaq Sewing Part 1	Many People Like to Sew (Student)
Iñupiaq Sewing Part 2	Historical Objects Teaching Cards (Instructor)
Iñupiaq Artist Profile Maija Lukin	Presentation Slides
Iñupiaq Artist Profile Mary Lou Sours	Presentation Slides
Sewing Tools	Sewing Tools Matching Game (Instructor)
How to Use a Pattern	Pattern Examples (Instructor) Make a Walrus from a Pattern (Student)
Animal Sewing Project (Running Stitch)	Felt Animal Sewing Project (Student)
Bag Sewing Project (Whip Stitch)	Sewing Project: Intro to the Whip Stitch (Student)



Traditional Alaskan Transition Skills

Sewing in Iñupiaq Culture Part 1

Overview

In this lesson, students will learn about the different kinds of sewing done in the Iñupiaq culture, through stories and video.

Alaska Cultural Standards

- CA1, CA2, CA4, CA6, CB1, CB3, CB4, CB5, CC3, CD3, CD4, CE1, CE2, CE3

Iñupiaq Values

- Respect for Elders, Domestic skills, Family roles, Sharing, Hard work

Learning Objectives

The student will be able to:

- Describe at least three ways sewing is used in Iñupiaq communities.
- Describe the materials used in making three common sewn items in Iñupiaq communities.
- Distinguish between hand and machine sewing by looking at sewn examples.

Materials

- Handout: *Many People Like to Sew*
- Gather examples of Iñupiaq items that have been sewn to show to the students.

Vocabulary

Atikluk	Hooded overshirt with a large front pocket commonly worn in Alaska Native communities. This type of garment is called a Kusuk in Yup'ik.
Material	Refers to what something is made from. Examples of different kinds of materials are metal, fabric, fibers, plastic, fur, leather, and glass.
Sew, sewing	Join, fasten, or repair (something) by making stitches with a needle and thread or a sewing machine.
Sewing Machine	A machine that is used to sew. The machine stitching is usually used for clothing and things like backpacks and bags.

Activities and Adaptations

- **Share the goal of today's lesson:** "Today we are going to start to learn about sewing, and what kinds of things that Iñupiaq people make using sewing. To learn about this, we will share ideas, and look at a handout. By the end of this lesson, you will be able to name at least three things that Iñupiaq people sew, and what kinds of materials those things are made from. You will also know how to see if it was sewn by hand, or by machine."
- **Begin by finding out what students already know by asking the following questions:**
 - What does it mean if something is sewn? If you look around the classroom, name the things that you see that have been sewn. (*Clothes, curtains, cushions, bags, backpacks...*)
 - What are traditional Iñupiaq things that are sewn? What are these things made out of? (*Atikluk: Fabric; Boots/Moccasin, gloves, coats: Hide/Fur*)
 - How is sewing done? What does it look like if something is sewn with a machine? What does it look like if sewn by hand? What kinds of things are sewn by machine? What kinds of things are sewn by hand? (*Machine stitching is in a line, very uniform. The stitch looks very different than using a needle and thread. When sewing by hand, the needle goes up and through, then down and through. A machine stitch looks different than this. The stitch is continuous on both sides, instead of alternating. Show examples of hand sewing vs. machine sewing.*)
- **Show examples of many kinds of Iñupiaq items that have been sewn, and let the students look at the stitching and materials.** For each item, ask the students to:
 - Identify if it was sewn by hand, or with a machine.
 - What is it made out of?

Learning stories

- Look at the handout *Many People Like to Sew* showing Iñupiaq sewn items and read through it together.
- Ask the students to share if they have family members that sew, and what they make.

Evaluation

At the end of the lesson, ask the students these questions:

- What are (at least) three ways sewing is used in Iñupiaq communities?
- What are those traditional sewn items made from?
- How can you tell if something was made with machine or hand stitching?

Additional Resources

- This video shows what a machine stitch looks like (0:26): www.youtube.com/watch?v=ML8CMNzW6Tg
- This video shows how to sew by hand (6:03): www.youtube.com/watch?v=ZvzMMcKHVR4

Many People Like to Sew

Here are people learning how to make maklaks (skin boots) from leather and fur.



First, they scrape and cut out the pieces of leather.



Here they are sewing the pieces together.



Photo credit: Images provided by Maija Lukin and used with permission.

Traditional Alaska Transition Skills, Sewing in Iñupiaq Culture, 2020 Van Den Berg / Gage UAA Center for Human Development

Hand Sewing and Machine Sewing



Now, most things you buy in a store that are sewn were sewn on a machine. Traditionally, things were sewn by hand. How can you tell the difference?

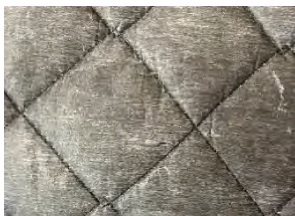
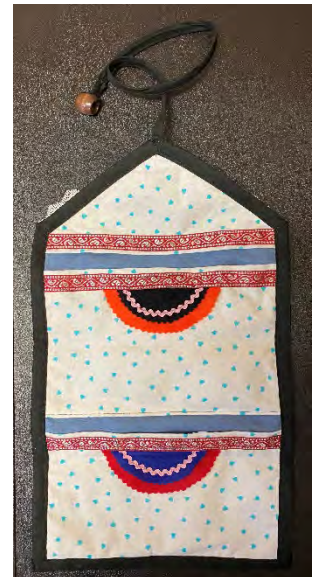
This traditional sewing bag was sewn by hand, and made out of reindeer, seal gut, and river otter.

(Image from <https://alaska.si.edu/record.asp?id=23>)



Sewing kits are still made today, but are usually made from fabric instead of leather and fur. One of these was made on a machine, and one was sewn by hand by a young person.

Can you see which one was done by hand? How can you tell?



Look at the stitching to see how it was made.

On the machine, the stitches are the same, in a very straight line, and look similar on the front and back of the fabric.

By hand, stitches are more irregular, and the front and back may look different.

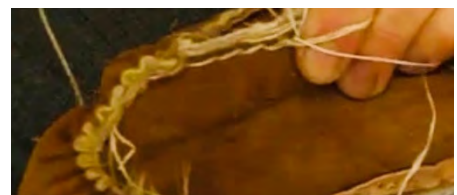
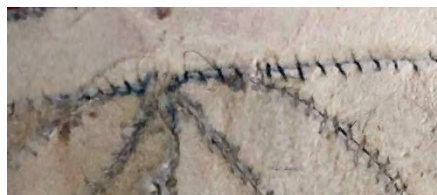
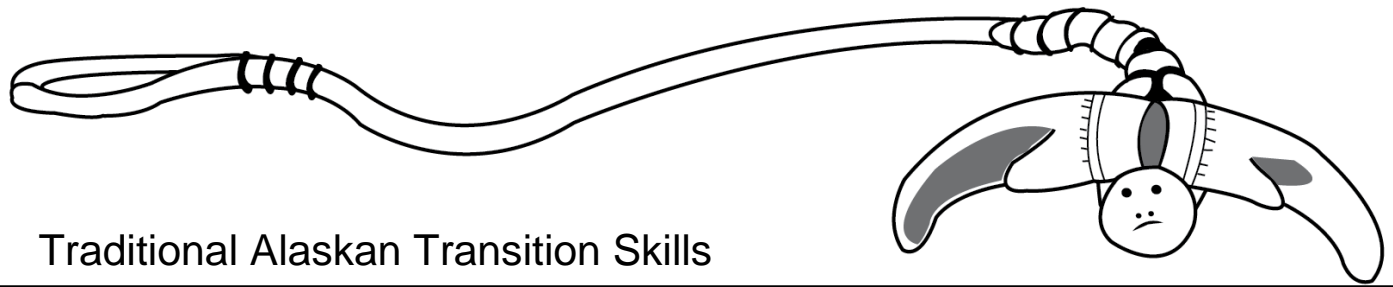


Photo images provided by Maija Lukin and Frances Gage and used with permission.

Traditional Alaska Transition Skills, Sewing in Iñupiaq Culture, 2020 Van Den Berg / Gage UAA Center for Human Development



Traditional Alaskan Transition Skills

Sewing in Iñupiaq Culture Part 2

Overview

In this lesson, students will learn about the different kinds of sewing done in the Iñupiaq culture, and why sewing skills have been important to the people in the past, through stories and video.

Alaska Cultural Standards

- CA1, CA2, CA4, CA6, CB1, CB3, CB4, CB5, CC3, CD3, CD4, CE1, CE2, CE3

Iñupiaq Values

- Respect for Elders, Domestic skills, Family roles, Sharing, Hard work, Knowledge of language

Learning Objectives

The student will be able to:

- Describe at least three kinds of clothing made with materials from the land that were made by the Iñupiaq people.
- Describe why these kinds of clothing were important for the Iñupiaq people.

Materials

- Teaching Cards: *Historical Sewn Objects* **NOTE: These are made to be printed 2-sided, so that the back information matches the picture on front. If you read it in the document, it may look like the description is flipped from the object it describes. Print these so they flip on the short edge.**
- Gather examples of Iñupiaq items that have been sewn to show to the students.

Vocabulary

Maklak/Kamik	Skin boots.
Parka	Coat made from skins, furs or fabric or a combination of materials.
Seam	The joining of two pieces of material using stitches.
Sew/Sewing	Join, fasten, or repair (something) by making stitches with a needle and thread or a sewing machine.
Waterproof Stitch	A special way of sewing the skins or gut to make a seam that kept water from getting through. Used in rain jackets and kayaking clothing for hunters.

Activities and Adaptations

- **Share the goal of today's lesson:** "Today we are going to learn about things that Iñupiaq people traditionally made from materials provided by the land using sewing. To learn about this, we will share ideas, and look at pictures of some of these amazing things. By the end of this lesson, you will be able to name at least three things that Iñupiaq people used to make, and explain why they were important for Iñupiaq people."
- **Begin by finding out what students already know by asking the following questions:**
 - Before there were stores, people had to make everything for themselves from the materials the land provided. Everything we needed was here, but it took hard work to make everything needed for hunting, dancing, eating, and playing. What kinds of things did the people make for themselves for living? [*Clothing, kayaks, hunting/fishing tools, bags, baskets, items used in ceremonies like drums, dancing clothes; items used in sport (like kicking ball)...*]
 - What are traditional Iñupiaq things that are sewn? What are these things made out of? (*Atikluk: Fabric; Boots/Moccasin, gloves, coats: Hide/Fur*)
- **Show and talk about the historical object cards with students.** For each card, ask the students questions and try to build on their ideas as you share the information about the objects. Talk about how the items are different or the same as what is used for the same purpose in present day.

Learning stories

- Watch this video of Iñupiaq from Anaktuvuk Pass dancing, and have the students notice what items the performers are wearing that were sewn (Atikluks and Maklaks).
<https://www.youtube.com/watch?v=5EB59Azllrw>
- Using the historical object teaching cards, ask the students to help get a hunter ready for a hunt. Which objects would he need to go out hunting in his kayak? (parka, rain parka, waterproof boots, gloves). Once he gets home, where can he store his clothes? (in the seal bag). If he tore his parka, where would his wife get her tools to fix it? (from the sewing bag). What did the hunter carve for his daughter to play with? (a wooden doll). When the family went to a dance, which of these items did they wear? (Fancy boots and gloves). Which item was used in a competition with another tribe? (High-kick ball).

Evaluation

At the end of the lesson, ask the students these questions:

- Describe at least three kinds of clothing or things made with materials from the land that were made by the Iñupiaq people.
- Describe why these kinds of clothing or things were important for the Iñupiaq people.

Additional Resources

- **Alaska Native Collection (Smithsonian Project):** There are many more examples of Iñupiaq and other traditional objects in this online collection that you can explore and share with your students: Search the Alaska Native collection by region, culture, or object type at: <https://alaska.si.edu/search.asp>

Note: Photos and some text were used for the teaching cards from this collection as allowed for educational purposes.

<https://naturalhistory.si.edu/research/anthropology/collections-and-archives-access/rights-and-reproductions>



Kapitaaq: “Rain Parka”

Image Credit: Source: E. W. Nelson (collector); Museum: National Museum of Natural History; Museum ID Number: E0433335
Link: <https://alaska.si.edu/record.asp?id=96>



Kapitaaq: “Rain Parka”

Image Credit: Source: Edward W. Nelson (donor); Museum: National Museum of Natural History; Museum ID Number: E0433337
Link: <https://alaska.si.edu/record.asp?id=570>

Kapitag: “Rain Parka”

Ask

- What kind of clothing is this?
- What is it used for?
- What does it look like it is made out of?
- Why was the material important?

About this piece

Hooded parkas made from seal intestines (gut) were ideal outer garments for wet weather and ocean travel. They were sewn with fine sinew thread and a special watertight stitch. This woman’s gut parka from Golovin Bay has side vents and rounded bottom flaps in both front and back, the same design as a woman’s fur parka.

Significance

These garments were made to keep people dry. It took a long time working the gut to soften it and make the strips which were sewn together using a waterproof stitch.

Historical Iñupiaq Sewn Items Teaching Cards from the Traditional Alaskan Transition Skills curriculum, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.

Kapitag: “Rain Parka”

Ask

- What kind of clothing is this?
- What is it used for?
- What does it look like it is made out of?
- Why was the material important?

About this piece

Hooded parkas made from seal intestines (gut) were ideal outer garments for wet weather and ocean travel. They were sewn with fine sinew thread and a special watertight stitch. This fine gut parka from Golovin Bay is decorated with red wool yarn, feathers, and strips of bird skin.

Significance

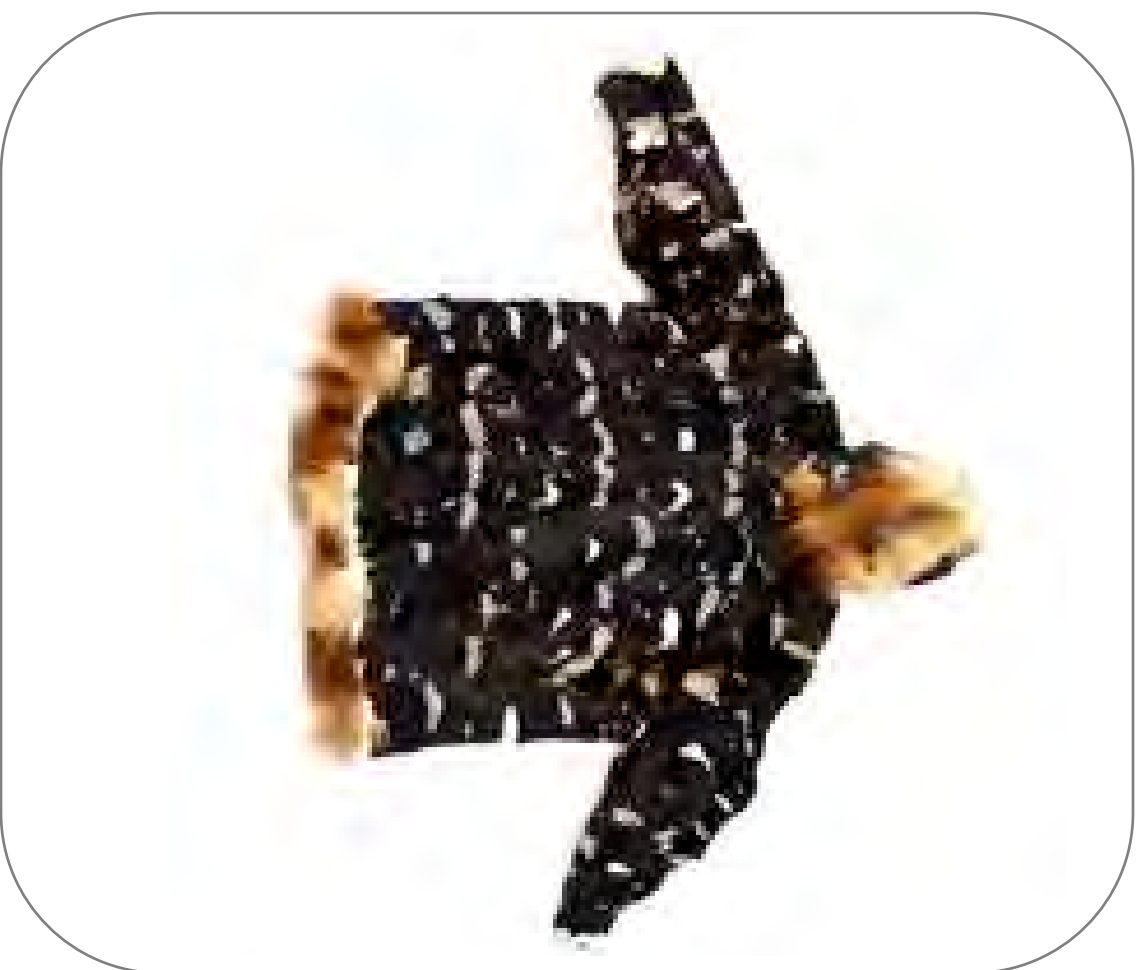
These kept hunters dry when out hunting in the weather. They could be layered over warmer parkas to make them waterproof. The bottom could be made to fit around the top of a kayak, which kept the water out of the boat.

Historical Iñupiaq Sewn Items Teaching Cards from the Traditional Alaskan Transition Skills curriculum, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.



Qusunnaq “Outer parka”

Image Credit: Source: J. H. Turner (collector); Museum: National Museum of Natural History; Museum ID Number: E153734
Link: <https://alaska.si.edu/record.asp?id=249>



Qusunnaq “Outer parka”

Image Credit: Source: Captain Joseph Bernard (collector); Museum: National Museum of the American Indian; Museum ID Number: 117542.000
Link: <https://alaska.si.edu/record.asp?id=214>

Qusurᅇᅇᅇᅇ “Outer parka”

Ask

- What kind of clothing is this?
- What is it used for?
- What does it look like it is made out of?
- Why was the material important?

About this piece

This parka was made from bird feathers from loons. Parkas like this were lighter weight, and used in the spring, summer, and fall. In the winter, people would put these away, and get out their winter clothes usually made from caribou. The trim on this parka is made from wolverine.

Significance

Loons were one of many birds whose skins could be turned into light, warm feather parkas. Because it is made from the skin and feathers of a water bird, it naturally sheds water and was good to wear in the rainy season.

Historical Inupiaq Sewn Items Teaching Cards from the Traditional Alaskan Transition Skills curriculum, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.

Qusurᅇᅇᅇᅇ “Outer parka”

Ask

- What kind of clothing is this?
- What is it used for?
- What does it look like it is made out of?
- Why was the material important?

About this piece

This men’s parka is made from sheep skin, and has three layers of fur around the hood, made from wolverine, wolf belly, and wolf back. The dark shapes on the front are made from caribou fur, and the bottom is trimmed with wolverine fur.

Significance

Parkas were made with the fur on the outside, or the inside, depending on when it would be used. Fur keeps people warm in very cold weather.

Historical Inupiaq Sewn Items Teaching Cards from the Traditional Alaskan Transition Skills curriculum, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.



“knee-high fancy boots”

Atikullak

Image Credit: Source: John Murdoch (collector); Museum: National Museum of Natural History; Museum ID Number: E153892
Link: <https://alaska.si.edu/record.asp?id=250>



“pair of short summer boots”

Piñiqqak

Image Credit: Source: Victor J. Evans (donor); Museum: National Museum of Natural History; Museum ID Number: E359020
Link: <https://alaska.si.edu/record.asp?id=353>

Piñiqqak: “Pair of short summer boots”

Ask

- What kind of clothing is this?
- What is it used for?
- What does it look like it is made out of?
- Why was the material important?

About this piece

These waterproof boots have uppers made of sealskin dyed with alder bark; tops and straps made of winter-bleached seal; and soles made from young bearded seal hide. Children traditionally wore this type of boot for Nalukataq, the “blanket toss” festival held to celebrate successful spring whaling.

Significance

The weather is more rainy in the summer months, so it was good for boots to be waterproof. In order to make the young bearded seal hide soft for the soles, the people chewed on the soles with their teeth.

Historical Iñupiaq Sewn Items Teaching Cards from the Traditional Alaskan Transition Skills curriculum, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.

Atikullak: “knee-high fancy boots”

Ask

- What kind of clothing is this?
- What is it used for?
- What does it look like it is made out of?
- Why was the material important?

About this piece

These are men’s caribou skin dress boots for winter ceremonies and dancing. A man would tuck the undecorated tops inside his short dance pants. The upper parts are made with alternating vertical strips of white caribou belly and brown caribou leg skin. Geometric bands around the top include reindeer fur, caribou fur, and red yarn. The ruffs are wolverine and the straps are sealskin. The soles are made of bearded seal hide, heavily scraped to make it soft and light in color.

Significance

Some clothes are everyday clothes, and some are for special occasions. Usually, special clothes have more details and designs on them.

Historical Iñupiaq Sewn Items Teaching Cards from the Traditional Alaskan Transition Skills curriculum, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.



Inuqraq: “pretend person, doll”

Image Credit: Source: E. W. Nelson (collector); Museum: National Museum of Natural History; Museum ID Number: E037634
Link: <https://alaska.si.edu/record.asp?id=80>



Aqsraq: “high-kick ball”

Image Credit: Source: William M. Fitzhugh Collection; Museum: National Museum of the American Indian; Museum ID Number: 1933368.000
Link: <https://alaska.si.edu/record.asp?id=284>

Aqsrq: “high-kick ball”

Ask

- What is this?
- How is it used?
- What does it look like it is made out of?

About this piece

These balls would be hung from the ceiling. When different tribes would get together, they would hold competitions to see who could kick the ball at the highest level. Made from seal skin, caribou skin, and bark.

Significance

“The design on this example comes from an Iñupiaq story about a young woman who owned two balls; the larger was the sun, and the smaller the moon. The sun ball fell (or in one version was dropped by Raven) and burst open, bringing light to the world. The circular designs seen on this ball represent the sun and commemorate this ancient story.” (<https://alaska.si.edu/record.asp?id=284>)

Historical Iñupiaq Sewn Items Teaching Cards from the Traditional Alaskan Transition Skills curriculum, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.

Inuqaq: “pretend person, doll”

Ask

- What does it look like it is made out of?
- How is this like dolls kids have now?
- How is this different than kids have now?

About this piece

This female doll from Norton Sound is dressed in a caribou skin parka and leggings, with long fur trim. The bottom of her parka is U-shaped with high-cut sides, just like the full-sized garments that women wore. Young girls played with dolls made from ivory, bone and wood, usually carved for them by their fathers.

Significance

Dolls were made from what was available. It was more common for dolls to be made from wood or antler compared to ivory, unless people lived in areas that had a lot of ivory.

Historical Iñupiaq Sewn Items Teaching Cards from the Traditional Alaskan Transition Skills curriculum, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.



Iḡatiyauraq:

“waterproof mitts”

Image Credit: Source: E. W. Nelson (collector); Museum: National Museum of Natural History; Museum ID Number: E048381
Link: <https://alaska.si.edu/record.asp?id=111>



Arggak or Arggat:

“pair of gloves”

Image Credit: Source: W. H. Dall (collector); Museum: National Museum of Natural History; Museum ID Number: E007592
Link: <https://alaska.si.edu/record.asp?id=22>

Argaak or Argaat: “gloves”

Ask

- What kind of clothing is this?
- What is it used for?
- What does it look like it is made out of?
- Why was the material important?
- Why do these gloves have only 4 fingers?

About this piece

Decorated gloves were worn at dances. This pair is made from caribou and beaded. It has cuffs trimmed with wolverine. Inupiat men started wearing gloves at about the same time they began hunting with rifles, because of the difficulty of pulling a trigger with mittens on.

Significance

The design of this glove had the smaller two fingers together in one finger to likely keep the fingers warmer.

Historical Inupiat Sewn Items Teaching Cards from the Traditional Alaskan Transition Skills curriculum, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.

Igatiyauraq: “waterproof mitts”

Ask

- What kind of clothing is this?
- What is it used for?
- What does it look like it is made out of?
- Why was the material important?

About this piece

Long sealskin mittens like this pair from King Island were worn at sea to protect against cold water. They have drawstrings at the top and decorative tufts of polar bear fur. The reddish-brown color is from alder bark dye, and the white is seal skin that was bleached in freezing weather.

Significance

These kept hunters dry when out hunting in the weather. These were worn when kayaking as well.

Historical Inupiat Sewn Items Teaching Cards from the Traditional Alaskan Transition Skills curriculum, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.



Immusrfik: “sewing bag”

Image Credit: Source: W. H. Dall (collector); Museum: National Museum of Natural History; Museum ID Number: E007602
Link: <https://alaska.si.edu/record.asp?id=23>



Aġġinaq: “hunting gear, clothing bag”

Image Credit: Source: Edward W. Nelson (donor); Museum: National Museum of Natural History; Museum ID Number: E048099
Link: <https://alaska.si.edu/record.asp?id=580>

Agġinaq: “hunting gear bag”

Ask

- What is this?
- What is it used for?
- What does it look like it is made out of?
- What do we use today instead of a bag made from a seal?
- Why was the material important?

About this piece

“This bag for storing clothing was made from an entire ribbon seal, including the flippers. The seal was skinned from the inside using a small ulu knife. The opening on its chest laces up with a leather thong.” (<https://alaska.si.edu/record.asp?id=580>)

Significance

Clothing bags were kept outside in the cold on a

Historical Iñupiaq Sewn Items Teaching Cards from the Traditional Alaskan Transition Skills curriculum, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.

Immusrfik: “sewing bag”

Ask

- What is this?
- What is it used for?
- What does it look like it is made out of?
- Why was this important to the people?

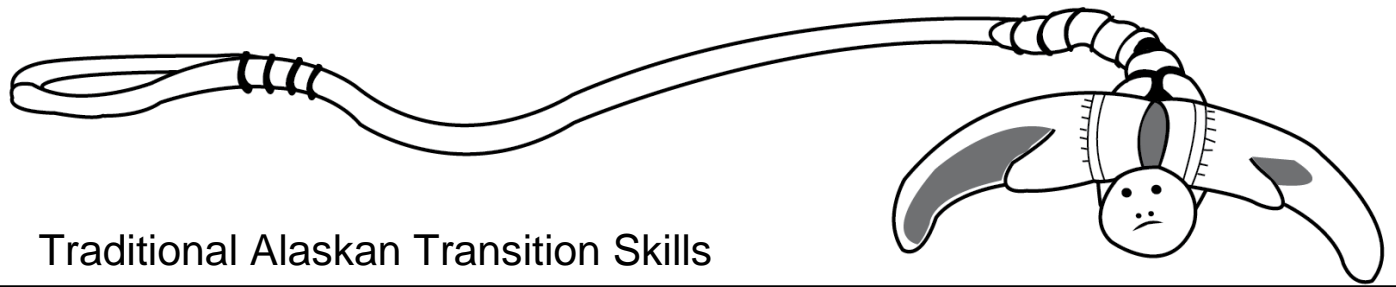
About this piece

“Iñupiaq women around Norton Sound used roll-up bags like this to store their sewing tools. Sewing bags have a pocket at the bottom and a U-shaped flap at the top, to which a cord with a fastener is attached. The pouches held needles, thimbles, boot-sole creasers, awls, small ulu knives, and other items. This bag is made of cloth with a tanned reindeer skin flap; the decorative strips are black rockfish skin and dyed seal esophagus; and the fur trim is river otter.” (<https://alaska.si.edu/record.asp?id=23>)

Significance

Girls made these to demonstrate their sewing skills and to hold their sewing tools.

Historical Iñupiaq Sewn Items Teaching Cards from the Traditional Alaskan Transition Skills curriculum, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.



Traditional Alaskan Transition Skills

Iñupiaq Artist Profile: Maija Lukin

Overview

In this lesson, students will learn about Iñupiaq artist Maija (pronounced “Maya”) Lukin. She sews fabric and furs and teaches others how to sew in traditional ways.

Alaska Cultural Standards

- CA1, CA2, CA4, CA6, CB1, CB3, CB4, CB5, CC3, CD3, CD4, CE1, CE2, CE3

Iñupiaq Values

- Respect for Elders, Domestic skills, Family roles, Sharing, Hard work, Knowledge of language

Learning Objectives

The student will be able to:

- Describe how Maija learned to sew, and why she likes to work in traditional ways.
- Explain the advice Maija gives people who are learning to sew.

Materials

- Presentation: An Interview with Iñupiaq Artist Maija Lukin

Vocabulary

Atikluk	Hooded overshirt with a large front pocket commonly worn in Alaska Native communities. This type of garment is called a Kuspuk or Qaspeq in Yup'ik.
Maklak/Kamik	Skin boots.
Parka	Coat made from skins, furs or fabric or a combination of materials.
Quppak	Fancy trim around the bottom of a parka or top of maklaks that shows your family design.
Regalia	Traditional clothes reflecting the tribe and family of the person wearing them.

Activities and Adaptations

- **Share the goal of today's lesson:** "Today we are going to learn about Maija Lukin, who is an Iñupiaq artist. We will read through an interview with Maija about her sewing and why she likes to work in traditional ways. Learning about artists and how they work is one way to learn more about the art they make, and can inspire you to try it yourself. By the end of this lesson, you will be able to describe how Maija learned to sew, and why she likes to work in traditional ways. You will get some advice for people who are learning to sew."
- **Begin by finding out what students already know by asking the following questions:**
 - How do you think artists get started and figure out what they like to make? [*By seeing Elders or family members making things, and wanting to try to make them too, or seeing a design or something that was made and wanting to learn to make it...*]
 - What are traditional Iñupiaq things that are sewn? What are these things made out of? (*Atikluk: Fabric; Boots/Moccasin, gloves, Parkas/coats: Hide/Fur*)
 - Do you have maklaks, a parka, mittens or other clothes that were made for you? Who made them?
- **Share the artist interview presentation, and discuss questions on last slide.** Take some time to look at the pictures of the things she has made that are on the slides.

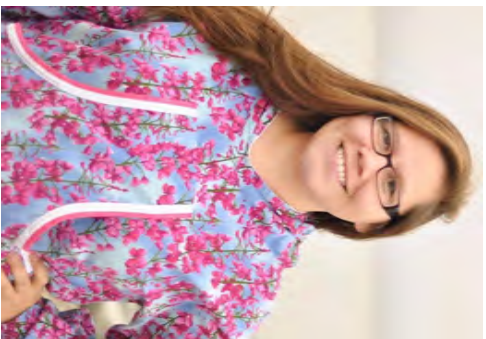
Evaluation

At the end of the lesson, ask the students these questions:

- How did Maija learn to sew?
- Why does she like to work in traditional ways?
- What advice does Maija give people who are learning to sew?

Additional Resources

- Visit Maija Lukin's Instagram page to see more images of what she makes: <https://www.instagram.com/p/BFN2tJmNcKhbqe-NmFBDEKwtOpJVfU5Q2oUIVY0/>
- Making a moose hide collar, shows pattern making and sewing with a hide. <https://www.youtube.com/watch?v=qzlsX-r1dw4>
- Sew Yup'ik (Artist Nikki Corbett) has great videos showing step by step how to sew a kuspuk/atikluk. Visit her website at <https://sewupik.com/> or her YouTube channel at https://www.youtube.com/channel/UCeRPk08daIGJzqw8kY_Qyug/videos.



Artist Maija Katak Lukin

INŪPIAQ ARTIST WHO SEWS FUR AND FABRIC

Iñupiaq Artist Maija Lukin

Maija Katak Lukin is an Iñupiaq artist that lives in Kotzebue, Alaska. She works with fabric and furs to make her own clothes, regalia, maklaks (skin boots), and parkas (both cloth and fur). She can sew by hand, or with a machine, depending on what she is making.



Artist Maija Lukin. Photo provided by artist and used with permission.

How did you learn to sew?

“I learned to skin sew watching my grandmother Katak at our home in Sisualik, AK. If you watch me skin sew, you'll see I sew exactly opposite of how she sewed, because I watched her, and copied her exactly [I like in a mirror].”

I was 4 and 5 years old sewing my own skins. I also sew cloth, which I learned from my grandmother and mom. I made my own clothes and still do. My first machine sewn item was a doll I made for myself at age 6.”



Atikluks by Maija Lukin. Photo provided by artist and used with permission.

What made you interested in sewing?

“My grandmothers have always been my inspiration. My grandma was a WWII vet, and toted her six children all over the world, eventually settling in Anchorage, AK. My aana was a member of the Alaska Territorial Guard and sewed almost 100% of the warm clothing for her 9 children and most of us older grandkids, every single year, regardless of growth, we always had new maklaks.”



Parka by Maia Lukin. Photo provided by artist and used with permission.

When did you start sewing and developing your skills as an artist?

“Growing up without running water or electricity, you just learn to keep busy and create. So, part of creating was making clothes, for my dolls, single barbie, etc.”



Maklaks by Maija Lukin. Photo provided by artist and used with permission.

What do you like about sewing?

“I think, mostly, I love that I can look at something, and say, ‘I can make that.’ I usually go home, sketch it, and make it. For skin sewing, I take photos that inspire me, to make quppaks, and maklaks. I know how to make patterns, from both my grandmothers, so if I don't have a particular size, I can make it. This is both for ‘western’ clothing and for traditional clothing.”



Parka, mittens and maklaks by Maija Lukin. Photo provided by artist and used with permission.

Why do you like to work in traditional ways?

“Working traditionally connects me to my ancestors. I want to ensure that my culture is strong, therefore because I have the skills to teach, or create, I do.

I also think that there is nothing more inspiring and uplifting than to watch someone use what you’ve made proudly. “



Artist Majja Lukin. Photo provided by artist and used with permission.

How do you decide what to make?

“I do what my grandparents did, I make new hats, maklaks, and parkys for every person in my family, every time they grow out of something or wear it out. It's kind of cold here, so warm gear is important. :).”

My granddaughter needs a new parka, I'm making one.”



Atkluks and maklaks by Majja Lukin.
Photo provided by artist and used with permission.

How do you pick your designs?

“For quppaks, I see what inspires me, or I look for family designs, or I study things that are important to that person and create something.”

For cloth parkas, I just make what I think looks nice.”



Black and white star wave design in calf skin made by Maija's grandmother. It is a family design. Photo provided by artist and used with permission.

What advice would you give someone who is just starting to learn these sewing skills?

“Do NOT compare yourself to someone who has been doing this for 40 years. When I was 6, my stitches were uneven, and ugly. When my kids first started, they were not straight. When I teach people, their stitches aren’t even.”

Practice makes perfect, be proud of what you do, because you’re perpetuating a culture, and you’re learning to be self-sufficient at the same time.”



Beginner’s stitches. Photos by Frances Gage.
Used with permission.

Kamiks (Maklaks)

(From Maija's Instagram post November 2019)

“Think about the amount of time it took to create these kamiks. Seal, wolf, calfskin, caribou, black bear, beaver and fox all had to be caught, processed and tanned. Then skin sewists took the time to meticulously sew each pair to fit someone. Some are fancy, with hundreds of pieces stitched together made for dancing and show. Some are functional with just a few pieces made for hunting, traveling and fishing. Each pair is unique and took so many hours to make. Four people made what they're wearing themselves, my aana made a pair, some are 50+ years old, some got done this week. Each one has a story stitched into its every piece.”



Your turn

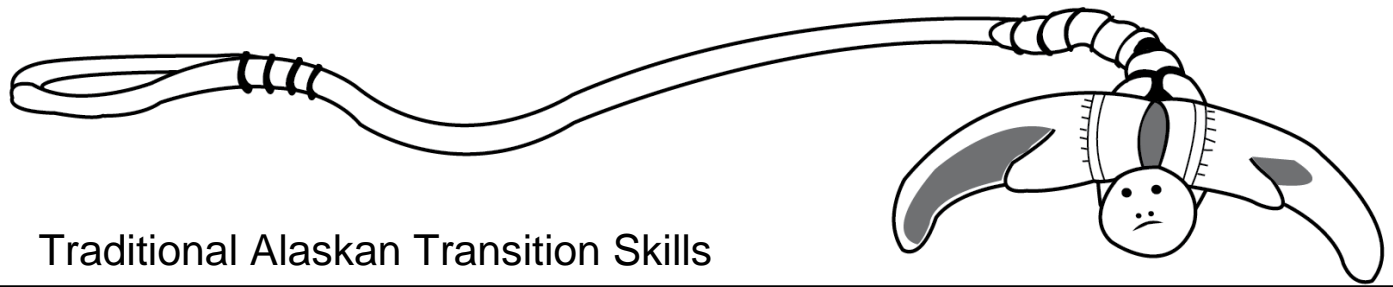
Who in your family can sew? How did they learn?

Why does Maija like to work in traditional ways? What do you do to connect to your ancestors and culture?

Think about maklaks or parkas you have seen. What designs do you like?



Photo provided by artist and used with permission.



Traditional Alaskan Transition Skills

Iñupiaq Artist Profile: Mary Lou Sours

Overview

In this lesson, students will learn about Iñupiaq artist Mary Lou Sours. She sews hard bottom maklaks, and also works with skins and furs. She teaches others how to sew in traditional ways.

Alaska Cultural Standards

- CA1, CA2, CA4, CA6, CB1, CB3, CB4, CB5, CC3, CD3, CD4, CE1, CE2, CE3

Iñupiaq Values

- Respect for Elders, Domestic skills, Family roles, Sharing, Hard work, Knowledge of language

Learning Objectives

The student will be able to:

- Describe how Mary Lou Sours learned to sew, and why she likes to work in traditional ways.
- Explain the advice Mary Lou gives people who are learning to sew.

Materials

- Presentation: An Interview with Iñupiaq Artist Mary Lou Sours
- Video: Indie Alaska *Reviving the art of making Iñupiat Mukluks* (5:43)
<https://www.youtube.com/watch?v=MDjJYE0tmFQ>

Vocabulary

Crimp	To make a flat seal skin into a curved sole, the artist uses pliers to work the skin and shape it. This is called crimping.
Maklak/Kamik	Skin boots.

Activities and Adaptations

- **Share the goal of today's lesson:** "Today we are going to learn about Mary Lou Sours, who is an Iñupiaq artist. We will read through an interview with Mary Lou about her sewing and why she likes to work in traditional ways, and watch a short video about her. Learning about artists and how they work is one way to learn more about the art they make, and can inspire you to try it yourself. By the end of this lesson, you will be able to describe how Mary Lou learned to sew, and why she likes to work in traditional ways. You will get some advice for people who are learning to sew."
- **Begin by finding out what students already know by asking the following questions:**
 - How do you think artists get started and figure out what they like to make? [*By seeing Elders or family members making things, and wanting to try to make them too, or seeing a design or something that was made and wanting to learn to make it...*]
 - Have you seen maklaks that have a hard bottom? How do you think they are made?
- **Share the artist video, and the interview presentation, and discuss questions on last slide.** Take some time to look at the pictures of the things she has made that are on the slides. Stop the video and ask students about what is being shown as she is working with students.

Evaluation

At the end of the lesson, ask the students these questions:

- How did Mary Lou learn to sew? (*She started by teaching herself, and then an spent time with an Elder who showed her traditional ways of working with the skins.*)
- Why does she like to work in traditional ways? (*She likes helping fill in the gap for people who weren't able to learn from their family, to continue the meaning and connection to ancestors and cultural ways.*)
- What advice does Mary Lou give people who are learning to sew?

Additional Resources

- There is another Indie Alaska video that shows subsistence life and has Mary Lou Sours in it: *Living off the land in a rural Alaskan Community* (3:12)
<https://www.youtube.com/watch?v=9xXaRvEt94>
- Visit her Facebook page to see more images of what she makes:
<https://www.facebook.com/pg/CusomMaryDesigns/about/>
- Making a moose hide collar, shows pattern making and sewing with a hide.
<https://www.youtube.com/watch?v=qzlsX-r1dw4>



Artist Mary Lou Sours

INUPIAQ ARTIST WHO MAKES
HARD BOTTOM MAKLAKS

Iñupiaq Artist Mary Lou Sours

Mary Lou “Tautuknaitchaug” Sours is an Iñupiaq artist that lives in Noatak, Alaska. She works with skins and furs to make maklaks (skin boots), and parkas (both cloth and fur). She specializes in making artungaks (hard bottom maklaks). She teaches classes and sells maklak kits for people who want to sew their own.



Artist Mary Lou Sours. Photo provided by artist and used with permission.

What made you interested in sewing?

Dad was a good hunter, and mom tanned the skins in traditional ways. Her great-grandmother Lena Suuik Sours was well-known for her beautiful sewing of fancy parkas, maklaks, and dolls. These were inspirations for learning to sew. She knew she would want to sew one day, and started saving furs and skins as a young woman.

When Mary Lou's grandson was born 7 years ago, she had a strong feeling that she wanted to sew for him, and so she started to teach herself to sew. An instinct turned on, and she knew it was time.



Artungaks (hard bottoms) by Mary Lou Sours.
Photo provided by artist and used with permission.

Lena Suuik Sours

Lena Sours was well known for her beautiful sewing skills in making fancy parkas, maklaks and dolls. Mary Lou continues to be inspired by her great-grandmother's work.



Image from *Not Just a Pretty Face: Dolls and Human Figurines in Alaska Native Cultures*, edited by Molly Lee, 2006



Lena Sours and Esther Jessup:
<http://www.kotzebueira.org/about/index.html>

How did you learn to sew?

Mary Lou learned the basics of sewing from her mother, as well as how to tan and work with skins and furs. Seven years ago, she started teaching herself to sew. She worked on making makaks, then an Elder helped show her how to get the soles to the right texture and consistency. After 5 years of making maklaks, she is starting to feel she has mastered the skills.



Maklaks in progress by Mary Lou Sours.
Photo provided by artist and used with permission.

What do you like about sewing?

“My grandmother had a knack for measuring things without using a ruler. I have that same knack. I can just look at something and know how to make it without using a ruler, and it usually fits perfectly. When this happens, I get really excited.”



Parka by Allannah Sours. Photo provided by artist and used with permission.

Why do you like to work in traditional ways?

“It is important to me to keep the tradition alive and help pass on the traditions in the correct way. Others may use new designs or colors, which is fine for others, but for me I want to do things correctly like our ancestors, and I want things to carry on.”



Artist Mary Lou Sours. Photo provided by artist and used with permission.

How do you decide what to make?

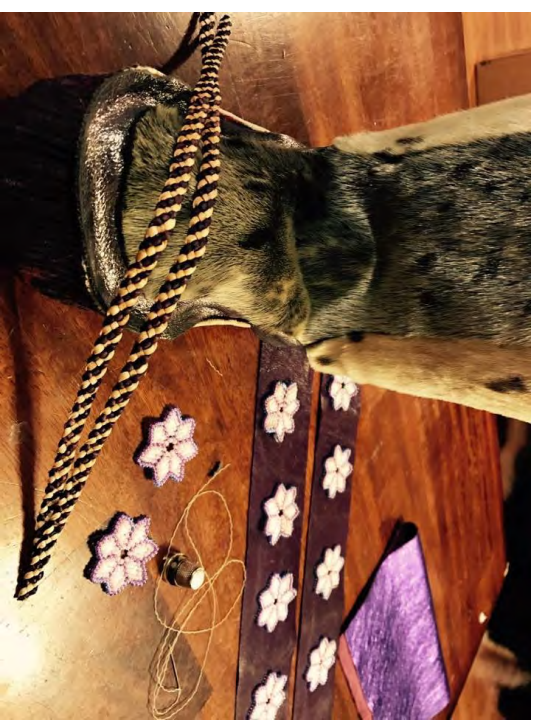
“For myself, it is hard to choose because I always have so many things I want to make. Family members need new parkas and maklaks, but it hard to find time for it all. Also, I have been in a maklak phase, but am ready to move into parkas. I have to finish my current orders for maklaks, then I hope to switch to other things.”



Artist Mary Lou Sours. Photo provided by artist and used with permission.

How do you pick your designs?

“When sewing for a customer, I involve them in all the decisions of the patterns, picking out the materials and beadwork. I ask them to research their family patterns and designs. The border designs on parkas and maktaks traditionally showed which family you were from. I encourage them to use family designs.”



Maktaks in process by Mary Lou Sours. Photo provided by artist and used with permission.

What advice would you give someone who is just starting to learn these sewing skills?

“Don’t give up, keep trying. If you need help, don’t be afraid or embarrassed to ask for help. It is one thing to *think* about sewing, and another to try. Once you try, don’t give up. Don’t compare yourself to someone else that has more experience, it will be discouraging.”



Maklaks in progress by Mary Lou Souris. Photo provided by the artist and used with permission.

Your turn

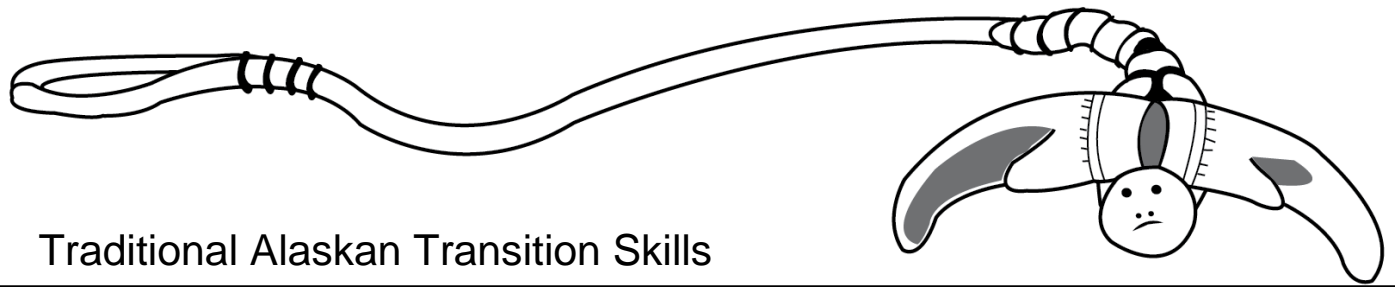
Who in your family can sew? How did they learn?

Why does Mary Lou like to work in traditional ways? What do you do to connect to your ancestors and culture?

Think about maklaks or parkas you have seen. What designs do you like?



Ribbon Seal Parka made by Mary Lou Sours. Photo provided by artist and used with permission.



Traditional Alaskan Transition Skills

Sewing Tools

Overview

In this lesson, students will learn about the different kinds of tools used in sewing, both traditional and current.

Alaska Cultural Standards

- CA1, CA2, CA4, CA5, CA6, CB1, CB3, CB4, CB5, CC3, CD3, CD4, CE1, CE2, CE3

Iñupiaq Values

- Respect for Elders, Domestic skills, Family roles, Sharing, Hard work, Knowledge of language

Learning Objectives

The student will be able to:

- Provide the names of sewing tools and describe how they are used in a matching game.

Materials

- Teaching Cards: *Tools Used for Sewing* used to play a game to match the tools name to an image and description of the tool. **NOTE: These are made to be printed 2-sided, so that the back information matches the picture on front. If you read it in the document, it may look like the description is flipped from the object it describes. Print the cards so they flip on the long edge.**
- If possible, gather sewing tools (current and traditional) and Iñupiaq sewing kits for the students to touch and talk about.

Vocabulary

Ikuun	Skin scraping tool, used to remove fur and hair from the skins.
Kirraq	Pliers used for crimping hard bottom soles.
Needle	Thin, sharp metal object with a hole in one end to put thread through. Used to pierce material and bring the thread or sinew through in sewing.
Pins	Thin, sharp metal objects used to hold materials together for sewing.
Scissors	Used to cut materials used in sewing.
Sewing Machine	A machine that sews fabric together faster than can be done by hand. Most home machines are used for fabrics, but some special heavy sewing machines can also sew skins and fur.

Sinew	A type of thread made from animal gut for sewing skins, leather, and fur.
Sole Shaper	This is worked against the seal skin sole to shape the sides before crimping.
Thimble	A cover for fingers used when sewing to prevent getting stabbed by a pin or needle when sewing. It is also used to push the needle through, as sometimes even the end with the thread is sharp enough to poke a finger.
Thread	A long, thin strand of fiber which is stitched through materials to hold them together in sewing.
Ulu	A rounded knife used in cutting fabrics and other materials for sewing.

Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to learn about the tools Iñupiaq people use to sew. To learn about this, we will look at the tools and talk about them, and play a matching game to check your knowledge. By the end of this lesson, you will be able to name 11 kinds of tools used in sewing, and describe how they are used.”
- **Begin by finding out what students already know by asking the following questions:**
 - What kinds of tools are used in sewing? *[See vocab list for the lesson.]*
 - What traditional Iñupiaq tools are still used for sewing today? *(The ulu and the ikuun and the sole shaper.)*
- **Show and talk about the examples of sewing tools with students.** Have them look at the tools used for sewing and talk about how they are used.
 - Ulu, the scissors, and needles and talk about how they are sharp and have to be worked with carefully.
 - Crimping pliers (Iñupiaq: *Kirraq*): These are used to crimp the edge of the hard soled maklaks. In the past, ancestors used their teeth to do this job. Even with the pliers, it is slow and hard work making all of the crimps look even.
 - Skin Scraper (Iñupiaq: *Ikuun*): Used to remove the hair/fur from the skins. Scrapers can be traditional or more modern. There are a couple of pictures of these that match to the word “ikuun.”
 - Sole shaper: This is rubbed against the edge of the seal skin sole to start to shape it in preparation for crimping.
 - Thimble: Let them try the thimble on, and then touch the thread end of a needle with and without the thimble. They can practice pushing a needle through some fabric with the thimble, to see how it protects their finger.

- Thread/sinew: Look around the room for examples of sewn objects, and notice the different kinds of thread that are used. Some thread is thick, some thin. Some blends in very well, sometimes contrasting color is used to show the stitching or designs. If possible, show something made from leather or fur that was hand sewn with sinew. Notice the waxy texture and the way it sinks in to the leather.
- Sewing machine: Usually used for fabrics, though some heavy sewing machines can sew leather and furs.
- **Play the matching game:** Match the picture of the tool with its name. Then play again, matching a verbal description of how the tool is used to its picture. Note: The matching game PDF is meant to be printed 2 sided, so that when you cut out the cards, the pictures of the tools show the tool in use on the back side, and then the word cards can be matched to the picture cards.
- **Learning stories:** See if the students can fill in the names of the tools used by two artists.

Learning stories

- When artist Maija Lukin wants to make an atikluk, first she picks out her fabric and trim and thinks of the design. When she is ready to get started, she gets out all her tools. She lays the fabric out, and uses _____ (pins) to attach her pattern to the fabric. Next, she takes _____ (scissors) to cut the fabric. She uses _____ (pins) to hold the fabric together until she can sew it. She sits down at her - _____ (sewing machine) and puts the spool of this _____ (thread) on the machine and threads it through the _____ (needle). Then she pushes the pedal on the sewing machine to make it sew.
- When artist Mary Lou Sours wants to make maklaks, first she picks out her skins and thinks of a design. She gets her tools out, and then she is ready to get started. Mary Lou is ready to cut out the softer leather of the upper part of the maklak and so she reaches for _____ (ulu or scissors). She draws her pattern onto the skin, and then cuts out the pieces. For the hard soles, she cuts the seal skin out with an _____ (ulu or other blade) and then she scrapes off the fur with the _____ (ikuun). To crimp the edge to make the correct shape of the hard bottom boot, she used special pliers, called _____ (kirraq). To sew the pieces of the maklak together, she used a _____ (needle) and _____ (sinew).

Evaluation

At the end of the lesson, ask the students these questions:

- What are the names of some tools used by people who sew?
- How do they use those tools?

Additional Resources

- There are many more examples of Iñupiaq traditional objects in this online collection that you can explore and share with your students: Search the Alaska Native collection by region, culture, or object type at: <https://alaska.si.edu/search.asp>
- There are many videos showing Alaska Native people sewing, on the Smithsonian Arctic Studies Center Alaska Youtube channel. You can watch portions of these videos, and see if the students can spot people using the tools they learned about. <https://www.youtube.com/channel/UCNpC1tX-kqJaSU7ZSxUWfA/videos>
- This one is about sewing gut to make traditional rain gear: <https://www.youtube.com/watch?v=wWIPDmyqAQ0>



Photo provided by Maija Lukin and used with permission.



Photo: <https://quotesgram.com/img/needle-and-thread-quotes/10676052/>.





Photo provided by Maija Lukin and used with permission.



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Photo provided by Mary Lou Sours and used with permission.



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Photo provided by Maija Lukin and used with permission.



Scissors

Thimble



Photo: <https://stitchers-source.com/mechanical-vs-computerized-sewing-machines-what-is-the-difference/>



Photo: <https://www.allpeoplequilt.com/how-to-quilt/cutting/pin-and-cut-pattern>.

Needle and
Thread

Ikuun
(Scraper)

Kirraq
(Pliers)

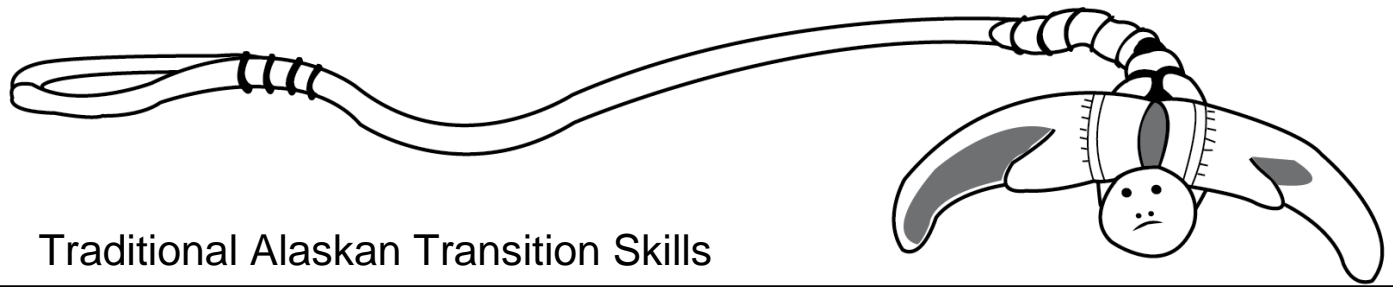
Ulu

Sewing Machine

Sinew

Pins

Sole Shaper



Traditional Alaskan Transition Skills

How to Use a Pattern

Overview

In this lesson, students will learn what a pattern is, and how it is used in sewing. The students will practice using a pattern to cut out the shapes to make a walrus.

Alaska Cultural Standards

- CA1, CA4, CA6, CB1, CB3, CB5, CD3, CE1, CE2, CE3

Iñupiaq Values

- Respect for Elders, Domestic skills, Family roles, Sharing, Hard work

Learning Objectives

The student will be able to:

- Describe the purpose of using a pattern when sewing.
- Demonstrate how to cut a shape out of fabric using a pattern.

Materials

- Handouts: *Make a Walrus Using a Pattern* (Student Handout) and *Examples of Patterns* (Instructor Handout)
- Fabric in two colors of brown and white (craft felt or fleece fabric works best). Construction paper can be used if fabric is not available.

Vocabulary

Pattern Usually made of paper, it has the shapes that get cut out of fabric and sewn.

Activities and Adaptations

- **Share the goal of today's lesson:** "Today we will learn about patterns, and how they are used in sewing. By the end of this lesson, you will be able to explain what a pattern is, and how it is used. We will make a walrus from a pattern to see how a pattern works."
- **Begin by finding out what students already know by asking the following questions:**
 - What is a pattern? Have you seen anyone who is sewing something use a pattern to cut out the shapes that are sewn together?
 - Look at a sewn object in the room, like a jacket. Look at this. See how there are different shapes of fabric sewn together to make the arm? The hood? The pockets? How did the person who made it know what to cut from the fabric? (*A designer made a pattern, and then someone used that pattern to know what shape to cut out, and then someone sewed the shapes together.*)
- **Show the pattern examples, and ask what the students think the pattern makes.**
 - One is a mitten pattern, and one is an old pattern for a girl's parka, and one is a fox "woman's hat."
- **Show the examples of patterns drawn on skins, ready to be cut out for makluks.**
 - What do you think this will be? How did they know to draw this shape? (*They traced a pattern onto the fur with a marker.*)
- **Make a walrus using a pattern activity:**
 - Give the handout to students, along with felt, fabric, or heavy paper in the three colors of dark brown, lighter brown, and white.
 - Follow the steps on the handout to create a walrus. **Note: You can print it on larger paper to make it easier to cut out, if a student struggles with cutting out the fins.**
 - The walrus can be glued to a stiff background if desired.

Learning stories

- "Esther is a young woman who likes to make atikluks for herself and her sisters. Her grandmother helped her make a pattern so she knows how to cut the fabric to make an atikluk that will fit her. Esther takes time to pick out the fabric and trim that she thinks will look nice. Esther lays the fabric out and then pins the pattern to the fabric. Next, she cuts around the paper until she has all the pieces cut out. She uses a sewing machine to sew the pieces together, and to add the pretty trim. When she tries it on, it fits just right! She feels happy knowing she is using a pattern her grandmother helped her make."
- Ask the students to share if they have family members that sew, and if they have seen them use a pattern.

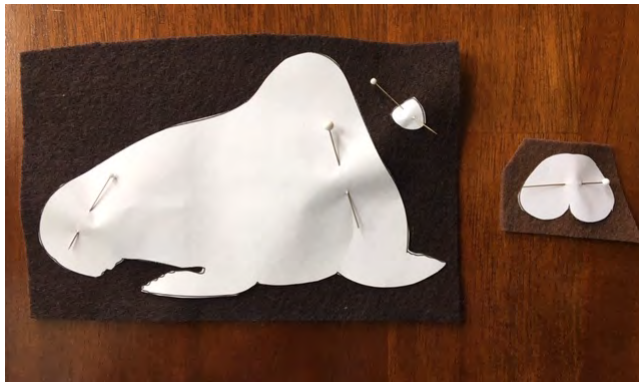
Evaluation

At the end of the lesson, ask the students these questions:

- Why do people use patterns in sewing?
- How do you use a pattern to make something?

Additional Resources

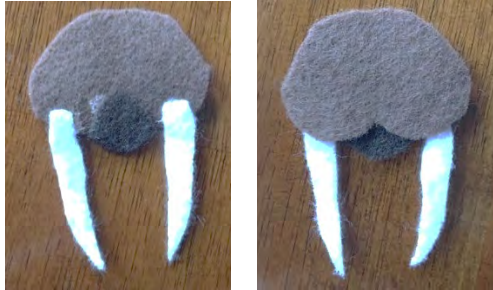
- This video shows a woman using a pattern to make a moose hide collar, shows pattern making and sewing with a hide. <https://www.youtube.com/watch?v=qzlsX-r1dw4>
- Sew Yup'ik (Artist Nikki Corbett) has great videos showing step by step sewing projects, including how to create patterns for atikluks/kuspuks. Visit her website at <https://sewyupik.com/> or her YouTube channel at https://www.youtube.com/channel/UCeRPk08daIGJzqw8kY_Qyug/videos.
- **Here are some pictures of the steps in the handout, for instructor reference.**
 1. **Cut the body and chin pieces out of one color** (in the example, we used dark brown).
 2. **Cut the face piece out of another color** (in the example, we used light brown).



3. **Cut these pieces out of white.**



4. **Glue the pieces together.** This shows you how the smaller pieces overlap to make the walrus' face. The white tusks and the dark colored mouth go underneath the lighter nose piece. The first picture shows it from the back side, the second picture from the front. Glue these together first, then place them on the walrus.



5. You can use a black marker to color the details of his eyes, nose, whiskers, and flippers, as shown in the drawing.



Examples of Patterns

What does this make when it is cut out of fabric or skins and sewn together?

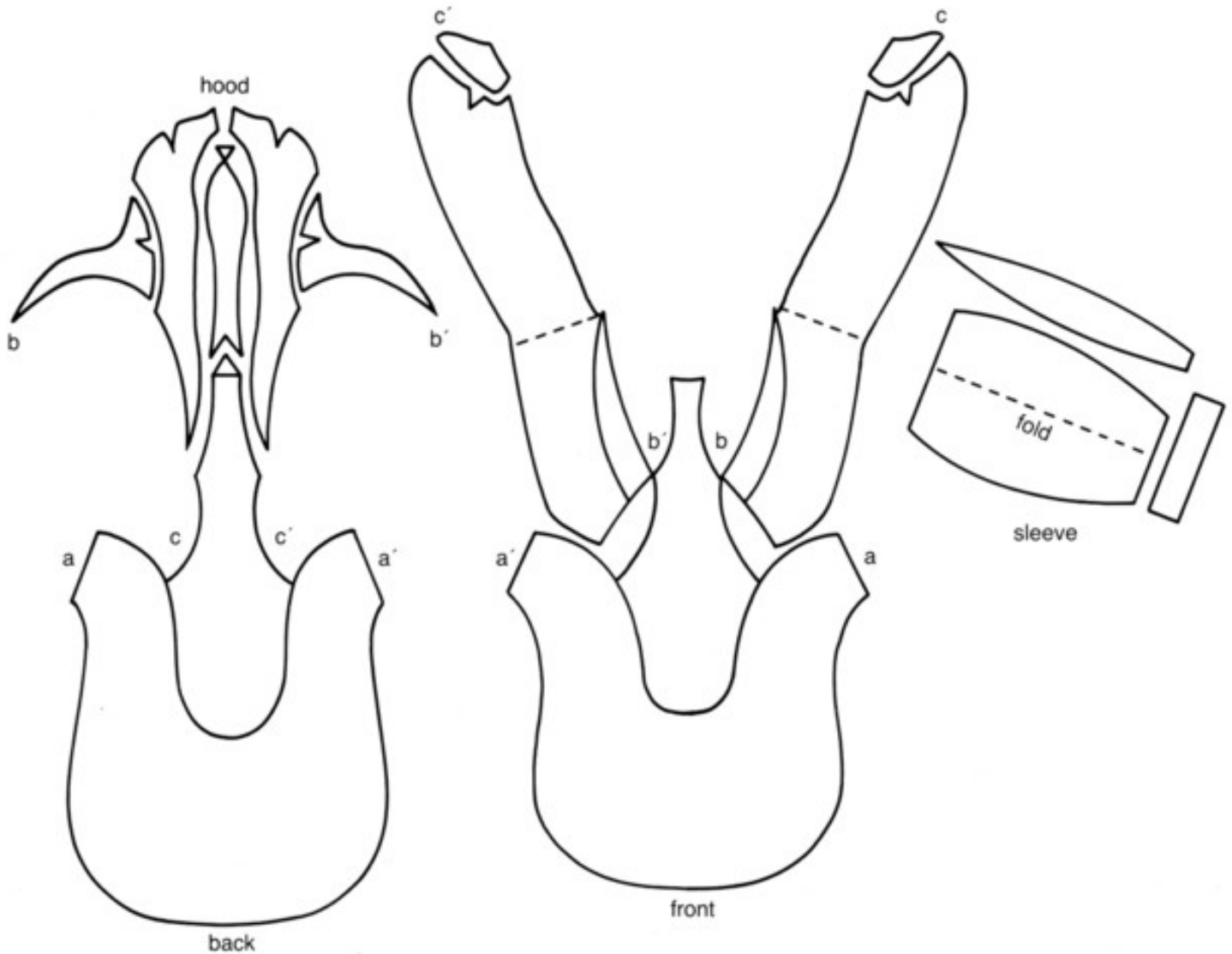


Image source: https://alaska.si.edu/media.asp?id=283&object_id=609

Pattern for an Iñupiaq woman's parka.

From *Crossroads of Continents: Cultures of Siberia and Alaska* (1988), fig. 279b.

Instructor Handout: Examples of Patterns from the Traditional Alaskan Transition Skills curriculum, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.

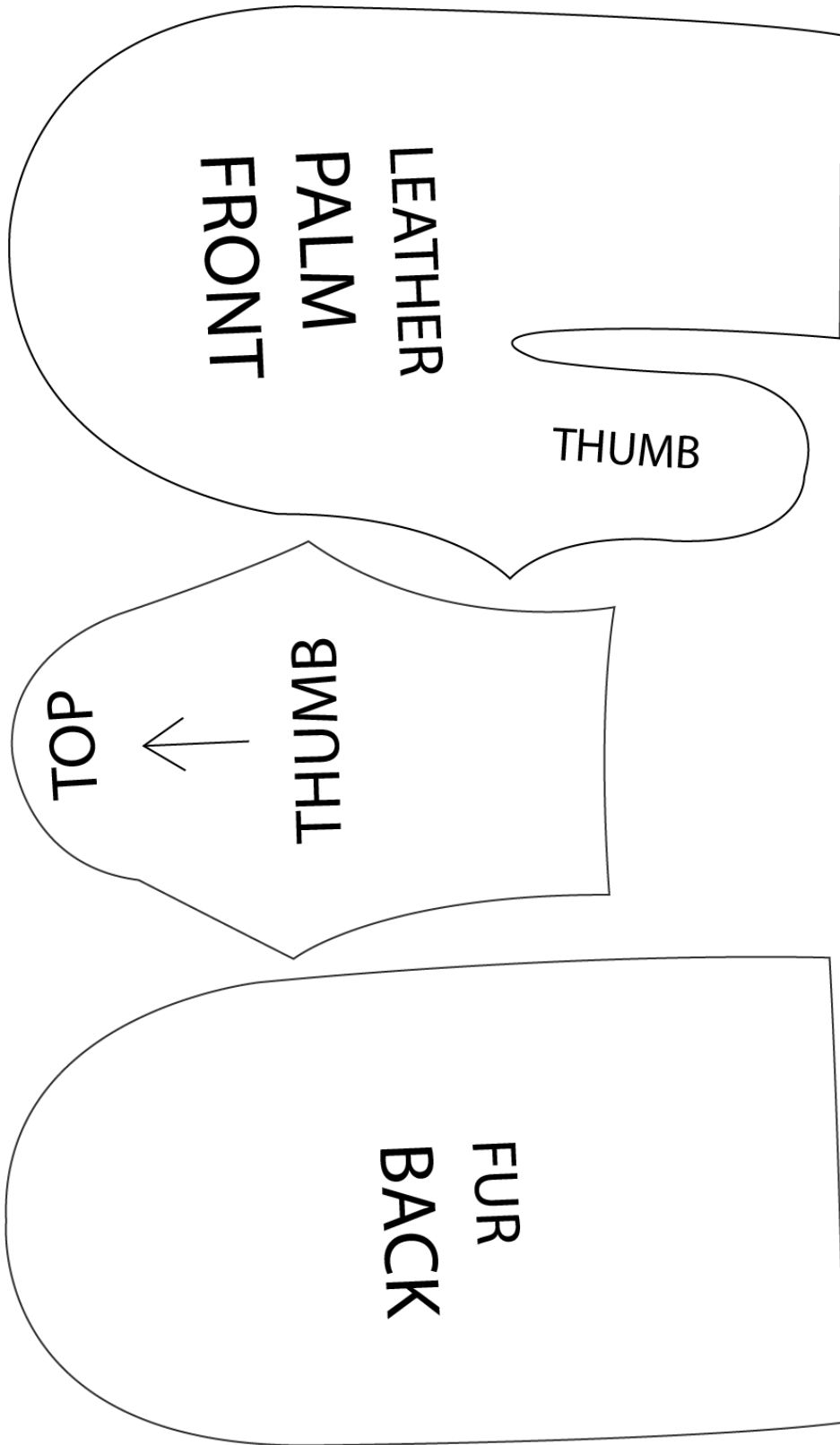


Girl's Parka <https://alaska.si.edu/record.asp?id=609>

Source: Patrick H. Ray (collector), Museum: National Museum of Natural History

Museum ID Number: E074041

Instructor Handout: Examples of Patterns from the Traditional Alaskan Transition Skills curriculum, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.



Pattern by Mary Lou Sours. Used with permission.

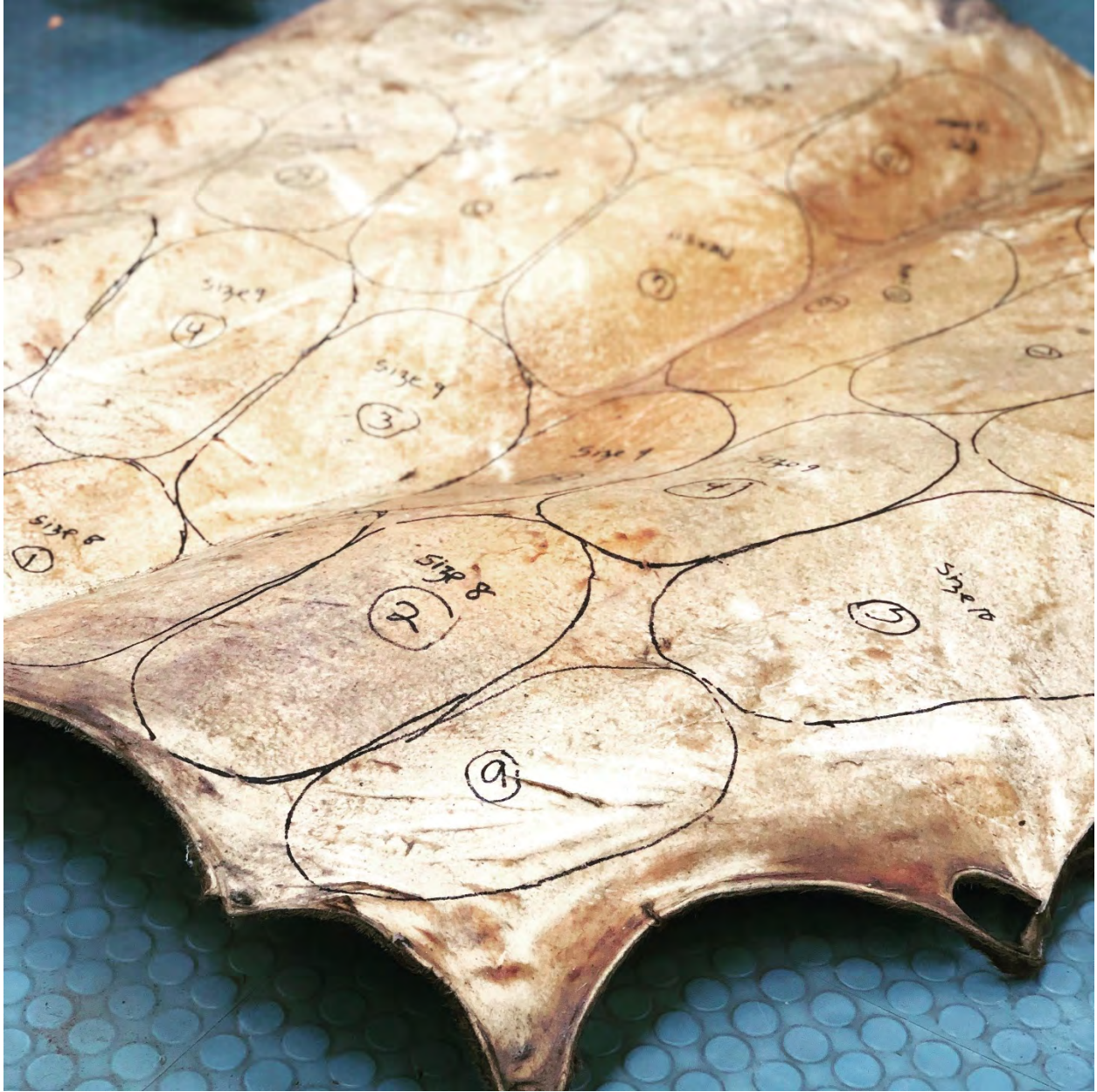
Instructor Handout: Examples of Patterns from the Traditional Alaskan Transition Skills curriculum, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.



Fur mittens by Mary Lou Sours. Image used with permission.



Women's fox hat with a tail, ready to sew together. Photo by Maija Lukin and used with permission.



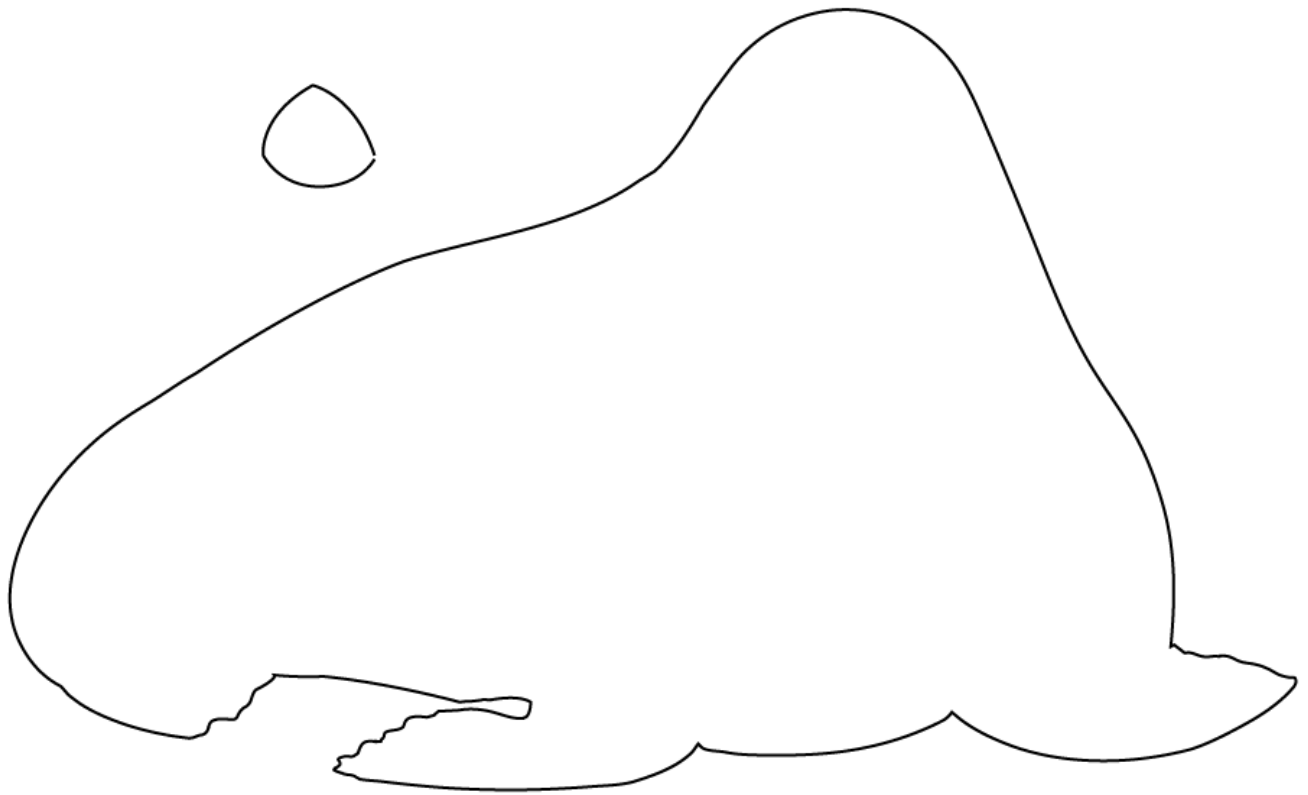
Ugruk (bearded seal) skin is for maklak soles, that still need to be scraped and crimped. Photo by Maija Lukin and used with permission.

Make a Walrus Using a Pattern

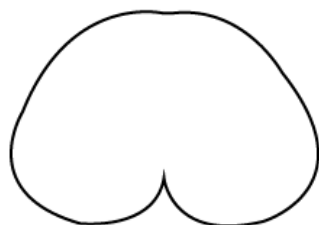
A pattern shows you what shape to cut from the fabric, so that when you sew it together it will make what you want. In this project, you will use the pattern below to cut out a walrus, and glue it together. This will help you understand what a pattern is, and how to use one for sewing.

Start by cutting the pattern pieces out. Then pin them to the fabric you will cut out. If it is easier, you can trace around the pattern to make your cutting line.

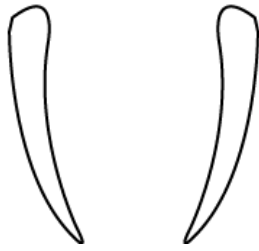
1. Cut these pieces out of one color (in the example, we used dark brown). This is the mouth and body of the walrus.



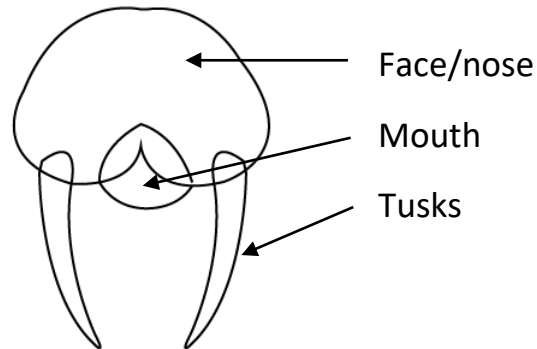
2. Cut this pieces out of another color (in the example, we used light brown). This is the face piece of the walrus.



3. Cut these pieces out of white. These are the walrus tusks.

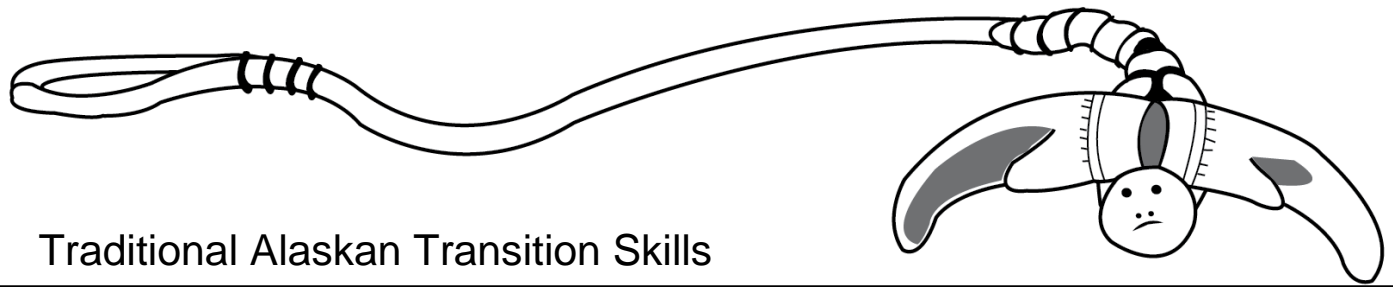


4. Glue the pieces together. This shows you how the smaller pieces overlap to make the walrus' face. The white tusks and the dark colored mouth go underneath the lighter nose piece.



5. You can use a black marker to color the details of his eyes, nose, whiskers, and flippers, as shown in the drawing.





Traditional Alaskan Transition Skills

Sewing Project: The Running Stitch

Overview

In this lesson, students will learn the basic steps of threading a needle, using a pattern, cutting fabric, and sewing using a running stitch.

Alaska Cultural Standards

- CA1, CA4, CA6, CB1, CB3, CB5, CD3, CE1, CE2, CE3

Iñupiaq Values

- Domestic skills, Family roles, Sharing, Hard work, Knowledge of language

Learning Objectives

The student will be able to:

- Demonstrate how to thread a needle and make a knot at the end of the thread.
- Demonstrate how to cut a shape out of fabric using a pattern.
- Demonstrate how to use a pin to hold the fabric together while sewing.
- Demonstrate how to use a running stitch to sew fabric together.

Materials

- *Felt Animals Sewing Project Handout*, enough printed so each student has the pattern for the animal they want to make.
- Felt, scissors, thread, needles (they can be large or medium, depending on dexterity of the students involved), sewing pins, polyester stuffing or batting (or stuffing substitute like tissue or cotton balls)

Vocabulary

Needle	Sharp tool with an eye to put the thread through used for sewing.
Pattern	Usually made of paper, it has the shapes that get cut out of fabric and sewn.
Running Stitch	A simple hand sewn stitch where the thread goes up and down in a line through the fabric.
Sew/Sewing	Join, fasten, or repair (something) by making stitches with a needle and thread or a sewing machine.
Thread	A long, thin strand of cotton, sinew, or other fiber uses in sewing.

Activities and Adaptations

- **Share the goal of today's lesson:** "Today we will learn about sewing by making an arctic animal out of felt. We will learn this by using a pattern to cut out the animal, and then using a needle and thread to sew it together. We will watch a video to see how the sewing is done, and then try it ourselves. The name of the stitch we will use is called the *running stitch*."
- **Begin by finding out what students already know by asking the following questions:**
 - Have you sewn things together before?
 - What is a pattern and how is it used in sewing? (*A pattern is a shape on paper that shows where to cut fabric or other material to make something. We will use these patterns of animals so we know the shapes to cut out for our animal sewing project.*)
 - What tools are used in sewing? (*Needle, thread, scissors, fabric, pins*)
- **Steps for the sewing project.**

Print copies of the animal patterns and have students pick one to make. Note that there are two versions of the polar bear. The two-legged version is best for someone with no sewing experience, and the four-legged version for someone who already has some sewing experience. The whale and seal are a similar difficulty level as the two-legged bear.

The Basics:

- If the students have had no previous experience, start with the video *How to Sew by Hand* (6:03) which starts with how to thread a needle:
<https://www.youtube.com/watch?v=ZvzMMcKHVR4>
- Next, show the video that shows the technique of the project: *How to Hand Sew (SEWING BASICS)* (2:58) https://www.youtube.com/watch?v=zca_gc-Qw7w
- Tip: Students can practice sewing two squares together to practice their running stitch before moving to the project. Have them start by pulling it all the way up, then all the way down, one stitch at a time. If they get that, they can weave the needle through front and back before pulling the thread through, making more than one stitch at a time.

The project:

- A. Cut out the paper pattern** from the handout.
- B. Pin it to two layers of felt**, making sure the felt is big enough to cut the shape out.
- C. Cut out the shape**, cutting as close to the lines of the pattern as possible.
- D. Unpin the paper pattern from the fabric.**
- E. Pin just the felt pieces together**, so they won't shift around while sewing them. Use safety pins for this job if it is a concern for a student to be poked by standard pins.

- F. Sew it together:** Starting where it shows a “knot” on the pattern, sew a running stitch close to the edge all the way around the animal shape and end where it says “knot” by tying a knot, leaving a gap for stuffing. Make sure both layers are getting sewn with the stitches.
- Tip: If the fabric bunches up, it means the student is pulling too hard. You can usually tug on it to flatten it out again.
 - Tip: If the thread is knotting as they pull it through, you can run it over soap or beeswax to help keep it from knotting.
- G. Stuff the animal:** You can use polyester stuffing or quilt batting, cotton balls, tissue, toilet paper...any shredded fibers. Use a pencil to gently push the stuffing into the smaller areas (like noses and flippers and tails) before filling the body. Pin the hole closed after stuffing the animal to make it easier to finish sewing together.
- H. Sew the stuffing hole:** Sew together the place you left open to stuff, from “knot” to “knot” and tie a good knot to finish it.
- I. Finishing touches:** Use a sharpie or permanent marker to add the details indicated on the pattern with a thick black line.

Learning stories

- If any of the students have sewn before, they can share about what they know.
- As an additional activity, the students can tell a story about the animal that they created.

Evaluation

At the end of the lesson, ask the students these questions:

Can you now do the following...

- Thread a needle and make a knot at the end of the thread?
- Cut a shape out of fabric using a pattern?
- Use a pin to hold the fabric together until you can sew it?
- Use a running stitch to sew fabric together?

Additional Resources

- There are many videos on YouTube that teach hand sewing, such as: <https://www.youtube.com/watch?v=1FknfumFPX8>
- There are also many simple felt projects students can try, if they had fun with this one. An example site with many felt animal projects: <https://liagriffith.com/craft/felt-and-fiber-diy-crafts/felt/felt-animals-felt-craft-do-it-yourself/>

Felt Animals Sewing Project

Watch the video to see how to sew a simple shape and stuff it, then use the patterns below to make animals using the same ways they showed.

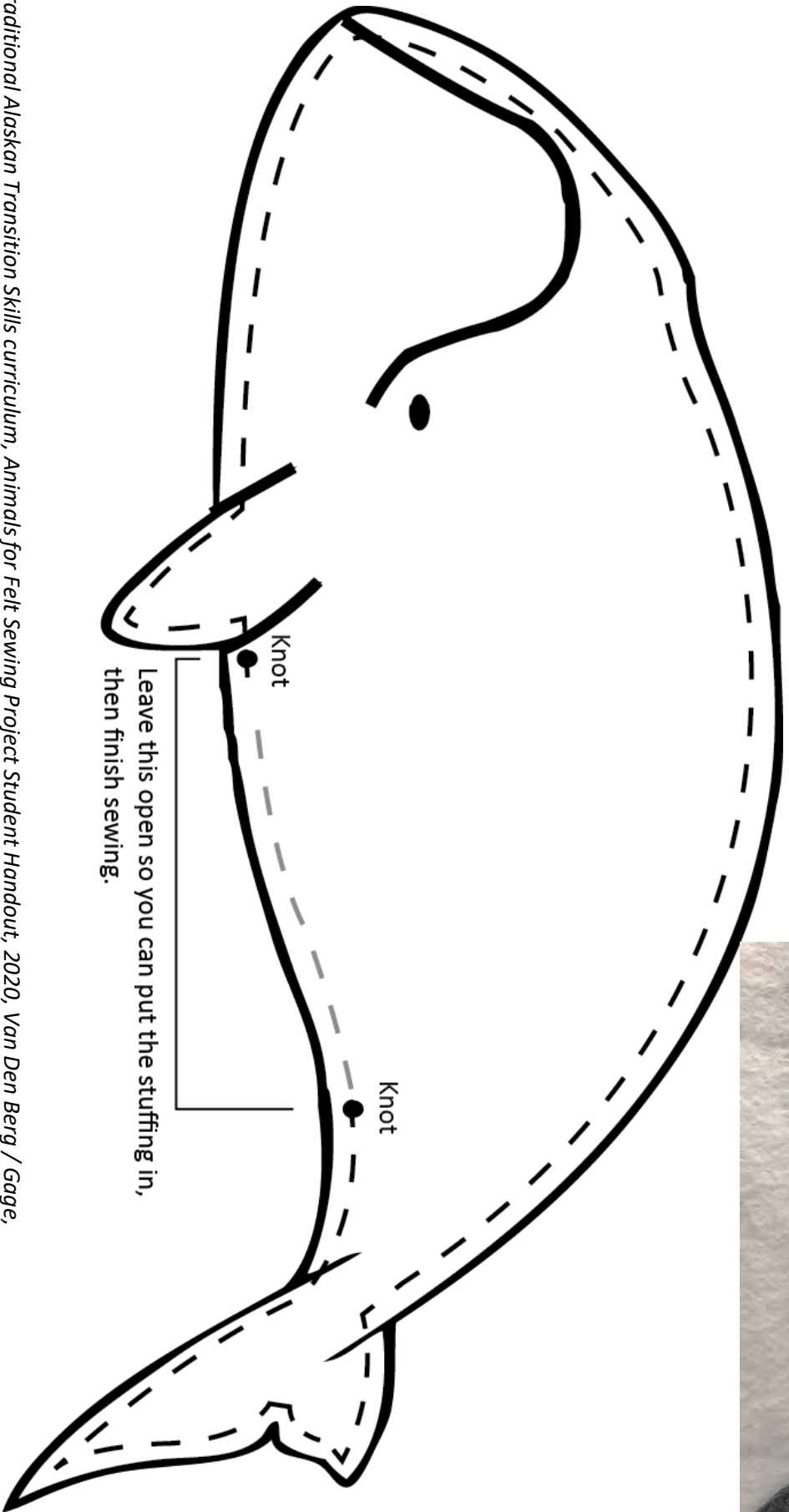
How to Hand Sew (SEWING BASICS) (2:58) https://www.youtube.com/watch?v=zca_gc-Qw7w



Traditional Alaskan Transition Skills curriculum, Animals for Felt Sewing Project Student Handout, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.

Bowhead Whale

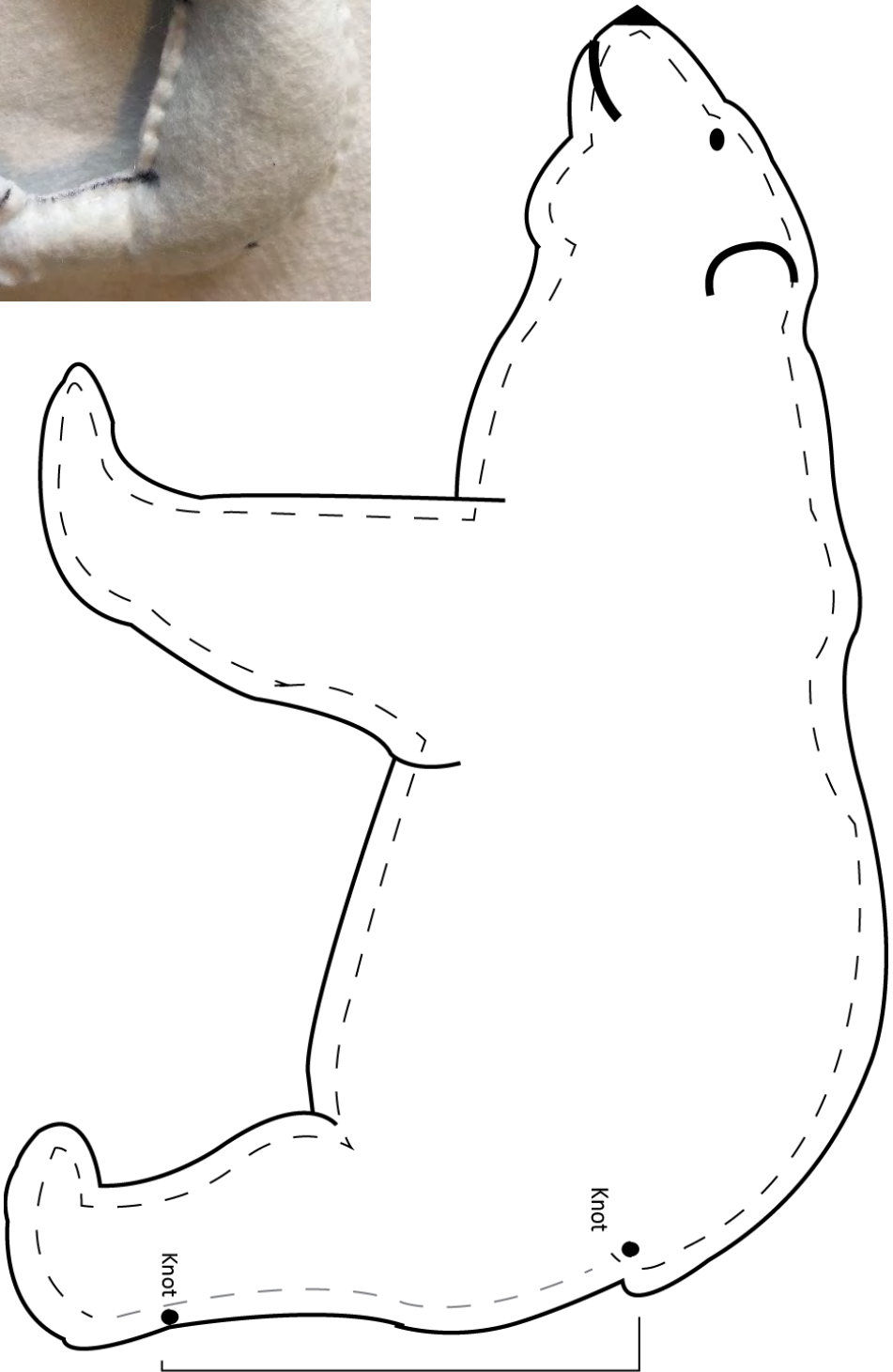
Draw the mouth, eye, and fin on with a marker. See example.



Traditional Alaskan Transition Skills curriculum, Animals for Felt Sewing Project Student Handout, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.

Polar Bear: Two-Leg

Draw the bear's nose, eye, mouth, and ear on with a marker. See example.

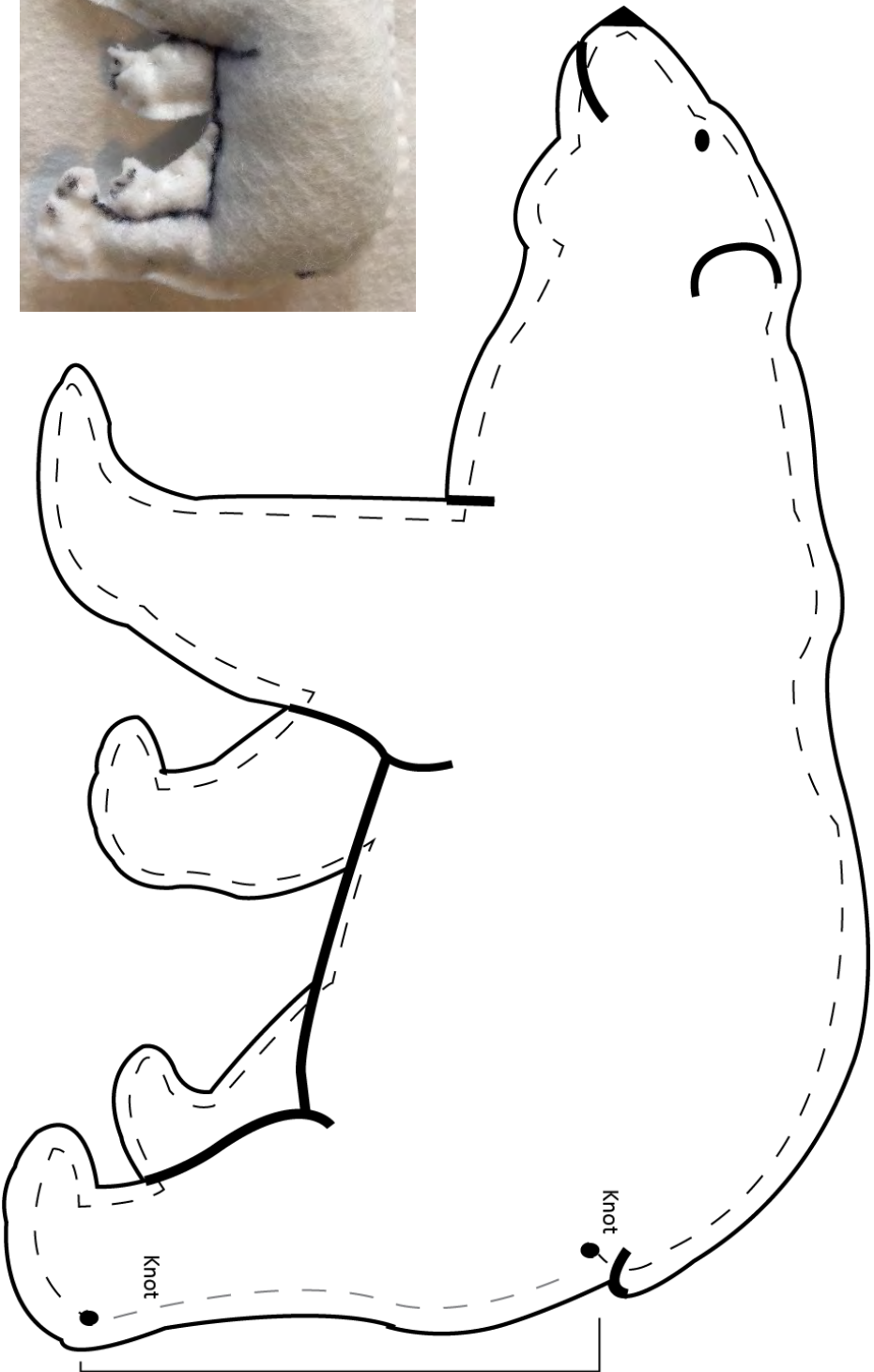


Leave this open so you can put the stuffing in, then finish sewing. 275

Traditional Alaskan Transition Skills curriculum, Animals for Felt Sewing Project Student Handout, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.

Polar Bear: Four-Leg

Draw the nose, eye, ear, mouth and leg and belly lines on with a marker. You can add dimension by also stitching those lines after you stuff it. See example.



Leave this open so you can put the stuffing in, then finish sewing.

276



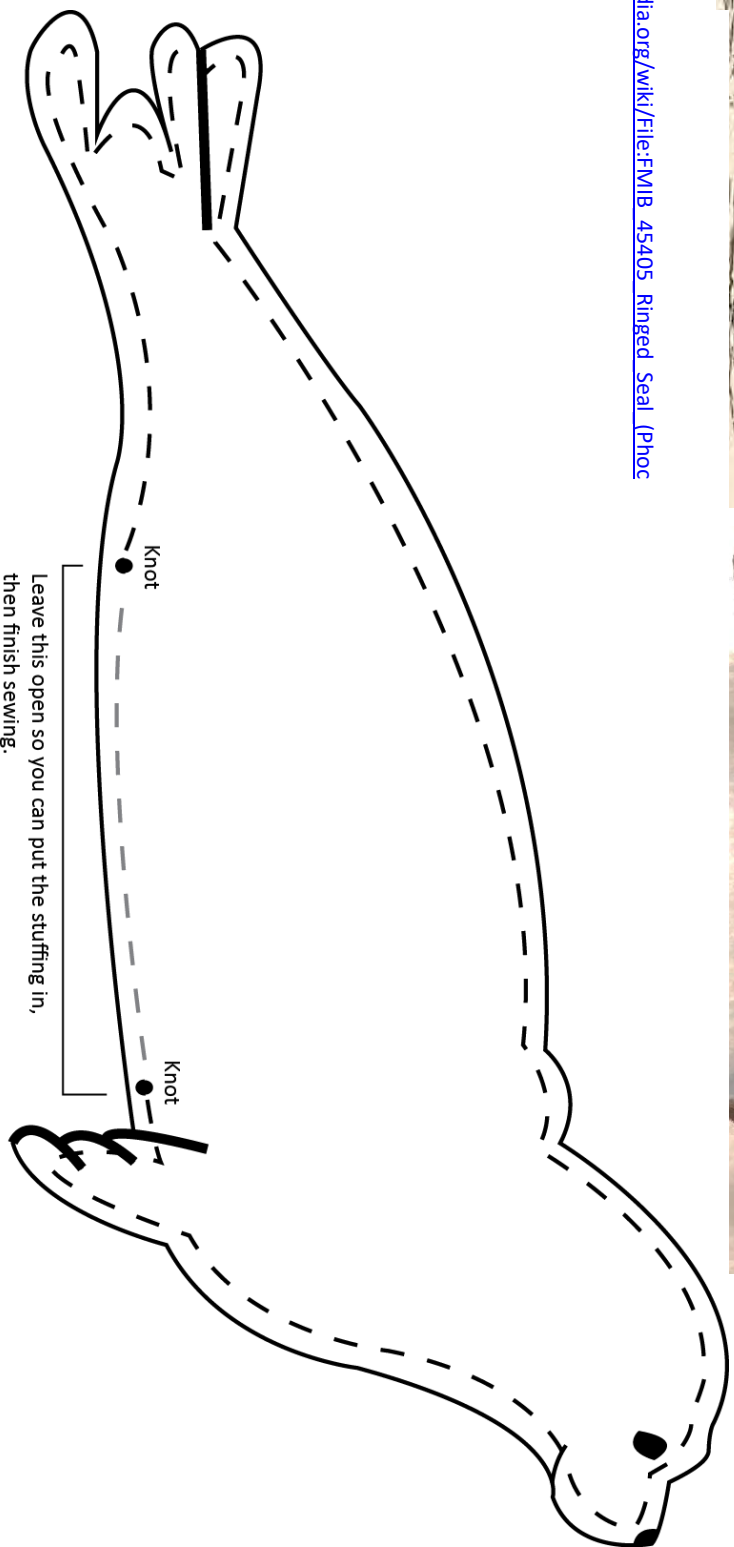
Traditional Alaskan Transition Skills curriculum, Animals for Felt Sewing Project Student Handout, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.

Ringed Seal

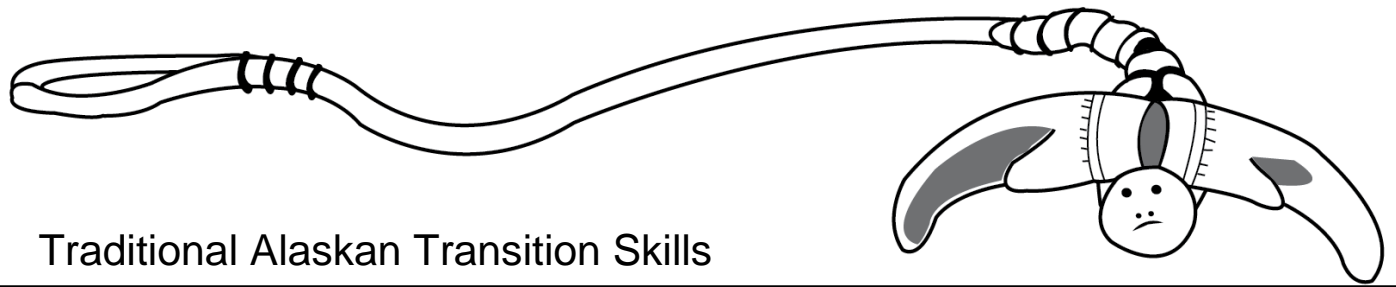
Use the outline as a pattern for your seal. If you want to add some markings with a marker, use the picture to see how the markings can look. See example.



Free Use Image:
[https://commons.wikimedia.org/wiki/File:FMBB_45405_Ringed_Seal_\(Phoca_foetidissima\).jpeg](https://commons.wikimedia.org/wiki/File:FMBB_45405_Ringed_Seal_(Phoca_foetidissima).jpeg)



Traditional Alaskan Transition Skills curriculum, Animals for Felt Sewing Project Student Handout, 2020, Van Den Berg / Gage, University of Alaska Anchorage Center for Human Development.



Traditional Alaskan Transition Skills

Sewing Project: Felt Bag Using the Whip Stitch

Overview

In this lesson, students will practice the basics of threading a needle and using a pattern, and learn the basics of design and assembly of a bag using the whip stitch. This project gives a feeling for the steps used when doing fur/skin piecework with an easier material (felt).

Alaska Cultural Standards

- CA1, CA4, CA6, CB1, CB3, CB5, CD3, CE1, CE2, CE3

Iñupiaq Values

- Domestic skills, Family roles, Sharing, Hard work, Knowledge of language

Learning Objectives

The student will be able to:

- Demonstrate how to make design choices using a pattern.
- Demonstrate how to use pins to hold the fabric together while sewing.
- Demonstrate how to use a whip stitch to sew fabric together.

Materials

- *Sewing Project: Introduction to the Whip Stitch* Handout, enough printed so each student has the pattern.
- Felt, scissors, thread, needles (they can be large or medium, depending on dexterity skills of the students involved), sewing pins, buttons, glue

Vocabulary

Button Hole	The hole or slit that is made to allow a button to pass through and secure two pieces of material together, like on the front of a coat.
Needle	A sharp tool with an eye to put the thread through that is used for sewing.
Pattern	Usually made of paper, it has the shapes that get cut out of fabric and sewn.
Pin	A sharp thin piece of metal with a point on one end and a bead on the other that holds materials together while they are sewn.

Quppak	The design on the border of maklaks or parkas that historically would show which family you are from.
Running Stitch	A simple hand sewn stitch where the thread goes up and down in a line through the fabric.
Sew/Sewing	Join, fasten, or repair (something) by making stitches with a needle and thread or a sewing machine.
Thread	A long, thin strand of cotton, sinew, or other fiber used in sewing.
Whip Stitch	A simple hand sewn stitch where the thread holds two pieces together with a wrapped stitch that pulls two edges together.

Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we will learn about sewing by making special bags out of felt. We will use the same way of sewing that people use to sew pieces of fur together in Quppak designs on maklaks and parkas. We will practice making design choices for the bag to create the look we want. We will learn this by cutting out shapes using a pattern, trying different combinations of the design, and then sewing it together using a stitch called the “whip stitch.” We will watch a video to see how the sewing is done, and then try it ourselves. In the end, we will have made a special bag.
- **Begin by finding out what students already know by asking the following questions:**
 - Have you seen the Quppak designs on maklaks and parkas? Does your family have a special pattern that is important to your family? *[Note to instructor: Some families may have lost their historical pattern due to colonization and there may be historical trauma associated with this loss. Ask about this to establish connection, but do so with understanding that some may not have it, or know it.]*
 - What does it mean to **design** something, or make choices about **design**? *(The design is the way something looks, or how it is put together. An artist has to make choices about how he or she wants something to look, which changes what they do to make it. In this project, you will explore using shapes to make different designs.)*
 - What is a pattern and how is it used in sewing? *(A pattern is a shape on paper that shows where to cut fabric or other material to make something. In this project, we will cut out shapes from felt and sew them into a special bag.)*
 - What tools are used in sewing? *(Needle, thread, scissors, fabric, pins, buttons)*
- **Steps for the sewing project.** **Note:** This project is more complex, so if the instructor doesn’t have sewing experience, it is recommended to have one or two guests with sewing experience in the classroom to help students with the project during the sewing process. It is recommended that the instructor make a sample using the instructions before attempting to use the lesson in the classroom.

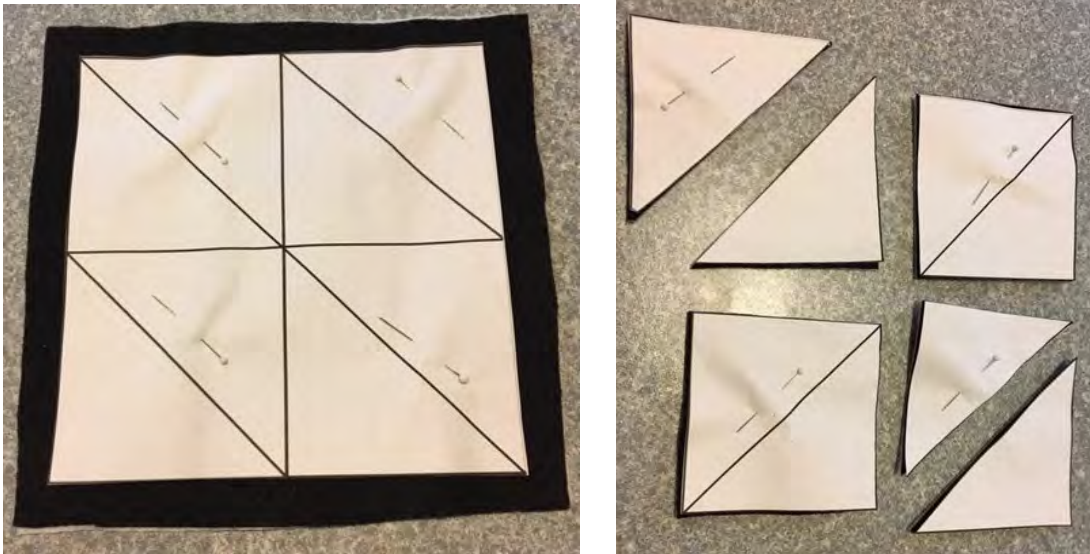
- **The concept:**
 - Fur has a hard leather layer and a soft fuzzy layer. When doing the piecework for Quppak designs, the harder leather is sewn together from the back side using a whip stitch, and it is not visible from the front. This project uses two layers of felt that have been glued together in place of fur. It allows the students to use the whip stitch on the back, and it will not show on the front. Felt is much easier to sew than fur, so they can learn the technique on a material that is easier to work with.
 - Having white on one side, and black on the other also gives the opportunity to play with the design by manipulating the felt pieces and trying designs, instead of coloring on paper. This way, you can match the ways your student works best. Some artists like to draw ideas, and some like to try things directly with their hands.
- **Prepare the materials.** Glue one white and one black felt square together for each student so it can be cut out and manipulated to play with the quilt block designs. You will also need to glue together double felt for the side edges and top rectangle so they can all be assembled using the whip stitch on the back side, without showing on front.
 - Print copies of the student handout and discuss design. Show them how the same shapes can make different designs depending on the color chosen.
 - Have one quilt block that has been cut into pieces ready to show them. You can use this to show them how the different designs on their handout can be made by flipping the pieces to the black or white side, and arranging them in different ways.
- **Getting Started:**
 - If the students need a reminder, start with the video *How to Sew by Hand* (6:03) which starts with how to thread a needle:
<https://www.youtube.com/watch?v=ZvzMMcKHVR4>
 - Next, demonstrate the whip stitch using double layer felt, laid out flat. Show how you work on the back side, creating the whip stitch, and how it doesn't show on the front.
Tip: Have students practice sewing two double layer squares together to practice their whip stitch before moving to the project.

Detailed steps for the project

- 1) Create the double layers of felt:** Glue together one black piece of felt, and one white for each student, and place a book on them as they dry to be sure they are well adhered. Do this also with red felt squares (red to red) for the side pieces. (Note: You only do this for the pieces on the front of the bag. The back piece of the bag can be a single layer of felt.)



- 2) Pin quilt square pattern to the black/white felt.** Cut out on the lines to make the pattern the student wants. As in this example, you can leave sections that will be the same color together, and just cut where needed.



- 3) Unpin the pattern, and play with making different designs using the two-sided felt squares.** Once the student has decided how they want the design, they should lay it out on a book.

- 4) **Place a piece of paper on top, and then another book. Holding the books firmly together, flip them over.** Remove the top book, and your felt design is now upside down on top of a piece of paper.

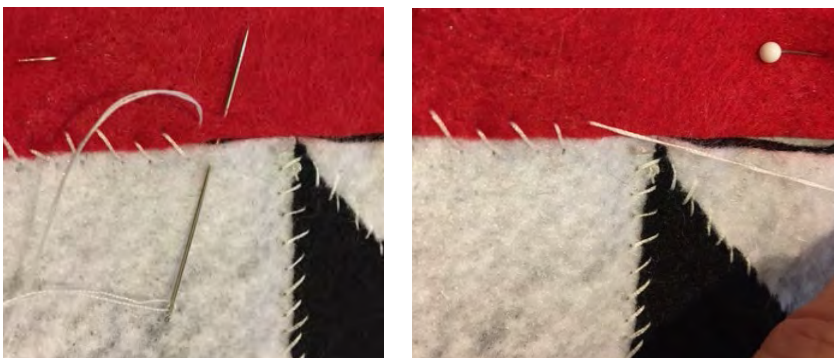


- 5) **Pin the pieces to the paper.** This will hold the pieces in place while the student sews the back side. If the student sews through the paper, it is not a problem, and it can still be removed from the sewing work.



- 6) **Whip stitch the pieces together.** It is important to only sew the top layer of felt together, just as they would sew the leather and not the fur if working with fur. The sewn layer will be on the inside of the bag, so the stitches won't show.

Tension is important. You want to pull on the stitch until it brings the edges together, without bunching up. Usually it works best to do the diagonals first, then sew the squares. You may need to unpin and move pieces closer together as you work, as when you sew, it draws them closer together.



- 7) Sew until all the pieces of the square are connected. Next add the red border pieces, and the top rectangle. Trim the sides as needed to be the same as the back piece of the bag.



- 8) Cut the fringe on the white felt strips.



- 9) Lay out the pieces of the bag to sew together. Place the back of the bag, then the white fringe pieces, then the top sewn piece. Pin the edges.



10) Use a running stitch to sew the bag together. Start at one corner of the opening for the bag, and sew around three sides.



11) Sew a button to the red rectangle, placed according to the pattern. Cut a small slit (button hole) in the flap so it can slip over the button and secure the top of the bag. If desired, a rope or other cord can be added as a strap and attached to either side of the flap.

Learning stories

- Guest culture bearers with sewing experience can share why they like sewing, or tell stories of sewn objects that have been given to them and why they are important.

Evaluation

At the end of the lesson, ask the students these questions:

- Can you now do the following...
- Choose a design for something you are making?
- Use pins to hold the fabric together while you sew it?
- Use a whip stitch to sew fabric together?

Additional Resources

- This video shows the whip stitch concept, but doesn't show it being used to sew two flat edges together: <https://www.youtube.com/watch?v=3ITaiUY69K8>
- This video shows the whip stitch being used in crochet, which is with yarn, but shows how it connects two flat edges, and the technique is more like what is used in this project. This is more to inform the instructor, as it might be hard for students to transfer the skill to different materials.
<https://www.youtube.com/watch?v=9zMFAYuaTIU>
- This video shows Athabascan Artists using patterns, sewing moosehide, and talking about working with leather. The last few minutes are tied to values and why it is important to do good work when creating things that may be shared or given to others. *Athabascan Moosehide Tanning & Sewing (21 of 23): Making a Moosehide Yoke*: <https://www.youtube.com/watch?v=qzlsX-r1dw4>

Sewing Project: Introduction to the Whip Stitch



This design is traditionally used on the top of a maklak Quppak. It is made from piecing different colors of fur together. Usually, a family has a special design for members of their family to use. This design is from artist Maija Lukin's family.



A pattern is used to cut out the pieces so they fit together snugly. The fur is sewn from the back using a whipstitch. This way of sewing doesn't show on the front. Here is what it looks like on the back side.

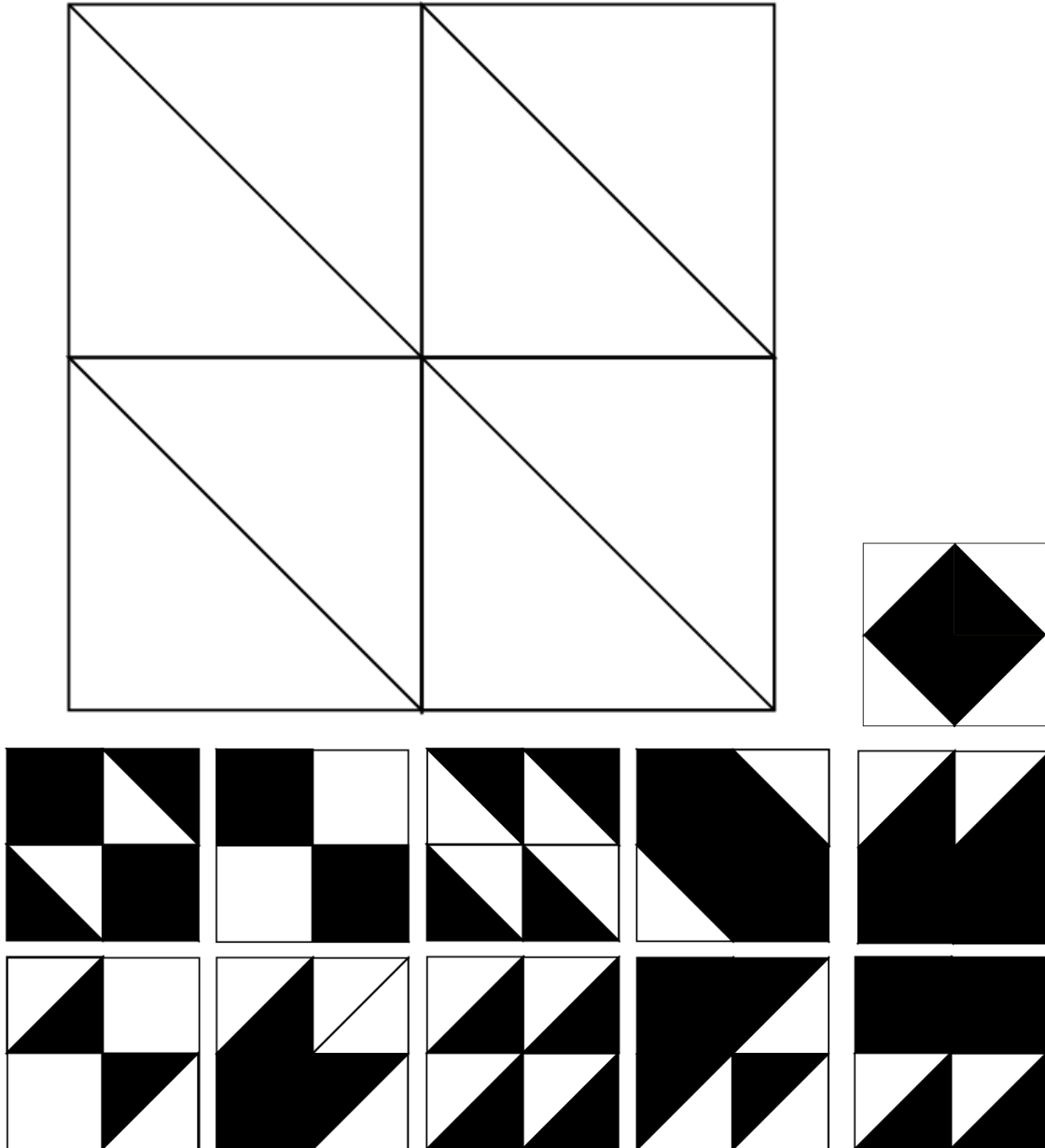
In this project, we will use a quilt square as a design, and use felt, which is easier to sew than fur. We will practice the way to sew the pieces together using the whip stitch. When you are done, it will make a special bag.



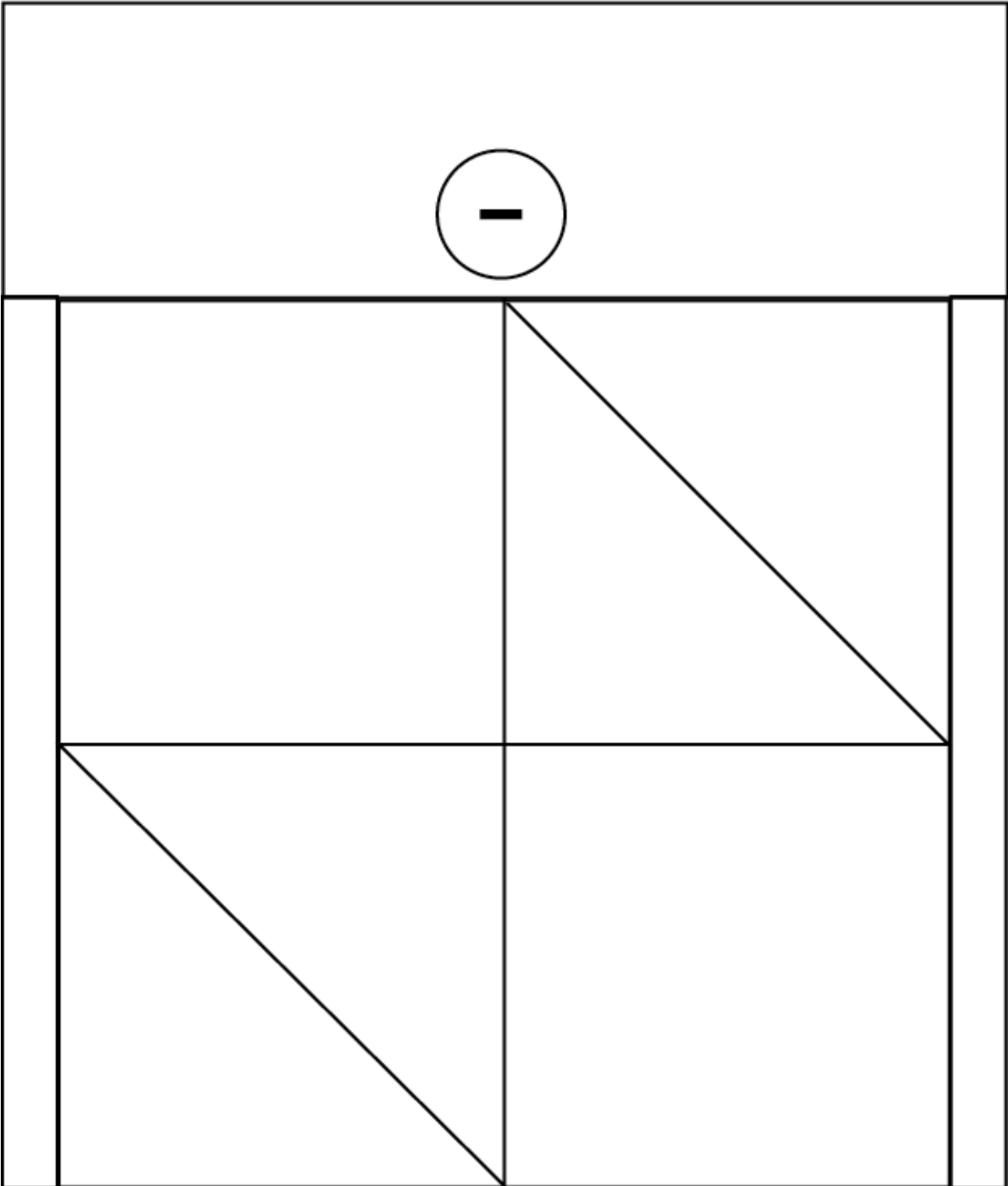
Photo credit: Quppak images provided by Maija Lukin and used with permission.

Design: Using the same shapes, you can create many different designs. You can decide which design you like by drawing it and coloring it in, or by moving around the cut out felt pieces to find the design you like.

By deciding which shapes should be black, and which ones white, you can make different patterns using the same shapes. You can also rotate them and see how they look. Some of the patterns you can make with these shapes are shown below.



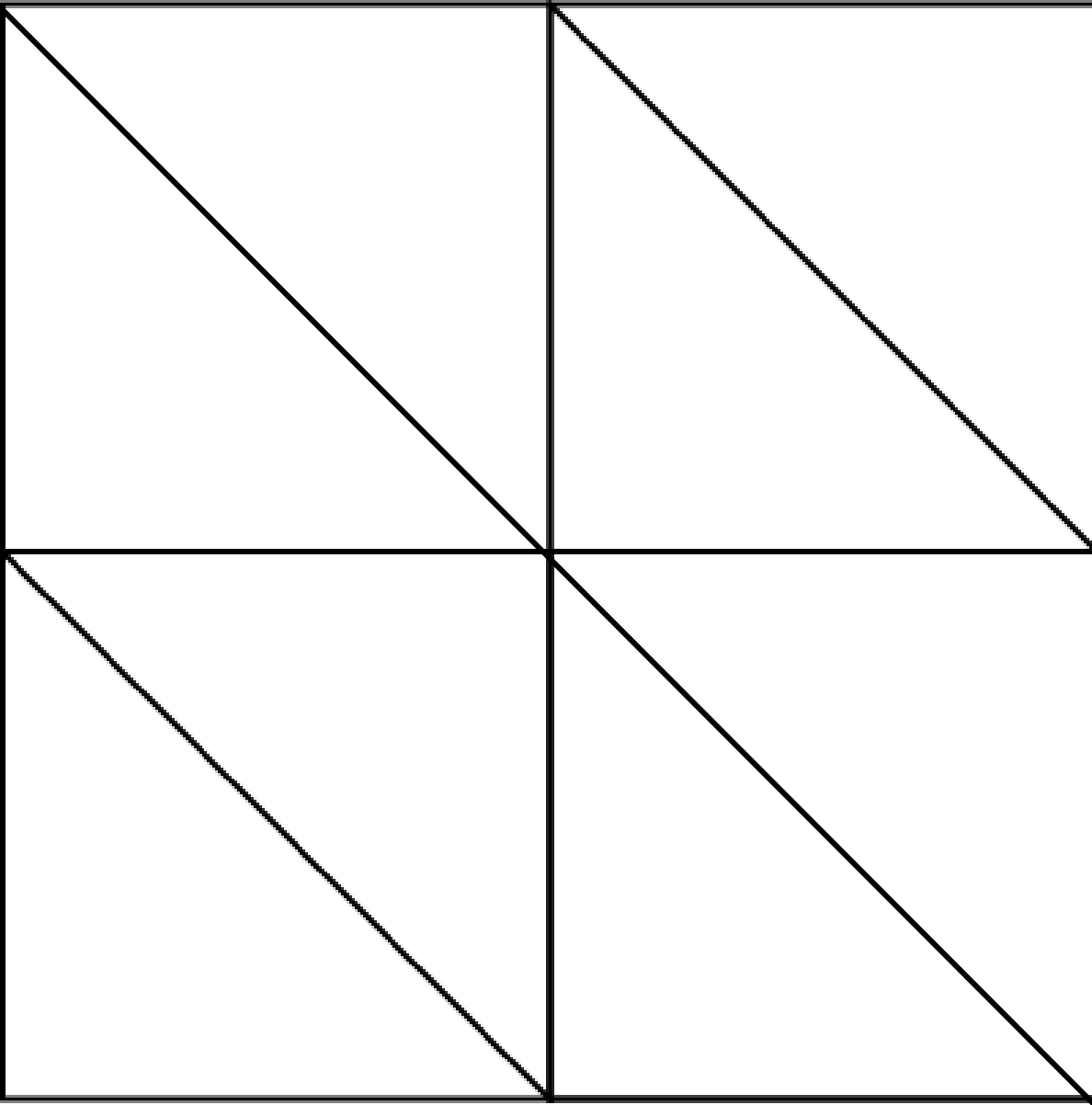
Pattern: This shows where to put the button, and the top and side shapes.



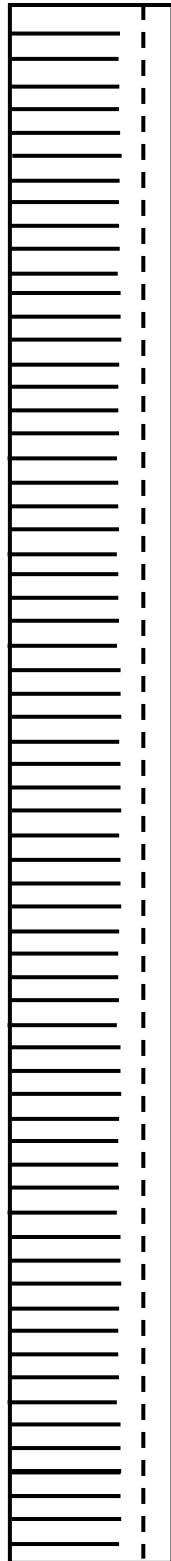
This is the pattern for the back piece of felt that wraps around the top to make the flap that buttons.

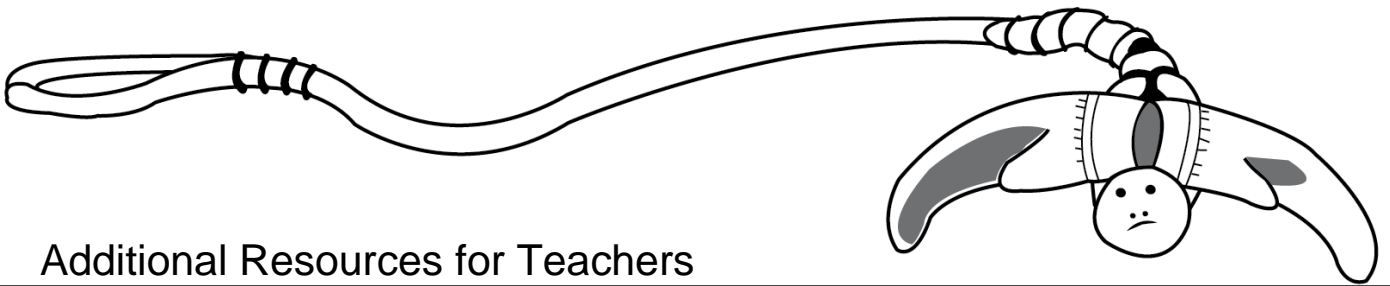
Cut **one** of these in the color you want.

If you want to do a different pattern than the one in the example, use this pattern to cut out the shapes for the main center square.



Side Fringe: Cut **two** of these in white for the side fringe. Cut as shown to make it look like a fur fringe. This is sewn between the top and back piece. The dashed line here is where this piece gets stitched into the sides of the bag using a running stitch.





Additional Resources for Teachers

These were resources we found as we developed the curriculum that may be helpful. These links were accessed 8-2020.

Tips for Non-Alaska Native Teachers who want to invite an Elder in to speak:

This is part of a unit on weather. See page 6:

<http://ankn.uaf.edu/Curriculum/Units/PredictingWeather/PredictingWeather.pdf>

Alaska Native Knowledge Network: More curriculum and other resources related to Alaska Native ways of knowing. <http://www.ankn.uaf.edu/>

Sew Yup'ik (Artist Nikki Corbett): Great videos showing step by step how to sew a kuspuk/atikluk as well as other sewing projects. Visit her website at

<https://sewupik.com/> or her YouTube channel at

https://www.youtube.com/channel/UCeRPk08daIGJzqw8kY_Qyug/videos.

Alaska Native Artist Resource Workbook by the Alaska State Council for the Arts. A very detailed guide for Alaskan Native artists to develop their art as a business. Access it online:

https://arts.alaska.gov/Media/ArtsCouncil/pdf/AK_Native_Artist_Resource_Workbook.pdf

Alaska Native Arctic Studies Collections (Smithsonian Project): Examples of Alaska Native traditional objects and art in this online collection that you can explore and share with your students: Search the Alaska Native collection by region, culture, or object type at:

<https://alaska.si.edu/search.asp>

Smithsonian Arctic Studies Channel: Features videos of many Alaska Native artists and Elders teaching about traditional art forms: <https://www.youtube.com/channel/UCNpC1tX-kqJaSU7ZSxUWafA/videos>

Visit the Sulianich Art Center (Kotzebue): Look for examples of sewn art. See many artist's work, and talk to the people that work there about how it works for artists to sell their art there. If your community is outside of Kotzebue, visit the local artist co-op or other store that sells art by local artists.

<p>Cultural Standard A Culturally responsive educators incorporate local ways of knowing and teaching in their work.</p>	<p>Cultural Standard B Culturally responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.</p>	<p>Cultural Standard C Culturally-responsive educators participate in community events and activities in appropriate and supportive ways.</p>	<p>Cultural Standard D Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.</p>	<p>Cultural Standard E Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.</p>
<p>A.1: Recognize the validity and integrity of the traditional knowledge systems A.2: Utilize the Elders' expertise in multiple ways in their teaching A.3: Provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant A.4: Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills A.5: Adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing A.6: Continually involve themselves in learning about the local culture</p>	<p>B.1: Regularly engage students in appropriate projects and experiential learning activities in the surrounding environment B.2: Utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills B.3: Provide integrated learning activities organized around themes of local significance and across subject areas B.4: Are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught B.5: Seek to ground all teaching in a constructive process built on a local cultural foundation</p>	<p>C.1: Become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well-being of that community C.2: Exercise professional responsibilities in the context of local cultural traditions and expectations C.3: Maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community</p>	<p>D.1: Promote extensive community and parental interaction and involvement in their children's education D.2: Involve Elders, parents, and local leaders in all aspects of instructional planning and implementation D.3: Seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and communities D.4: Seek to learn the local heritage language and promote its use in their teaching</p>	<p>E.1: Recognize cultural differences as positive attributes around which to build appropriate educational experiences E.2: Provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings E.3: Reinforce the student's sense of cultural identity and place in the world E.4: Acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities E.5: Recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer</p>

The Iñupiaq Values

KNOWLEDGE OF LANGUAGE: A heritage gift and responsibility to express and learn the cultural viewpoint.

SHARING: A foundational value based on distributing part of what is gathered or known among the people for ensuring a holistic survival.

RESPECT FOR OTHERS: To be truthful with others and respectful of property. To enhance strengths and not judge weaknesses.

COOPERATION: To willingly do things together for the common good of all.

RESPECT FOR ELDERS: To assist and appreciate the wisdom, inner-strength, and learn from the life experience skills of our older people.

LOVE FOR CHILDREN: God's gift for the future survival of the Iñupiat heritage.

HARD WORK: The on-going use of mental skills or physical strength to get things done.

KNOWLEDGE OF FAMILY TREE: To know all of your relatives, extended family and ancestors.

AVOID CONFLICT: To think before you act. This requires patience, reaching consensus and extending and maintaining mutual respect.

RESPECT FOR NATURE: Being aware of, and kind to the earth's plants, natural resources and animals. To understand earth's seasons and to protect nature for our children's use.

SPIRITUALITY: A personal belief in a Higher Power. Our human connection with all things.

HUMOR: To appreciate the comical and amusing side of life. To laugh at ourselves as well as with others.

FAMILY ROLES: To know our responsibility as a family and extended family member. To accept communication as a foundation in learning the roles and strengths.

HUNTER SUCCESS: The ability to hunt and survive in any setting. To learn self-reliance and discipline for the purpose of providing for family and the community in a world of changing resources.

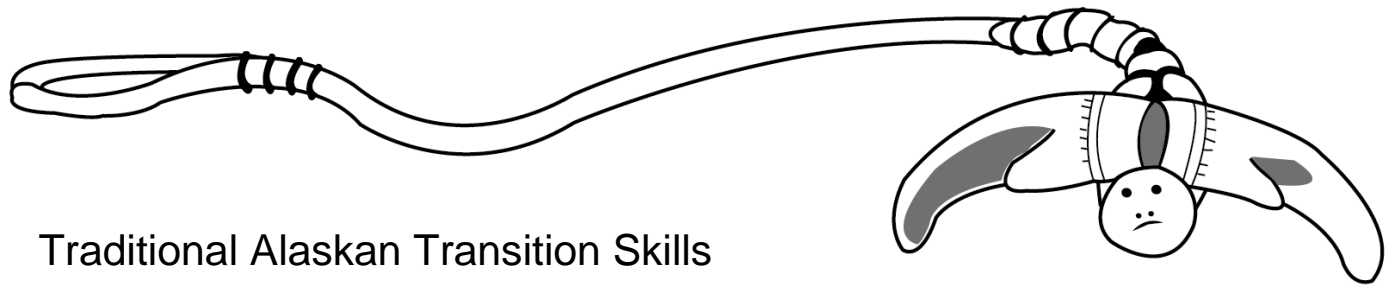
DOMESTIC SKILLS: To appreciate and perform the roles of home and family duties in both the traditional and western lifestyles.

HUMILITY: To be modest and not boastful. Actions speak louder than words.

RESPONSIBILITY TO TRIBE: To contribute, to be trustworthy, to be reliable, to know right from wrong, and to be answerable to all people of the community.

Modified by lcj/rlj 6/9

Used with permission from Linda C. Joule, Maniilaq Corporation in *Traditional Alaska Transition Skills 2020 Van Den Berg/Gage UAA Center for Human Development*



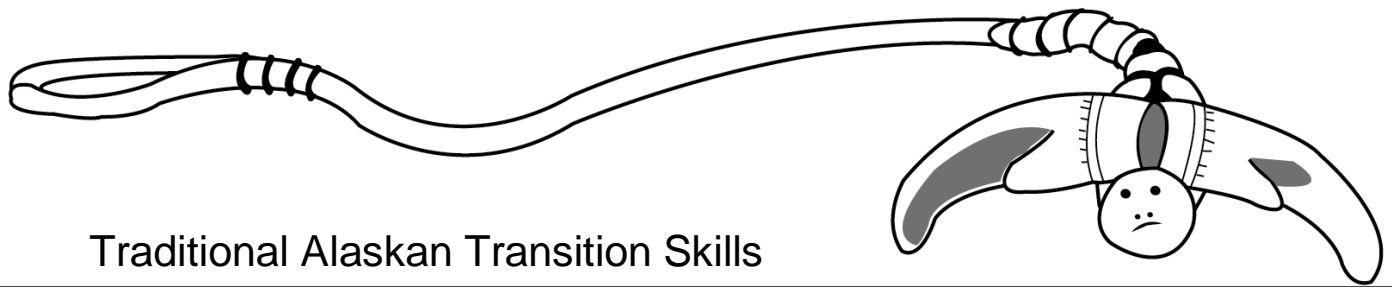
Traditional Alaskan Transition Skills

Art Unit Structure

This unit can be adapted for other art forms and regions, by following the basic structure of the lessons. Introducing traditional art forms provides a way for students to connect to their culture and community for a more meaningful life. Here is a simple structure to consider when introducing a traditional art form, with the example of carving.

<p>1. Introduce the art form and show examples.</p>	<p>Describe the types of carving that are important in Iñupiaq communities.</p> <p>Describe the kinds of materials that are traditionally carved in Iñupiaq communities.</p>
<p>2. Introduce the history and significance of the art form for the indigenous people.</p>	<p>Describe how carved objects were used in everyday life in the past.</p> <p>Describe how carved objects are used in everyday life now.</p>
<p>3. Featured Artist</p>	<p>Learn about an artist who is recognized for their work in this art form, and what motivated them to learn. Invite an artist who works in the art form to visit with the class.</p>
<p>4. Featured Artist</p>	<p>Learn about an artist who is recognized for their work in this art form, and what motivated them to learn. Invite an artist who works in the art form to visit with the class.</p>
<p>5. Introduce the basic tools</p>	<p>Show the basic tools used in the art form. Play a vocabulary game to learn about the tools. Bring in the tools if possible so students can get a feel for them directly. Discuss modern tools vs. traditional tools used. With carving, the tools may be too sharp for direct experience, so consider having someone demonstrate using the tools, or having a safer version of the tools available.</p>

<p>6. Introduce the materials</p>	<p>Show the basic materials used in the art form. Play a vocabulary game to learn about the materials. Discuss why these materials are used. Bring in the tools if possible so students can get a feel for them directly. Discuss modern materials vs. traditional materials used.</p>
<p>7. Basic skills projects</p>	<p>Use videos to introduce the basic skills. Carving is about removing material to reveal the desired shapes below. Pick a medium that allows experience with this idea safely. With carving, students could start with carving soap. There are many videos that show simple soap carving projects, and it allows practice with the basic ideas of carving with a more forgiving medium, with safer tools. Pick projects that promote a feeling of success and that are not frustrating.</p>
<p>8. More advanced skill projects</p>	<p>As appropriate and safe, students can try a project using the traditional materials and tools. With carving, an Iñupiaq student may try carving a softer wood or a caribou antler before working with a more difficult and expensive material such as baleen.</p>
<p>9. Next steps for interested students</p>	<p>Support connecting a student with a mentor who can guide them to learn the art form with additional practice projects and skill building sessions.</p>



Traditional Alaskan Transition Skills

A Guide to Using This Curriculum in Transition Planning

This section is adapted from the guide included in *Traditional Alaska Transition Skills*, Van Den Berg and Chaney, 2019. For a more detailed guide to transition planning and the IEP (Individual Education Plan), please refer to the 2019 curriculum.

Creating Meaningful IEP Transition Goals and Objectives

In rural Alaska, the interest inventories developed for urban and suburban areas do not reflect very well the options available in the local rural community. Include questions exploring ways the student can better engage in family and traditional activities in the discovery process.

- Does the family fish and hunt for food? If they rely on subsistence food sources, how could the student more meaningfully support harvesting and preserving the foods?
- Does the family have a small business? What activities are involved, and how can the student support the family business based on their strengths and interests?
- Are there Tribal DVR services available? What opportunities related to local employment and job shadowing can they offer?
- Are there cultural activities (dance, arts, music, Native language) that the student is interested in participating in and learning?

Standard Transition Domains and Considerations for Rural Alaska

Transition planning usually focuses on these domains: Education, Career, Community and Independent Living, Communication, Social Interaction, and Recreation and Leisure. Post-secondary goals related to employment and training/education are required domains to include in the transition plan. Through the discovery process, you can find out what other domains the student wants to focus on.

Standard Domain	Considerations for Rural Alaska
Education	Time and mentoring with culture bearer(s) Online degree and certificate programs that allow student to study while in local community, to gain skills for jobs in the local community.

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Standard Domain	Considerations for Rural Alaska
Career	<p>Include subsistence skills and work safety skills as career and employment goals/objectives. If students are interested in pursuing traditional arts as a career, learning these skills can be included as employment related objectives.</p> <p>Work with Tribal Department of Vocational Rehab to identify local employment examples, including subsistence activities, to job shadow and learn about.</p>
Community Independent Living	Self-determination and independence may look very different in rural Alaska. Be sensitive to the family's vision of what this can look like.
Social Interaction	Reciprocity and respect are core values that can be learned to support better community involvement and participation in traditional activities.
Communication	Communication skills can include interpreting non-verbal cues and learning through observation.
Recreation and Leisure	Activities that encourage the development of cultural identity and connection, such as participation in dance, music, and traditional art forms.

Example Objectives for this Curriculum

Educational Need	Recommended Method	Example Objectives
Functional Communication/Social Skills for Daily Living	Specialized instruction	John will participate in a maklak workshop offered at the arts center and practice the social skills of seeking help when needed and listening to the instructor and classmates. He will demonstrate appropriate cultural norms by demonstrating how to address an Elder respectfully as they assist in the workshop.

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Educational Need	Recommended Method	Example Objectives
Communication skills	Specialized instruction	Esther will demonstrate interpretation of non-verbal cues and learning through observation as she works with a mentor to sew an atikluk.
Employment skills	Specialized instruction	Joseph will assist his uncle in the finish work to prepare ulu knives for sale (i.e., sanding the handles, cleaning, oiling, packaging, and mailing).
Work safety skills related to knowing how to identify, use, and care for tools used in employment setting.	Specialized instruction	Joseph will demonstrate that he can identify and safely care for the tools used to make ulu knives.
Educational/communication skills	Specialized instruction	John will demonstrate communication and research skills by learning about his family's quppak pattern for use in his maklak workshop.
Recreation and leisure skills	Specialized instruction	Esther will demonstrate how to use a pattern to cut out an atikluk. Esther will demonstrate how to use a sewing machine safely to sew an atikluk.
Recreation and leisure skills	Specialized instruction	John will demonstrate how to care for and preserve historic family objects such as his grandfather's parka and maklaks his grandmother made. John will demonstrate knowledge of the significance of these items for his family.

Use of the Modification and Accommodation Section of the IEP to Support Transition Goals

Though the teacher can support direct and specialized instruction on specific skills and content, for most students, having time with a mentor who knows the skill can be a benefit. This can be included in the Modification and Accommodations section of the IEP.

Examples:

Transition Goal	Modifications and Accommodations
Esther will demonstrate the steps to create an atikluk to wear for her dance performances with assistance from a mentor.	To assist with Esther’s transition goals, Esther will have the accommodation of time with a mentor with the following characteristics: The mentor will have experience with sewing atikluku.
Joseph will demonstrate how to assist with the finish work of making ulu knives, with assistance from a mentor.	To assist with Joseph’s transition goals, Joseph will have the accommodation of time with a mentor with the following characteristics: The mentor will have experience making ulu knives to sell.”

Making Progress Measurable

Here is an example of how work safety skill of handling carving tools involved in a family business, and the employment skills of cleaning and packaging and shipping could be reflected in the IEP as measurable goals and objectives. (Adapted from an example created by Kelly McBride for the 2019 curriculum.)

- **ESER/Transition Inventory—**
 - Vineland-II: Communication 74; Daily Living Skills 72; Socialization 77; Motor Skills 83
 - Transition Inventory: (Student) would like to help in family ulu business after graduation.
- **Present Levels—**
 - Functional or Self Help: (Student) contributes to family business by assisting with the finish work and shipping of ulu knives. (Student) does not yet have tool handling skills to safely help with carving and metal work, but with support can assist with the finish work on the ulus, and shipping and fulfillment.

- **IEP Goals/Objectives—**
 - (Student) will demonstrate safe handling of ulus while doing the finish work on each piece with level 3 support, in 5/5 observed opportunities, as measured by a prompt hierarchy indicating level of support needed for safety (1: physical prompt, 2: verbal prompt, 3: gestural prompt, 4: independent).
 - Given real life scenarios, (student) will correctly package and label ulu for shipping to customer with level 3 support, in 5/5 observed opportunities, as measured by a prompt hierarchy indicating level of support needed for safety (1: physical prompt, 2: verbal prompt, 3: gestural prompt, 4: independent).
 - (Student) will demonstrate safe handling of tools and cleaning abilities as he cleans the shop where the ulu knives are made, independently, in 5/5 observed opportunities, as measured by a prompt hierarchy indicating level of support needed for safety (1: physical prompt, 2: verbal prompt, 3: gestural prompt, 4: independent).

- **Accommodations/Modifications—**
 - Explicit instruction in safe handling techniques of carving and metal working tools.
 - Opportunities to practice with real-life materials
 - Mentor with experience in this area
 - Modeling
 - Task analysis
 - Step by step directions
 - Prompting hierarchy
 - Visual supports to include checklists or picture schedules for tasks

Resources for Instructors

- Transition Assessment Module (Colorado Department of Education)
<http://www.cde.state.co.us/cdesped/transitionassessment>
- Sitlington, P. L., & Clark, G. M. (2007). *The transition assessment process and IDEIA 2004*. Assessment for Effective Intervention, 32(3), 133-142.
- The National Technical Assistance Center on Transition (NTACT)
<http://www.transitionta.org/>
- Bakken, J. P., & Obiakor, F. E. (2008). *Transition planning for students with disabilities: What educators and service providers can do*. Charles C Thomas Publisher. eBook preview available [at this link](#).

Project Title: Behavioral Health Mini-Grants for Trust Beneficiaries	
Grantee: Information Insights	
Fund: Authority Grant	
Geographic Area Served: Statewide	Project Category: Direct Service
Years Funded: FY99 to Present	
FY20 Grant Amount: \$810,200.00	
<p>High Level Project Summary: The Behavioral Health (BH) Mini-Grants program has been funded by the Trust since FY99, and is crucial for supporting Trust beneficiaries with funding that helps to improve their quality of life. The mini-grants, awarded to individuals through community agencies, are used to purchase equipment, supplies, or services that are needed to improve or maintain a beneficiary’s level of functioning and health. The BH mini-grants are for beneficiaries with mental illness, substance related disorders, or traumatic brain injury.</p> <p>This project has an impact on improving the lives of beneficiaries as seen through Comp plan goal 4, objectives 4.2 and 4.3. Providing tangible support to Trust beneficiaries reduces the impact of mental health and substance misuse, as well as improves treatment services. Staff recommends continued funding of this grant project for FY23.</p>	

Project Title: Behavioral Health Mini-Grants for Trust Beneficiaries
Staff Project Analysis: In FY20, the Behavioral Health Mini-Grant program satisfied the established grant performance measures. Total funds awarded were \$753,410, and 462 grants were awarded on behalf of Trust beneficiaries. The COVID-19 pandemic impacted FY20 grant award totals, as many community agencies were closed to the public during the spring of 2020 and transitioning to remote service delivery. The mini-grant program continued operations during this period but the total amount awarded was down for FY20 by 9.5% when compared to FY19. Examples of the FY20 mini-grants include: <ul style="list-style-type: none"> • Assisted a beneficiary receiving behavioral health services, who is hearing impaired, to purchase a home alert system to notify her of fire alarms, phone calls and people at her door to help her maintain her independence in living on her own. • Assisted a retired beneficiary in behavioral health treatment replace an older, leaking oil stove with a newer, safer stove. • Assisted a beneficiary who completed intensive inpatient treatment obtain a bed and mattress as she is moving into a transitional housing program. <p>The impacts of this program cannot be under-stated because the funding can tangibly support Trust beneficiaries at an individual and personal level. Over the years the Trust has heard directly from beneficiaries and families about the appreciation and need for the mini-grant program to help improve quality of life. This program is recommended for continued funding in FY23 because of the demonstrated positive impacts on Trust beneficiaries.</p>
Project Description: The mini-grant program provides Trust beneficiaries with a broad range of equipment and services that are essential to directly improving their quality of life and increasing independent functioning. These can include, but should not be limited to, therapeutic devices, access to medical, vision and dental, and special health-care, and other supplies or services that might remove or reduce barriers to an individual's ability to function in the community and become as self-sufficient as possible.
Grantee Response - FY20 Grant Report Executive Summary: In FY20, 462 behavioral health mini-grants, totaling \$753,410, were approved. Additional documentation is attached to this report.
Number of beneficiaries reported served by this project in FY20: 462
Performance Measure 1: For each monthly funding cycle, provide the total dollar (\$) amount and percentage (%) of funded mini-grants by category (i.e., medical, dental, vision, education, equipment, and other) and geographic location
Grantee Response to Performance Measure 1: See attached
Performance Measure 2: For each monthly funding cycle, provide the total dollar (\$) amount and percentage (%) of unfunded mini-grant requests by category (i.e., medical, dental, vision, education, equipment, and other), reason for denial, and geographic location.
Grantee Response to Performance Measure 2: See attached

FY20 Grants Approved 462 = \$753,410							
FY20 Grants Declined 183 = \$312,298							
Approval Rate =71.6%							
Total Grants Considered = 645, totaling \$1,065,708							
Approved grants by request type				Grants	% of Approved Requests	Funding	% of Approved Funding
			Dental	30	6.5%	\$65,028	8.6%
			Education	9	1.9%	\$11,237	1.5%
			Equipment/Supplies	68	14.7%	\$86,608	11.5%
			Hearing	1	<1%	\$1,789	<1%
			Home/Env Mods	108	23.4%	\$189,275	25.1%
			Medical	21	4.5%	\$39,668	5.3%
			Other	222	48.1%	\$355,322	47.2%
			PT/OT/ST	2	<1%	\$3,974	<1%
			Vision	1	<1%	\$507	<1%
Approved grants by region				Grants	% of Approved Requests	Funding	% of Approved Funding
			Anchorage	183	39.6%	\$317,203	42.1%
			Southcentral	127	27.5%	\$195,558	25.9%
			Southeast	107	23.2%	\$164,653	21.8%
			Northern/Interior	38	8.2%	\$64,770	8.6%
			Southwest	5	1.1%	\$8,725	1.2%
			Northwest	1	<1%	\$2,500	<1%

Project Title: Mini-Grants for Beneficiaries with Developmental Disabilities	
Grantee: Information Insights	
Fund: Authority Grant	
Geographic Area Served: Statewide	Project Category: Direct Service
Years Funded: FY99 to Present	
FY20 Grant Amount: \$345,130.00	
<p>High Level Project Summary: The Developmental Disabilities (DD) Mini-Grant program has been funded by the Trust since FY99 and is a crucial program for supporting Trust beneficiaries with funding that helps to improve their quality of life. The mini-grants are awarded to individuals through community agencies, who will use the funds to purchase equipment, supplies and/or services that are needed to help the individual increase their independent functioning and overall health and well-being. The DD mini-grants are for beneficiaries with developmental disabilities and/or young children enrolled in infant learning or early intervention services.</p> <p>Mini grants help to fill the gaps by supporting the purchase of items and services that are not available through any other funding source, yet will increase an individual’s quality of life and independent functioning.</p> <p>This project directly relates to the Alaska Comprehensive Integrated Mental Health Plan goal 3 on economic and social well-being. This project has an impact on improving the lives of beneficiaries, as seen through objective 3.4, by providing timely access to basic needs and services.</p>	

Project Title: Mini-Grants for Beneficiaries with Developmental Disabilities
Staff Project Analysis: In FY20, the Developmental Disabilities Mini-Grant program satisfied the established grant performance measures. Total funds awarded were \$336,519 and 245 grants were awarded on behalf of Trust beneficiaries. The mini grant program continued operations as usual during the COVID-19 pandemic, however the program saw an increase in requests for telehealth-related equipment such as tablets and headsets. During the months of March and April, there was a slight decrease in the number of requests received due to community agencies transitioning to remote work. - however, this ultimately did not affect the total amount of funding awarded during FY20.
Examples of FY20 DD mini-grants include: <ul style="list-style-type: none"> • A 16-year-old boy from the Anchorage area has grown in both height and weight in the past two years. Due to his limited mobility, his parents (in their 70s) and caregivers have been carrying him up and down the stairs. Since his growth spurt, carrying him has become increasingly precarious and a struggle for his caregivers. With funds from the mini grant, a stairlift was purchased for the family. The Trust beneficiary is now able to have access to both stories of his home without safety concerns for his parents and caregivers. • A young Trust beneficiary living in a rural community within the Bering Straits region had difficulty accessing his community due to his disabilities. His family members often had to carry him on their backs while outside of their home due to the difficult terrain. Mini grant funds were awarded to purchase a specialized stroller that allowed the young boy and his family to safely access their community. <p>The impacts of this mini-grant program cannot be under-stated because the funding can tangibly support Trust beneficiaries at an individual and personal level. Over the years the Trust has heard directly from beneficiaries and families about the appreciation and need for the mini-grant program to help improve quality of life. This program is recommended for continued funding because of the demonstrated positive impacts on Trust beneficiaries. Trust staff strongly recommend continued Trust funding for this valuable resource to support beneficiaries living as independently as possible in their communities, and the demonstrated positive impacts on Trust beneficiaries.</p>
Project Description: The mini-grant program provides Trust beneficiaries with a broad range of equipment and services that are essential to directly improving their quality of life and increasing independent functioning. These can include, but should not be limited to, therapeutic devices, access to medical, vision and dental, and special health-care, and other supplies or services that might remove or reduce barriers to an individual's ability to function in the community and become as self-sufficient as possible.
Grantee Response - FY20 Grant Report Executive Summary: In FY20, 245 developmental disabilities mini-grants, totaling \$336,519, were approved. Additional documentation is attached to this report.
Number of beneficiaries experiencing a developmental disability reported served by this project in FY20: 245
Performance Measure 1: For each monthly funding cycle, provide the total dollar (\$) amount and percentage (%) of funded mini-grants by category (i.e., medical, dental, vision, hearing, therapy, home improvements/environmental modifications, and other) and geographic location.

Grantee Response to Performance Measure 1: See attached

Performance Measure 2: For each monthly funding cycle, provide the total dollar (\$) amount and percentage (%) of unfunded mini-grant requests by category (i.e., medical, dental, vision, hearing, therapy, home improvements/environmental modifications, and other), reason for denial, and geographic location.

Grantee Response to Performance Measure 2: See attached

FY20 Grants Approved 245 = \$336,519							
FY20 Grants Declined 78 = \$131,039							
Approval Rate =75.8%							
Total Grants Considered = 323, totaling \$479,832							
Approved grants by request type				Grants	% of Approved Requests	Funding	% of Approved Funding
			Medical	36	14.7%	\$54,926	16.3%
			Dental	27	11.0%	\$57,568	17.1%
			Vision	4	1.6%	\$7,424	2.2%
			Hearing	2	<1%	\$3,021	<1%
			PT/OT/Speech Therapy	114	46.5%	\$128,779	38.3%
			Home/Env Mods	12	4.9%	\$26,398	7.8%
			Equip/Supplies	36	14.7%	\$45,362	13.5%
			Educational	6	2.4%	\$5,994	1.8%
			Other	8	3.3%	\$7,046	2.1%
Approved grants by region				Grants	% Approved	Funding	% of Funds
			Anchorage	121	49.4%	\$172,038	51.1%
			Southcentral	52	21.2%	\$62,170	18.5%
			Southeast	38	15.5%	\$53,947	16.0%
			Northern/Interior	23	9.4%	\$34,892	10.4%
			Southwest	9	3.7%	\$10,322	3.1%
			Northwest	2	<1%	\$3,150	<1%

Project Title: Mini-Grants for ADRD Beneficiaries	
Grantee: Alzheimer's Resource of Alaska	
Fund: Authority Grant	
Geographic Area Served: Statewide	Project Category: Direct Service
Years Funded: FY99 to Present	
FY20 Grant Amount: \$350,000.00	
<p>High Level Project Summary: The Alzheimer's Disease and Related Dementias (ADRD) Mini-Grant program has been funded by the Trust since FY2001 and is a crucial program for supporting Trust beneficiaries with funding that helps to improve their quality of life. The mini-grants are awarded directly to individuals, who will use the funds to purchase equipment, supplies, or services that are needed to help improve their overall quality of life, health and level of independent functioning. The ADRD mini-grants are for beneficiaries with Alzheimer's disease and related dementias.</p> <p>Mini-grants help to fill the gaps with funds to purchase items and services that are not available through any other funding source, yet will increase an individual's quality of life, independent functioning and overall well-being.</p> <p>In FY20, the ADRD Mini-grants substantially met or exceeded Trust expectations against the performance measures outlined in the project grant agreement. Mini-grants are not likely to be self-sustaining in the immediate future because Medicaid and other revenue sources are inadequate to sustain this model of service. Trust staff believe this model of serving beneficiaries with mini-grants is being well delivered by Alzheimer's Resource of Alaska and is recommended for continued funding in FY23.</p> <p>This project directly relates to the Alaska Comprehensive Integrated Mental Health Plan goal 3 on economic and social well-being. This project has an impact on improving the lives of beneficiaries, as seen through objective 3.4, by providing timely access to basic needs and services.</p>	

Project Title: Mini-Grants for ADRD Beneficiaries

Staff Project Analysis: The Alzheimer’s Disease and Related Dementias (ADRD) Mini-Grant program has been funded by the Trust since FY2001 and is a crucial program for supporting Trust beneficiaries with funding that helps to improve their quality of life. The mini-grants are awarded directly to individuals, who will use the funds to purchase equipment, supplies, or services that are needed to help improve their overall quality of life, health and level of independent functioning. The ADRD mini-grants are for beneficiaries with Alzheimer’s disease and related dementias.

Alzheimer’s Disease and Related Dementias predominately affect seniors. Alaska has seen rapid growth of the senior population both in the population cohort of “Baby Boomers” and in seniors over the age of 85. Alaska has one of the most rapidly aging states with some of the more unique barriers to care when compared to other parts of the United States. Funding for aging services has been stagnant federally and by the state for non-waiver services. The State of Alaska has not yet implemented a waiver program for people who have ADRD and no functional limitation. This is a significant gap in the system that can prematurely push people into a higher level of care than they need rather than remaining in their own home or in the care of a family member or friend. Many seniors have a fixed income that leave little to no room in their budget to purchase additional services, supports or other items that improve their health and wellbeing. The ADRD mini-grants allow for some of these gaps to be filled and to help beneficiaries improve the quality of their lives.

In FY20, the ADRD Mini-Grant program substantially met or exceeded Trust expectations outlined in the grant agreement. Total funds awarded in FY20 were \$314,787.26 through 289 mini-grants, impacting 194 Trust beneficiaries experiencing Alzheimer’s Disease and related dementias. The mini-grant program continued operations as usual during the COVID-19 pandemic. However, due to stay-at-home orders and other restrictions throughout the state, providers of some previously approved mini-grants (such as those for adult day programs and assisted transportation) were unable to complete their services and thus, not able to invoice the mini-grant program.

Examples of FY20 ADRD mini-grants include:

A Trust beneficiary from Eagle River was having financial hardships. His son wrote, “He was diagnosed with early stages of dementia but I didn’t realize the impact that was having till I came up to Alaska and starting tracking down his bills/utilities and then started seeing that he was forgetting to pay. My stress levels grew because I saw how much money he had coming in [versus the amount of] bills, the delinquent/shut off letters from the utilities, and didn’t know how I could get everything caught up and his utilities not shut off going into winter.” (Note: Acknowledging the consequences and financial hardships of the COVID-19 Pandemic, the Alaska Mental Health Trust Authority authorized the Mini-Grant committee to approve a one-time utility pay off in order to keep the Trust beneficiaries safe in their homes.)

“When I received the [approval] I was so thankful. I would be able to keep my dad’s utilities turned on and I would be able to get his bills caught up. When I logged into the 3 utilities that the mini-grant paid on to confirm payment, I realized how fortunate my family was to benefit from the hard work the Alzheimer’s Resource of Alaska does every day in Alaska.”

A Trust beneficiary from Soldotna is mostly non-verbal. Her dementia has increased significantly.

With the assistance of the mini-grant they were able to purchase a therapy baby doll and other stimulus activity tools. The caregiver shared: "This whole process has been amazing. The mini-grant is easy to fill out and [staff] was so kind and respectful and willing to answer any questions. Baby Clara has been a huge success! I get texts from the ALH saying how much she loves it. She also loves the radio and the twiddle cat. It helps a lot with her anxiety."

Trust staff strongly recommend continued Trust funding in FY23 for this valuable resource to support beneficiaries living as independently as possible in their communities and the demonstrated positive impacts on Trust beneficiaries.

Project Description: The minigrant program grants can include, but should not be limited to, therapeutic devices, access to medical, vision and dental, and special health-care, and other supplies or services that might remove or reduce barriers to an individual's ability to function in the community and/or remain in their own home or home community as long as possible. Assistance with basic living needs not covered by current grants, such as transportation, clothing and the like, will also be considered. These services will help Trust beneficiaries attain and maintain healthy and productive lifestyles. These items are determined to support beneficiaries in achieving stability and are key supports to gaining self-sufficiency.

Consumer mini-grants are an important component of a system delivering individualized services that promote stability."

Grantee Response - FY20 Grant Report Executive Summary: Fiscal Year FY20 marks the 20th year of Alzheimer's Resource of Alaska's administration of the ADRD Mini-grant program. On behalf of the many Alaskans who have obtained a better quality of life while living with dementia, ARA is grateful for the Alaska Mental Health Trust Authority and its commitment to supporting the needs of Alaskans experiencing dementia.

In FY20, 194 Trust beneficiaries received grants for services and supplies that improved their quality of life. For many, ADRD Mini-grant funds have extended the period of time they will remain safely in their home of choice and primarily in the care of family and friends. This shared objective became more challenging with the arrival of the novel coronavirus in 2020. Yet Trust beneficiary access to mini-grants did not alter despite the modifications necessarily made to the way we administer the mini-grant program.

In FY20, 194 applicants presented 304 grant requests seeking funds to obtain \$332,800.28 in goods and services. The Mini-grant Evaluation Committee approved 289 requests for \$314,787.26; of that sum \$253,467.33 has been paid. A balance of \$61,319.93 is encumbered on awarded FY20 grants. The balance is significantly higher than in any prior year at year's end, and reflects the impact of the pandemic. We recognized early in the third quarter that the rate of invoicing on approved mini-grants had plummeted, and proposed adjustments to the ordinary administration of this program so that beneficiaries would have the ability to utilize their mini-grants as Alaska and its providers returned to more normal operations.

In response to these circumstances, the Trust extended the availability of the FY20 ADRD Mini-Grant funds through December 31, 2020, allowing current beneficiaries the extended period to access those funds that would have been utilized but for stay-at-home orders and guidelines, or restrictions of services like adult day programs. In addition, the ADRD Proposal Evaluation Committee (PEC) requested and was granted a temporary expansion of eligible goods and services. The Trust approved

non-food, non-personal care items as well as one-time bridge funding to cover essential life and safety needs. Under this expansion, beneficiaries were permitted to purchase items not usually covered under the mini-grant but which are vitally important during the pandemic, such as house cleaning supplies or laundry detergent. The one-time bridge funding increased housing security, and provided beneficiaries with time and options required to meet their critical needs during this pandemic. Now, in late August, as more beneficiaries are venturing into their communities and returning to adult day programs or utilizing transportation services, the balance of encumbered FY20 grant funds is steadily declining.

Whether during a pandemic or in ordinary times, the ADRD Mini-grant process recognizes that a beneficiary’s need for services or supplies may change significantly within the year. We accept multiple applications on behalf of a beneficiary up to the annual maximum amount, and are sensitive to rapidly changing circumstances particularly among those beneficiaries experiencing dementia in advanced stages. The fluidity of an individual grantee’s circumstances can, and often does, render an approved mini-grant moot before its fulfillment. At every step of the process we are determined that these beneficiaries’ needs be satisfied through a system that is respectful and caring to them and their families or legal representatives.

FY20 reflects very few mini-grant denials, 15 in total with merely 3 denials in the second half of the year. We attribute this to the substantial amount of assistance and explanation of the program that is available to beneficiaries and their legal representatives prior to their applications being presented monthly to the PEC. ARA’s education program assistant, who is the primary contact on this program, is extremely knowledgeable and effective in guiding applicants along the way, and is highly responsive to their needs.

We are grateful for the Trust’s flexibility in its approach to the program in the wake of COVID-19. The ADRD Mini-grant improved life for every Alaskan who received one, and for some this year the mini-grant was a lifeline.

Number of beneficiaries experiencing Alzheimer’s Disease, or a related dementia reported served by this project in FY20: 194

Performance Measure 1: For each reporting period, provide the total dollar (\$) amount and percentage (%) of funded mini-grants by category (i.e., hearing, vision, dental, accessibility, medical, adaptive, supplies, and other) and geographic location (by Census area).

Grantee Response to Performance Measure 1:

Please see attached.

Performance Measure 2: For each reporting period, provide the total dollar (\$) amount and percentage (%) of unfunded mini-grant requests by category (i.e., hearing, vision, dental, accessibility, medical, adaptive, supplies, and other), reason for denial, and geographic location (by Census area).

Grantee Response to Performance Measure 2:

Please see attached.

Performance Measure 3: For the final status report, document the number (#) and percentage (%) of individuals who are satisfied with the mini-grant application process, as well as with any assistance they received throughout the application process.

Grantee Response to Performance Measure 3: ARA mailed satisfaction surveys to all applicants awarded mini-grants. While the returns were relatively low (n=23), those who took the time to complete and return the survey expressed great satisfaction. 97% of respondents expressed

satisfaction with services, which they rated as excellent. 93% rated the mini-grant process as clear, easy to understand and follow. 100% rated ARA staff assistance as excellent and 100% said they would recommend ADRD mini-grants to others.

Among the specific comments received were the following:

“Your mini-grant has been a blessing to make life a bit easier when help is deteriorating. Staff has been very friendly and knowledgeable.”

“The m.g. process was a positive and rewarding experience.”

“The process was very simple, and staff were very helpful in coming up with an optimal way to work through the grant process. We are so grateful to the Alzheimer's Resource of Alaska for their generosity and commitment to helping make life easier for families and individual affected by this disease. Because of this grant we are able to help my mother improve mental stimulation and increase the activities available to her when we cannot be with her. We are able to help her stay connected to loved ones that are not physically here with us.”

ARA mailed satisfaction surveys to all applicants awarded mini-grants. While the returns remain relatively low (n=18), those who took the time to complete and return the survey expressed great satisfaction. 100% of respondents expressed satisfaction with services, which they rated as excellent. 100% rated the mini-grant process as clear, easy to understand and follow. 100% rated ARA staff assistance as excellent and 100% said they would recommend ADRD mini-grants to others.

Among the specific comments received were the following:

“This grant was a blessing. My mother is on a fixed income. While she has excellent health insurance, it does not cover travel, lodging and food to travel for health-related activities. She has late stage dementia and requires 2 people to travel with her. Living in Bush Alaska, travel to main towns for treatment is very expensive. Thank you so much.”

“The mini-grant has enabled my husband, T.H, to work on memory exercises to help with his dementia. Thank you for all your amazing assistance.”

“The mini-grant process is easy to deal with. Staff was very helpful and so kind. We are blessed to have this organization in the state and easily accessible.”

“[Staff] K.S. was extremely helpful. I am so thankful these grants are available. They help our loved ones live independently. Not having to move to senior medical homes!”

Performance Measure 1

Grants Awarded by Region			
Regions - Service Areas	# of Grants Awarded	Amount Awarded	Percentage
Region II	6	\$9,542.39	5%
Region IV	116	\$126,835.52	61%
Region IX	15	\$19,225.31	9%
Region V - Cordova; Valdez; Kenai Peninsula	7	\$4,394.21	2%
Region V – Other (Willow, Talkeetna, etc.)	9	\$11,356.80	5%
Region V - Mat-Su (Wasilla, Palmer)	27	\$33,320.15	16%
Region VII - Kodiak Island	1	\$5,051.00	2%
Summary Functions:			
	181	\$209,725.38	100%

Grants Awarded by Category			
Item Category	# of Grants Awarded	Amount Awarded	Percentage
Accessibility	45	\$59,256.62	28%
Adaptive	54	\$55,407.83	26%
Dental - Dentures	2	\$7,551.00	4%
Dental - Preventative	2	\$641.00	0%
Dental - Restorative	4	\$12,059.20	6%
Hearing	4	\$8,699.99	4%
Medical	6	\$2,400.00	1%
Other	14	\$31,272.26	15%
Supplies	48	\$31,527.48	15%
Vision	2	\$910.00	0%
Summary Functions:			
	181	\$209,725.38	100%

Performance Measure 2

Mini Grants Unfunded by Region		
Regions - Service Areas	Amount Requested	Percentage
Region IV	\$10,194.00	100%
Summary Functions:		
	\$10,194.00	100%

Mini Grants Unfunded by Reason		
Reason for Denial	Amount Requested	Percentage
Did not meet funding intent	\$3,600.00	35%
No dementia diagnosis	\$0.00	0%
Items covered by other sources	\$153.00	2%
Other	\$6,441.00	63%
Summary Functions:		
	\$10,194.00	100%

Mini Grants Unfunded by Category		
Category	Amount Requested	Percentage
Accessibility	\$896.00	9%
Adaptive	\$7,290.00	72%
Dental	\$153.00	0%
Supplies	\$1,190.00	12%
Vision	\$665.00	7%
Summary Functions:		
	\$10,194.00	100%

Performance Measure 1 - FY20 Totals

Grants Awarded by Region			
Regions - Service Areas	# of Grants Awarded	Amount Awarded	Percentage
Region I	1	\$500.00	0%
Region II	11	\$15,136.41	5%
Region IV	206	\$199,426.56	63%
Region IX	21	\$22,313.51	7%
Region V (a) - Cordova; Valdez; Kenai Peninsula	20	\$24,026.27	8%
Region V (b) - Other (Willow, Talkeetna, etc.)	14	\$15,573.39	5%
Region V (b) - Mat-Su (Wasilla, Palmer)	30	\$32,760.12	10%
Region VII - Kodiak Island	1	\$5,051.00	2%
Summary Functions:			
	289	\$314,787.26	100%

Grants Awarded by Category			
Item Category	# of Grants Awarded	Amount Awarded	Percentage
Accessibility	70	\$83,780.60	27%
Adaptive	87	\$85,142.91	27%
Dental - Dentures	4	\$11,044.74	4%
Dental - Preventative	3	\$823.00	0%
Dental - Restorative	4	\$9,903.63	3%
Hearing	5	\$11,199.99	4%
Medical	8	\$2,880.00	1%
Other	29	\$60,596.66	19%
Supplies	77	\$48,505.73	15%
Vision	2	\$910.00	0%
Summary Functions:			
	289	\$314,787.26	100%

Performance Measure 2 – FY20 Totals

Mini Grants Unfunded by Region		
Regions - Service Areas	Amount	
	Requested	Percentage
Region IV	\$13,464.94	99%
Region IX	\$59.85	1%
Summary Functions:		
	\$13,524.79	100%

Mini Grants Unfunded by Reason		
Reason for Denial	Amount	
	Requested	Percentage
Did not meet funding intent	\$3,600.00	27%
No dementia diagnosis	\$0.00	0%
Items covered by other sources	\$153.00	1%
Other	\$9,771.79	72%
Summary Functions:		
	\$13,524.79	100%

Mini Grants Unfunded by Category		
Category	Amount	
	Requested	Percentage
Accessibility	\$896.00	7%
Adaptive	\$7,490.94	55%
Dental	\$3,223.00	24%
Supplies	\$1,249.85	9%
Vision	\$665.00	5%
Summary Functions:		
	\$13,524.79	100%

Project Title: Anchorage Neighborhood Health Center Dental Grant	
Grantee: Anchorage Neighborhood Health Center	
Fund: Authority Grant	
Geographic Area Served: Anchorage Municipality	Project Category: Direct Service
Years Funded: FY09 to Present	
FY20 Grant Amount: \$140,000.00	
<p>High Level Project Summary:</p> <p>In partnership with the Trust, the Anchorage Neighborhood Health Center’s Dental Clinic continues to provide dental services to Trust beneficiaries referred by behavioral health providers/agencies in the Anchorage area. This grant allows beneficiaries who are low-income or otherwise disadvantaged to receive emergent, preventive, restorative and prosthetic dental care. The Trust has funded the dental grant with the Anchorage Neighborhood Health Center since FY2009. This grant provides essential dental services to Trust beneficiaries who would not otherwise have access. This crucial safety net dental program ensures beneficiary access to basic dental health care and improves quality of life.</p> <p>Trust staff recommend continued funding for this project in FY23 to support continued access to critical dental services for Trust beneficiaries in Anchorage. This project directly relates to the Alaska Comprehensive Integrated Mental Health Plan objective 2.1 access and receiving quality healthcare.</p>	

Project Title: Anchorage Neighborhood Health Center Dental Grant

Staff Project Analysis:

In FY20, the Anchorage Neighborhood Health Center dental program satisfied the established grant performance measures. According to the report, dental treatment and routine services during the project period were interrupted due to COVID-19.

The Anchorage Neighborhood Health Center Dental Grant with funding provided by The Alaska Mental Health Trust Authority provided services to 37 mental health beneficiaries during the term 7/1/19 to 6/30/20. These 37 beneficiaries account for total of 145 visits during the 2019-2020 fiscal year. The range of services funded supported restorative and preventative dental work for Trust beneficiaries who would not otherwise have had access to care for their dental needs during the project period. This project continues to fill a critical safety net need for beneficiaries.

This project directly relates to the Alaska Comprehensive Integrated Mental Health Plan objective 2.1 access and receiving quality healthcare. Staff recommend continued funding in FY23.

Project Description: Anchorage Neighborhood Health Center (ANHC) will perform dental services for Trust beneficiaries that are referred by behavioral health treatment agencies as part of a demonstration project to better meet the needs of beneficiaries previously served under the mini-grant program from The Trust. The ANHC agrees to outreach to local behavioral health agencies to set up a system for referral of behavioral health beneficiaries to receive dental services either directly from ANHC or, if necessary, through referral by ANHC to appropriate specialist for dental services that ANHC is unable to perform. ANHC will work with The Trust over the life of the project to assess the project success and to refine the project process to best meet the needs of ANHC and Trust beneficiaries.

Outreach to local behavioral health providers to set up system, using vouchers, for referral of eligible Trust beneficiaries. The program will be focused at Trust beneficiaries being served by local behavioral health providers and who have need of dental treatment and who do not have any other source of resources to pay for dental treatment.

- ANHC will manage referrals, provide exams and treatment plans and work to prioritize services to Trust beneficiaries in an appropriate manner.
- ANHC will bill The Trust fund source at a rate of 85% of the schedule rate for services provided.
- ANHC will be able to refer Trust beneficiaries out for dental treatment that is not able to be provided within the agency and bill the Trust funds for the services provided.
- Grant tracking will be performed by the accounting department on a quarterly basis.
- ANHC will work with Trust staff to track the progress of the demonstration project and to make suggestions for refining the demonstration project process throughout the year so that it may be replicated at other sites and to help determine the feasibility of expansion and continuing in future years.

Grantee Response - FY20 Grant Report Executive Summary:

The Anchorage Neighborhood Health Center Dental Grant with funding provided by The Alaska Mental Health Trust Authority provided services to 37 mental health beneficiaries during the term 7/1/19 to 6/30/20. These 37 beneficiaries account for total of 145 visits during the 2019-2020 fiscal year.

The services supported by the grant this fiscal year included but not limited to: emergency/comprehensive exams, cleaning/deep cleaning visits/Fluoride application, restorations, extractions, alveoloplasty, build up and crowns (fixed prosthetics), dentures/partial dentures (removable prosthetics), and denture adjustments/relines/repairs, postoperative checks, consults, etc.

The total amount for dental services at ANHC's full fee schedule for this term was \$104,370.00 (reimbursed at 85% for total reimbursement of \$88,714.50). Dental services were provided to 37 beneficiaries during the term of this dental grant making the average dollar amount per beneficiary \$2,820.81 (reimbursed at 85% for total reimbursement of \$2,397.69).

Number of beneficiaries experiencing mental illness reported served by this project in FY20:

Number of beneficiaries experiencing substance misuse reported served by this project in FY20:

Number of beneficiaries experiencing a developmental disability reported served by this project in FY20:

Number of beneficiaries experiencing Alzheimer's Disease or a related dementia reported served by this project in FY20:

Number of beneficiaries experiencing a traumatic brain injury reported served by this project in FY20:

Performance Measure 1: At each reporting period, and summarized in the final report, describe outreach efforts to local behavioral health providers to set up a system, using vouchers, for referral of eligible Trust beneficiaries who have need of dental treatment and who do not have any other resources to pay for dental treatment. Include successes, and challenges/barriers to the implementation of the system.

Grantee Response to Performance Measure 1: See attached

Performance Measure 2: At each reporting period, except where noted, provide project outcomes data that includes:

- a) Number of Trust beneficiaries served each quarter. (An unduplicated total will be provided with the final annual report.)
- b) The quantity and ANHC's prevailing rate for each dental service provided (i.e., number of comprehensive examinations and associated cost, number of cavity x-rays and associated cost, etc).
- c) Annual average dollar amount for dental services at ANHC's current fee schedule provided per Trust beneficiary at ANHC.
- d) Number and percentage of Trust beneficiaries referred to outside providers for dental services.
- e) The quantity and prevailing rate of each dental service provided (i.e., number of comprehensive examinations and associated cost, number of cavity x-rays and associated cost, etc) by providers outside of ANHC.

- f) Annual average dollar amount for dental services at the provider's prevailing rate provided per Trust beneficiary by providers outside of ANHC.
- g) Annually provide at least 1-2 brief stories describing how Trust beneficiaries are better off as a result of this program.

Grantee Response to Performance Measure 2: See attached

FY 20 AUTHORITY GRANT FUNDNG AGREEMENT
Project Title: Anchorage Neighborhood Health Center Dental Grant (FY20)

GRANTEE: Anchorage Neighborhood Health
ADDRESS: 4951 Business Park Blvd
Anchorage, AK 99503

Authority Grant Type: General Authority Grant
GIFTS ID: 2002.11
Performance: July 1st, 2019 through
September 30th, 2019

Anchorage Neighborhood Health Center Dental Grant: Notice of FY 2020
Quarterly report for 07/01/2019 to 09/30/2019

Outreach: Anchorage Neighborhood Health Center (ANCH) is a private, non-profit health and dental practice that has provided care in Anchorage since 1971. ANHC's mission is to provide wellness by providing the highest quality care with compassion and accessible services for our community. ANHC accepts all patients insured and uninsured and is committed to providing affordable dental services.

Access to affordable oral health care is one of the most critical needs in Anchorage, statewide and nationally. In partnership with the Mental Health Trust Authority, the Anchorage Neighborhood Health Center's Dental Clinic provides dental services to Trust beneficiaries referred by behavioral health providers/agencies. This grant allows beneficiaries who are low-income or otherwise disadvantaged to receive emergent, preventive, restorative and prosthetic dental care.

Outreach is set up with local behavioral health providers and vouchers are used to refer eligible Trust beneficiaries. The referral process is in place and we continue education as needed for new referring staffers with said agencies. It can be challenging to get referrals completed appropriately due to staff turnover in the referring agencies however we do spend a considerable amount of time going over the criteria and requirements via phone with the referring clinician.

Treatment: This quarter we provided dental services to 23 mental health beneficiaries totaling 74 visits. Services supported by the grant this quarter include dental exams, x-rays, cleaning, restorations, crowns, pulpal debridement, alveoloplasty, extractions, partial dentures, denture adjustments (consults, and postoperative checks, etc. for prosthetics).

Quantity and Prevailing rate for dental services: The total dollar amount for dental services at ANHC's current fee schedule for this quarter was \$51,180.00. Dental services were provided to 23 Trust beneficiaries this quarter making the average dollar amount per beneficiary \$2,225.22.

Referrals outside of ANHC: No outside referral was made this quarter.

FY 20 AUTHORITY GRANT FUNDNG AGREEMENT
Project Title: Anchorage Neighborhood Health Center Dental Grant (FY20)

GRANTEE: Anchorage Neighborhood Health
ADDRESS: 4951 Business Park Blvd
Anchorage, AK 99503

Authority Grant Type: General Authority Grant
GIFTS ID: 2002.11
Performance: October 1st, 2019 through
December 31st, 2019

Anchorage Neighborhood Health Center Dental Grant: Notice of FY 2020
Quarterly report for 10/01/2019 to 12/31/2019

Outreach: Anchorage Neighborhood Health Center (ANCH) is a private, non-profit health and dental practice that has provided care in Anchorage since 1971. ANHC's mission is to provide wellness by providing the highest quality care with compassion and accessible services for our community. ANHC accepts all patients insured and uninsured and is committed to providing affordable dental services.

Access to affordable oral health care is one of the most critical needs in Anchorage, statewide and nationally. In partnership with the Mental Health Trust Authority, the Anchorage Neighborhood Health Center's Dental Clinic provides dental services to Trust beneficiaries referred by behavioral health providers/agencies. This grant allows beneficiaries who are low-income or otherwise disadvantaged to receive emergent, preventive, restorative and prosthetic dental care.

Outreach is set up with local behavioral health providers and vouchers are used to refer eligible Trust beneficiaries. The referral process is in place and we continue education as needed for new referring staffers with said agencies. It can be challenging to get referrals completed appropriately due to staff turnover in the referring agencies however we do spend a considerable amount of time going over the criteria and requirements via phone with the referring clinician.

Treatment: This quarter we provided dental services to 18 mental health beneficiaries totaling 45 visits. Services supported by the grant this quarter include dental exams, x-rays, cleaning, deep cleaning, restorations, crowns, root canal, alveoloplasty, extractions, partial dentures, denture relines and adjustments (consults, and postoperative checks, etc. for prosthetics).

Quantity and Prevailing rate for dental services: The total dollar amount for dental services at ANHC's current fee schedule for this quarter was \$31,507.00. Dental services were provided to 18 Trust beneficiaries this quarter making the average dollar amount per beneficiary \$1,750.39.

**This report excludes the beneficiaries that had their Medicaid reinstated, those services were billed back to Medicaid.*

Referrals outside of ANHC: No outside referral was made this quarter.

Respectfully submitted by: Ghazal Ringler DMD, Chief Dental Officer

FY 20 AUTHORITY GRANT FUNDING AGREEMENT
Project Title: Anchorage Neighborhood Health Center Dental Grant (FY20)

GRANTEE: Anchorage Neighborhood Health
ADDRESS: 4951 Business Park Blvd
Anchorage, AK 99503

Authority Grant Type: General Authority Grant
GIFTS ID: 2002.11
Performance: December 1st, 2020 through
March 31st, 2020

Anchorage Neighborhood Health Center Dental Grant: Notice of FY 2020
Quarterly report for 01/01/2020 to 03/31/2020

Outreach: Anchorage Neighborhood Health Center (ANCH) is a private, non-profit health and dental practice that has provided care in Anchorage since 1971. ANHC's mission is to provide wellness by providing the highest quality care with compassion and accessible services for our community. ANHC accepts all patients insured and uninsured and is committed to providing affordable dental services.

Access to affordable oral health care is one of the most critical needs in Anchorage, statewide and nationally. In partnership with the Mental Health Trust Authority, the Anchorage Neighborhood Health Center's Dental Clinic provides dental services to Trust beneficiaries referred by behavioral health providers/agencies. This grant allows beneficiaries who are low-income or otherwise disadvantaged to receive emergent, preventive, restorative and prosthetic dental care.

Outreach is set up with local behavioral health providers and vouchers are used to refer eligible Trust beneficiaries. The referral process is in place and we continue education as needed for new referring staffers with said agencies. It can be challenging to get referrals completed appropriately due to staff turnover in the referring agencies however we do spend a considerable amount of time going over the criteria and requirements via phone with the referring clinician.

Treatment: This quarter we provided dental services to 9 mental health beneficiaries totaling 23 visits. Services supported by the grant this quarter include dental exams, x-rays, restorations, crowns, extractions, dentures, and partial dentures (consults, and postoperative checks, etc. for prosthetics).

Quantity and Prevailing rate for dental services: The total dollar amount for dental services at ANHC's current fee schedule for this quarter was \$16,399.00. Dental services were provided to 9 Trust beneficiaries this quarter making the average dollar amount per beneficiary \$1,822.11.

**This report excludes the beneficiaries that had their Medicaid reinstated, those services were billed back to Medicaid.*

**Dental treatment and routine services were interrupted due to COVID-19.*

Referrals outside of ANHC: No outside referral was made this quarter.

Respectfully submitted by: Ghazal Ringler DMD, Chief Dental Officer

FY 20 AUTHORITY GRANT FUNDING AGREEMENT
Project Title: Anchorage Neighborhood Health Center Dental Grant (FY20)

GRANTEE: Anchorage Neighborhood Health
ADDRESS: 4951 Business Park Blvd
Anchorage, AK 99503

Authority Grant Type: General Authority Grant
GIFTS ID: 2002.11
Performance: April 1st, 2020 through
June 30th, 2020

Anchorage Neighborhood Health Center Dental Grant: Notice of FY 2020
Quarterly report for 04/01/2020 to 06/30/2020

Outreach: Anchorage Neighborhood Health Center (ANCH) is a private, non-profit health and dental practice that has provided care in Anchorage since 1974. ANHC's mission is to provide wellness by providing the highest quality care with compassion and accessible services for our community. ANHC accepts all patients insured and uninsured and is committed to providing affordable dental services.

Access to affordable oral health care is one of the most critical needs in Anchorage, statewide and nationally. In partnership with the Mental Health Trust Authority, the Anchorage Neighborhood Health Center's Dental Clinic provides dental services to Trust beneficiaries referred by behavioral health providers/agencies. This grant allows beneficiaries who are low-income or otherwise disadvantaged to receive emergent, preventive, restorative and prosthetic dental care.

Outreach is set up with local behavioral health providers and vouchers are used to refer eligible Trust beneficiaries. The referral process is in place and we continue education as needed for new referring staffers with said agencies. It can be challenging to get referrals completed appropriately due to staff turnover in the referring agencies however we do spend a considerable amount of time going over the criteria and requirements via phone with the referring clinician.

Treatment: This quarter we provided dental services to 3 mental health beneficiaries totaling 3 visits. Services supported by the grant this quarter include emergency exams, x-rays, crowns.

Quantity and Prevailing rate for dental services: The total dollar amount for dental services at ANHC's current fee schedule for this quarter was \$1,732.00. Dental services were provided to 3 Trust beneficiaries this quarter making the average dollar amount per beneficiary \$577.33.

**Dental treatment and routine services were interrupted due to COVID-19.*

Referrals outside of ANHC: No outside referral was made this quarter.

Respectfully submitted by: Ghazal Ringler DMD, Chief Dental Officer

FY 20 AUTHORITY GRANT FUNDING AGREEMENT
Project Title: Anchorage Neighborhood Health Center Dental Grant (FY20)

GRANTEE: Anchorage Neighborhood Health
ADDRESS: 4951 Business Park Blvd
Anchorage, AK 99503

Authority Grant Type: General Authority Grant
GIFTS ID: 2002.11
Performance: July 1st, 2019 through
June 30th, 2020

Anchorage Neighborhood Health Center Dental Grant
Term: 7-1-2019 to 6-30-2020
Final Narrative Report

Treatment: The Anchorage Neighborhood Health Center Dental Grant with funding provided by The Alaska Mental Health Trust Authority provided services to 37 mental health beneficiaries during the term 7/1/19 to 6/30/20. These 37 beneficiaries account for total of 145 visits during the 2019-2020 fiscal year.

The services supported by the grant this fiscal year included but not limited to: emergency/comprehensive exams, cleaning/deep cleaning visits/Fluoride application, restorations, extractions, alveoloplasty, build up and crowns (fixed prosthetics), dentures/partial dentures (removable prosthetics), and denture adjustments/relines/repairs, postoperative checks, consults, etc.

Quantity and Prevailing rate for dental services: The total amount for dental services at ANHC's full fee schedule for this term was \$104,370.00 (reimbursed at 85% for total reimbursement of \$88,714.50). Dental services were provided to 37 beneficiaries during the term of this dental grant making the average dollar amount per beneficiary \$2,820.81 (reimbursed at 85% for total reimbursement of \$2,397.69).

Referral outside of ANHC: There were no outside referral made during the term of this dental grant.

Dental visits were reduced

We do applaud the Mental Health Trust Authority for recognizing the profound need for oral health services in our community and thank you for continuing to fund the much needed and appreciated Anchorage Neighborhood Health Dental Grant.

December 18, 2019

Dear Mental Health Trust Authority,

A few days before Thanksgiving, I received a call from the receptionist at The Neighborhood Health Center Dental Clinic. She surprised me with news that my teeth cleaning and partial appliance would be paid for by a grant from you. I was speechless, elated, and very thankful!

My crown broke off at the gum and couldn't be reattached, leaving an empty spot in between teeth on my upper jaw. I was devastated. I have always tried to take good care of myself including my teeth. The missing tooth has made me feel self-conscious about my smile and appearance. And at 68 years any help to improve my well-being is very much appreciated.

Alaska has been home to me for 45 years. I am blessed to have my three caring children and grandchildren live here. They are the best and are there if I ever need anything. I try to be independent though. Since my husband passed away, things have not been easy. It would have taken me awhile to afford this dental work.

It's hard to put into words what this means to me. I am truly humbled and very grateful. Now I will feel more comfortable smiling!

Thank-you so very much!

Very Sincerely,


The staff and dentists here are truly wonderful and always caring.

Project Title: Interior Community Health Center Dental Grant	
Grantee: Interior Community Health Center	
Fund: Authority Grant	
Geographic Area Served: Fairbanks North Star Borough	Project Category: Direct Service
Years Funded: FY09 to Present	
FY20 Grant Amount: \$100,000.00	
<p>High Level Project Summary:</p> <p>In partnership with the Trust the Interior Community Health Center Dental Clinic provides dental services to Trust beneficiaries referred by behavioral health providers/agencies in the Fairbanks area. This grant allows beneficiaries who are low-income or otherwise disadvantaged to receive emergent, preventive, restorative and prosthetic dental care. The Trust has funded the dental grant with the Interior Community Health Center since FY2009. This grant provides essential dental services to Trust beneficiaries who would not otherwise have access. This crucial safety net dental program ensures beneficiary access to basic dental health care and improves quality of life.</p> <p>Trust staff recommends continued funding for this project in FY23 in support of continued access to critical dental services for Trust beneficiaries in Fairbanks. This project directly relates to the Alaska Comprehensive Integrated Mental Health Plan objective 2.1 access and receiving quality healthcare.</p>	

Project Title: Interior Community Health Center Dental Grant

Staff Project Analysis:

In FY20, the Interior Community Health Center satisfied the established grant performance measures. Dental services were provided to 68 Trust beneficiaries with an average cost of dental services provided by ICHC per beneficiary of \$1,260. Nine of the 68 beneficiaries (13%) were referred to outside providers for specialized services for an average cost of outside provider services at \$1,888 per beneficiary. The range of services funded supported restorative and preventative dental work for Trust beneficiaries who would not otherwise have had access to care for their dental needs during the project period.

Patient testimonials are included in the report and represent a sample of beneficiaries who have benefited from the project who may otherwise not have received critically needed dental services this year. This project continues to fill a critical safety net need for beneficiaries and is recommended for continued funding in FY23.

This project directly relates to the Alaska Comprehensive Integrated Mental Health Plan objective 2.1 access and receiving quality healthcare.

Project Description: Interior Community Health Center (ICHC) will perform dental services for Trust beneficiaries that are referred by behavioral health treatment agencies as part of a demonstration project to better meet the needs of beneficiaries previously served under the mini-grant program from The Trust. The ICHC agrees to outreach to local behavioral health agencies to set up a system for referral of behavioral health beneficiaries to receive dental services either directly from ICHC or, if necessary, through referral by ICHC to appropriate specialist for dental services that is ICHC unable to perform. ICHC will work with The Trust over the life of the project to assess the project success and to refine the project process to best meet the needs of ICHC and Trust beneficiaries.

Outreach to local behavioral health providers to set up system, using vouchers, for referral of eligible Trust beneficiaries. The program will be focused at Trust beneficiaries being served by local behavioral health providers and who have need of dental treatment and who do not have any other source of resources to pay for dental treatment.

- ICHC will manage referrals, provide exams and treatment plans and work to prioritize services to Trust beneficiaries in an appropriate manner.
- ICHC will bill The Trust fund source at a rate of 85% of the schedule rate for services provided.
- ICHC will be able to refer Trust beneficiaries out for dental treatment that is not able to be provided within the agency and bill the Trust funds for the services provided.
- Grant tracking will be performed by the accounting department on a quarterly basis.
- ICHC will work with Trust staff to track the progress of the demonstration project and to make suggestions for refining the demonstration project process throughout the year so that it may be replicated at other sites and to help determine the feasibility of expansion and continuing

in future years.
Grantee Response - FY20 Grant Report Executive Summary: See attachments
Number of beneficiaries experiencing mental illness reported served by this project in FY20: 68
Performance Measure 1: At each reporting period, and summarized in the final report, describe outreach efforts to local behavioral health providers to set up a system, using vouchers, for referral of eligible Trust beneficiaries who have need of dental treatment and who do not have any other resources to pay for dental treatment. Include successes, and challenges/barriers to the implementation of the system.
<p>Grantee Response to Performance Measure 1:</p> <p>To increase visibility and public awareness of the services offered by ICHC, we have applied a multichannel engagement strategy. We have distributed materials (e.g. brochures and flyers) about ICHC's spectrum of primary care services, including dental. ICHC has also participated in public relation activities. For example, we have worked closely with various local organizations to share information to prospective patients on how to access our services. We have also participated in community-wide events to raise awareness of ICHC's services, and to empower more individuals to utilize the existing resources that we provide (e.g. Schedule of Discounts).</p> <p>We also consistently feature public broadcasting (radio) and print media (newspaper) to remind residents that our services - Medical, Dental, Integrated Behavioral Health - are available to everyone in the community.</p>
<p>Performance Measure 2: At each reporting period, and summarized in the final report, provide project outcomes data that includes:</p> <p>a) Number of Trust beneficiaries served (unduplicated)</p> <p>b) The quantity and cost of each dental service provided (i.e., number of comprehensive examinations and associated cost, number of cavity x-rays and associated cost, etc.).</p> <p>c) Average cost of dental services provided per Trust beneficiary at ICHC.</p> <p>d) Number and percentage of Trust beneficiaries referred to outside providers for dental services.</p> <p>e) The quantity and cost of each dental service provided (i.e., number of comprehensive examinations and associated cost, number of cavity x-rays and associated cost, etc.) by providers outside of ICHC.</p> <p>f) Average cost of dental services provided per Trust beneficiary by providers outside of ICHC.</p> <p>g) 1-2 brief stories describing how Trust beneficiaries are better off as a result of this program.</p>
<p>Grantee Response to Performance Measure 2: a-f: See Attached</p> <p>g: Last quarter we reported that we had we received three new Trust Beneficiary referrals from behavioral health treatment agencies in the community. As we continue to collaborate in our community, our commitment continues to grow stronger in supporting the current and future grant recipients coming into our clinic. We have received seven new patient referrals since our last report. We want to improve the quality of life for our grant recipients and continue to reach out to other's who need help accessing dental care. Not just help accessing dental care, but also providing them quality dental care from preventative services, continuum care and tooth replacement. Of the seven new patient referrals received, five were new to our dental clinic and 3 were existing patients new to the grant.</p> <p>a-f): See Attached</p> <p>g): We spoke previously that we have been working on collaboration in our community to build support for the grant and help inform colleagues on how to refer future beneficiaries. We have also</p>

been working on collaboration within our facility by educating our staff about the grant and how to connect the grant to our patients. We are happy to share a story with you on a recipient from the previous quarter that left us a well-received compliment.

The new recipient shared the history of their behavioral health issues and was excited to hear the grant existed. The patient felt they had thrown every penny into their chronic disease. This caused their oral health needs to be a low priority prompting anxiety, mouth pain, and embarrassing to smile. The patient is grateful for both the existence of the grant and ICHC as a facility providing treatment supporting the grant. Additionally, the patient expressed their gratitude for the ICHC employee who shared the grant information. The patient feels the grant will allow them a new start in life.

a-f): See attached

g): This quarter we'd like to highlight a new patient that came to ICHC for the first time in February with generally poor oral health. The patient had been in extreme pain for two weeks. Unfortunately, the tooth causing the pain was not restorable and required extraction. After the extraction, the patient's pain was relieved, and we were able to bring the patient back for restorative procedures. With the help of this grant, we have been able to develop a long-term plan and relationship with the patient to improve her oral health.

a-f): See attached

g): During the fourth quarter, Interior Community Health Center provided dental care to a high caries risk grant recipient who needed a crown. The patient has been in need of continuous dental care and treatment. The grant has not only provided this patient with more access to dental services, they have received the benefit of education and promotion of oral hygiene habits by ICHC's staff. The education has been a crucial asset to the patient's overall oral health. ICHC will continue to see the patient for regular examinations and will encourage them to be mindful of the health of their teeth.

Alaska Mental Health Trust Authority
 3745 Community Park Loop, Suite 200
 Anchorage, AK 99508

Billing Statement Date: 10/10/2019

Procedure Code	Description of Services	Quantity	\$ per Unit	\$ Total
D0120	Periodic Exam 3+	4	\$68.85	\$275.55
D0140	Limited Oral Evaluation	2	\$102.00	\$204.00
D0150	Comprehensive Oral Evaluation	3	\$119.00	\$357.00
D0210	Intraoral-FMX	1	\$173.40	\$173.40
D0220	Intraoral- Periapical First Film	1	\$39.10	\$39.10
D0270	Bitewing-1 film	1	\$38.25	\$38.25
D0274	Bitewings- Four Films	4	\$85.85	\$346.55
D0330	Panoramic Film	2	\$148.75	\$297.51
D1110	Prophylaxis- Adult	5	\$121.55	\$311.20
D1206	Topical Fluoride Varnish	4	\$56.10	\$224.20
D1353	Sealant Repair-per tooth	1	\$70.55	\$70.55
D1354	Interim Carries Arrest Med (SDF)	2	\$108.80	\$217.60
D2150	Amalgam-2 surface	1	\$243.10	\$243.10
D2330	Resin Composite - 1 Surface, Anterior	1	\$221.00	\$221.00
D2331	Resin Composite - 2 Surface, Anterior	3	\$267.75	\$803.25
D2335	Resin Composite-4 Surface, Anterior	4	\$410.55	\$1,642.20
D2391	Composite-1 Surface, Posterior	1	\$242.25	\$242.25
D2392	Composite-2 Surface, Posterior	1	\$306.00	\$306.00
D2393	Composite-3 Surface, Posterior	1	\$378.25	\$378.25
D2751	Crown-Porcelain fused Base Metal	2	\$1,197.65	\$2,392.30
D2950	Core Buildup, including any Pins	1	\$350.20	\$350.20
D4341	Perio Scaling & Root Planing 4+	3	\$335.75	\$1,007.25
D4342	Perio Scaling & Root Planing 1-3	3	\$255.00	\$765.00
D4910	Periodontal Maintenance	5	\$179.35	\$796.40
D5110	Complete Denture - Maxillary	1	\$1,997.40	\$1,997.40
D5120	Complete Denture - Mandibular	1	\$2,011.95	\$2,011.95
D5410	Adjust Complete Max Denture	1	\$121.55	\$121.55
D6080	Implant Maint Procedure	1	\$406.30	\$406.30
D7140	Simple Extraction	1	\$250.75	\$250.75
D9230	Nitrous Oxide/Analgesia	6	\$106.25	\$636.25
D9944	Occlusal Guard-Hard Full Arch	2	\$731.00	\$1,462.00
MIPASTE	MIPASTE	1	\$13.60	\$13.60

Sub Total: \$18,905.20

Total Balance Due: \$18,905.20

Trust beneficiaries served: 17

Average cost per beneficiary: \$1,112.07

Referrals to outside provides: 0

All charges listed are 85% of Interior Community Health Center's fee. These charges are net of third party insurance payments where applicable. This billing statement does not include charges pending third party insurance payments.

Interior Community Health Center has implemented various outreach processes as well as internal tracking measures to insure that the project performance measures of the grant are being met.

Please submit inquires to Sherry Jacobs, Dental Billing Specialist, at 907-458-1567.

Alaska Mental Health Trust Authority
 3745 Community Park Loop, Suite 200
 Anchorage, AK 99508

Billing Statement Date: 01/13/2020
 Page 1

Procedure Code	Description of Services	Quantity	\$ Each	\$ Total
D0120	Periodic Exam 3+	3	\$68.85	\$210.70
D0220	Intraoral- Periapical First Film	3	\$39.10	\$117.30
D0230	Intraoral PA each add'l	3	\$99.45	
D0274	Bitewings- Four Films	2	\$85.85	\$171.70
D1110	Prophylaxis- Adult	6	\$121.55	\$732.75
D1206	Topical Fluoride Varnish	5	\$56.10	\$280.50
D1354	Interim Carries Arrestin Med (SDF)	1	\$111.35	\$111.35
D2160	Amalgam-3 surface	1	\$296.65	\$296.65
D2330	Resin Composite- 1Surface, Anterior	6	\$221.00	\$1,326.00
D2331	Resin Composite- 2 Surface, Anterior	2	\$267.75	\$535.50
D2332	Resin Composite-3 Surface, Anterior	9	\$328.95	\$2,960.55
D2335	Resin Composite-4+ Surface	1	\$410.55	\$410.55
D2391	Resin Composite- 1 Surface, Posterior	8	\$242.25	\$1,938.00
D2392	Resin Composite-2 Surface, Posterior	4	\$306.00	\$1,224.00
D2393	Resin Composite-3 Surface, Posterior	4	\$378.25	\$1,513.00
D2394	Resin Composite-4+ Surface, Posterior	1	\$444.55	\$444.55
D2751	Crown-porc fused predom base metal	2	\$1,197.65	\$2,395.30
D4910	Periodontal Maintenance	8	\$179.35	\$1,484.80
D5110	Complete Denture-Maxillary	2	\$1,992.40	\$3,900.65
D5120	Complete Denture-Mandibular	1	\$2,011.95	\$1,925.25
D5640	Replace Teeth-Partial Denture	1	\$266.05	\$266.05
D9230	Nitrous Oxide/Analgesia	4	\$106.25	\$423.75
D9310	Consultation	1	\$181.05	\$181.05

Sub Total: \$22,899.40

Specialist Referrals

Procedure Code	Description of Services	Quantity	\$ Each	\$ Total
D0140	Limited Oral Eval	1	\$120.00	
D0330	Panoramic Film	1	\$180.00	
D3310	Endo Therapy, Anterior	1	\$185.50	
D3320	Endo Therapy, Bicuspid	1	\$1,016.00	
D3330	Endo Therapy, Molar	1	\$1,500.00	

Sub Total \$3,001.50

Total Balance Due: \$ 25,900.90
Trust beneficiaries served: 24
Average cost per beneficiary: \$ 1,079.20
Referrals to outside provides: 2

All charges listed are 85% of Interior Community Health Center's fee. These charges are net of third party insurance payments where applicable. This billing statement does not include charges pending third party insurance payments.

Interior Community Health Center has implemented various outreach processes as well as internal tracking measures to insure that the project performance measures of the grant are being met.

Please submit inquiries to Sherry Jacobs, Dental Billing Specialist, at 907-458-1567.

Alaska Mental Health Trust Authority
 3745 Community Park Loop, Suite 200
 Anchorage, AK 99508

Billing Statement Date: 3/19/2020
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Procedure Code	Description of Services	Quantity	\$ Each	\$ Total
D0120	Periodic Exam 3+	3	\$68.85	\$206.55
D0140	Limited Oral Eval	4	\$102.00	\$408.00
D0150	Comp Oral Eval	3	\$119.00	\$357.00
D0210	Intraoral-FMX	3	\$173.40	\$520.20
D0220	Intraoral PA 1st Film	4	\$39.10	\$156.40
D0270	Bitewing-Single Film	3	\$38.25	\$114.75
D0272	Bitewing-2 films	1	\$60.35	\$60.35
D0274	Bitewings-Four Films	1	\$85.85	\$85.85
D1110	Prophylaxis- Adult	6	\$121.55	\$729.30
D1206	Topical Fluoride Varnish	3	\$56.10	\$168.30
D2330	Resin. Composite-1 Surface, Anterior	6	\$221.00	\$964.90 1x209.10, 2x46.40
D2331	Resin. Composite-2 Surface, Anterior	3	\$267.75	\$379.75 2x56.00
D2332	Resin. Composite-3 Surface, Anterior	4	\$328.95	\$1,095.65 1x108.80
D2335	Resin. Composite-4+ Surface, Anterior	2	\$410.55	\$496.15 1x85.60
D2391	Resin. Composite-1 Surface, Posterior	3	\$242.25	\$713.15 1x228.65
D2392	Resin. Composite-2 Surface, Posterior	3	\$306.00	\$923.10 1x311.10
D2393	Resin. Composite-3 Surface, Posterior	1	\$378.25	\$232.80 1x232.80
D2740	Crown-Porcelain to Ceramic	1	\$1,471.35	\$1,471.35
D2750	Crown-Porcelain fused high noble metal	1	\$1,284.35	\$1,284.35
D2792	Crown-Full Cast noble metal	1	\$1,235.05	\$1,235.05
D2950	Core Buildup, including pins	4	\$350.20	\$1,400.80
D2954	Prefab Post & Core	1	\$433.50	\$433.50
D4341	Perio Scaling & Root Planning 4+	3	\$335.75	\$1,007.25
D4342	Perio Scaling & Root Planning 1-3	1	\$255.00	\$255.00
D4910	Periodontal Maintenance	4	\$179.35	\$717.40
D4921	Gingival Irrigation-per quad	2	\$204.00	\$408.00
D5120	Denture-Mandibular	1	\$2,011.95	\$2,011.95
D6241	Pontic-Porc fused predom base metal	1	\$1,382.10	\$1,382.10
D6080	Implant Maintenance	1	\$406.30	\$406.30
D6751	Ret Crown-Porc fused predom base metal	2	\$1,372.75	\$2,745.50
D7140	Simple Extraction	1	\$250.75	\$250.75
D9230	Nitrous Oxide/Analgesia	9	\$106.25	\$826.30 1x106.00,1x21.40,1x61.40
D9932	Cleaning/Inspection Remove Dent	1	\$96.90	\$96.90
D9933	Cleaning/Inspection Remove Dent	1	\$89.25	\$89.25
D9944	Occlusal Guard-Hard Full Arch	1	\$731.00	\$731.00
MIPASTE	MI Paste	1	\$13.60	\$13.60

Sub Total: \$24,378.55

Specialist Referrals

Procedure Code	Description of Services	Quantity	\$ Each	\$ Total
D0140	Limited Oral Eval	1	\$140.00	\$140.00
D0140	Limited Oral Eval	2	\$120.00	\$240.00
D0330	Panoramic Film	2	\$180.00	\$360.00
D3320	Endo Therapy, Bicuspid	1	\$1,455.00	\$1,455.00
D3310	Endo Therapy, Anterior	1	\$1,275.00	\$1,275.00
Sub Total				\$3,470.00

Total Balance Due: \$ 27,848.55
Trust beneficiaries served: 29
Average cost per beneficiary: \$ 960.30
Referrals to outside providers: 3

Please submit inquires to Sherry Jacobs, Dental Billing Specialist, at 907-458-1567.

Billing Statement Date: 6/29/2020

Page 1

Procedure Code	Description of Services	Quantity	\$ Each	\$ Total
D0120	Periodic Exam	18	\$68.85	\$1,364.85
D0140	Limited Exam	4	\$102.00	\$456.45
D0150	Comp Oral Eval	6	\$119.00	\$489.00
D0210	Intraoral-FMX	2	\$173.40	\$205.75
D0220	Intraoral PA-1st Film	2	\$39.10	\$453.10
D0274	Bitewings-4 Films	1	\$85.85	\$85.85
D0330	Panoramic Film	1	\$148.75	\$143.70
D1110	Prophylaxis- Adult	2	\$121.55	\$243.10
D2330	Resin Composite-1 Surface Anterior	1	\$221.00	\$228.70
D2331	Resin Composite-2 Surface Anterior	3	\$267.75	\$619.65
D2335	Resin Composite-4+ Surface Anterior	1	\$410.55	\$434.20
D2391	Resin Composite-1 Surface Posterior	1	\$242.25	\$203.20
D2392	Resin Composite-2 Surface Posterior	4	\$306.00	\$246.65
D2393	Resin Composite-3 Surface Posterior	2	\$378.25	\$236.40
D2740	Crown-Porcelain/Ceramic	1	\$1,219.75	\$1,216.40
D2751	Crown-Porcelain Fused Pred Base Metal	1	\$1,197.65	\$314.05
D2950	Core Buildup, including pins	2	\$350.20	\$436.65
D4342	Perio Scaling & Root Planning 1-3	1	\$255.00	\$174.30
D4910	Periodontal Maintenance	2	\$179.35	\$230.20
D5110	Complete Denture-Maxillary	2	\$1,992.40	\$6,088.30
D5214	Mandibular Partial Denture-Metal	1	\$1,446.20	\$1,446.20
D5650	Add Tooth to Existing Partial Denture	1	\$42.55	\$42.55
D7210	Surgical Removal of erupted tooth	2	\$377.40	\$234.70
D7250	Removal Residual Tooth Roots	1	\$408.00	\$147.95
D9230	Nitrous Oxide/Analgesia	6	\$106.25	\$3,770.70

Sub Total: \$19,512.60

Specialist Referrals

Procedure Code	Description of Services	Quantity	\$ Each	\$ Total
D0140	Limited Oral Eval	1	\$140.00	\$140.00
D0140	Limited Oral Eval	2	\$120.00	\$240.00
D0330	Panoramic Film	1	\$163.00	\$163.00
D0330	Panoramic Film	2	\$180.00	\$360.00
D3320	Endo Therapy, Bicuspid	2	\$1,455.00	\$2,910.00
D7210	Surgical Removal of erupted tooth	2	\$395.00	\$790.00
D7230	Impacted Tooth-Partially bony	2	\$475.00	\$950.00
D7241	Impacted Tooth-Completely bony	2	\$635.00	\$1,270.00
D7286	Biopsy of Oral Tissue-Soft	2	\$600.00	\$1,200.00
D9222	Deep Sedation-1st 15 minutes	1	\$325.00	\$325.00
D9223	Deep Sedation-each addtl 15 min	2	\$250.00	\$500.00
D9310	Consultation	1	\$140.00	\$140.00
Sub Total			\$8,988.00	

Total Balance Due: \$ 28,500.60
Trust beneficiaries served: 34
Average cost per beneficiary: \$ 1,041.80
Referrals to outside provides: 4

All charges listed are 85% of Interior Community Health Center's fee. These charges are net of third party insurance payments where applicable. This billing statement does not include charges pending third party insurance payments.

Interior Community Health Center has implemented various outreach processes as well as internal tracking measures to insure that the project performance measures of the grant are being met.

Please submit inquires to Sherry Jacobs, Dental Billing Specialist, at 907-458-1567.

Project Title: Deferred Maintenance	
Grantee: Finance and Management Services	
Fund: MHTAAR	
Geographic Area Served: Statewide	Project Category: Capital - Construction
Years Funded:	
FY20 Grant Amount: \$250,000.00	
<p>High Level Project Summary:</p> <p>The Deferred Maintenance grant supports non-profit agencies providing services to Trust beneficiaries. The Department of Health and Social Services issues a competitive RFP to help agencies with projects for deferred maintenance, renovation, ADA compliance and repair of existing structures that house services, activities and programs for Trust beneficiaries. It is identified under capital requests as a non-focus area allocation in the Trust budget and has a system level impact for agencies that serve Trust beneficiaries. The funding for these projects allows agencies to concentrate their efforts and already scarce resources on direct services.</p> <p>The Deferred Maintenance grants substantially met or exceeded Trust expectations against the performance measures outlined in the project grant agreement. There are few funding sources to assist programs with deferred maintenance. Requests for funds consistently exceed the amount of annual funding. The Joint Advisory Boards and Trust staff recommend continued funding in FY23.</p> <p>Deferred Maintenance grants supports Goal 9 of Strengthening the System: Alaska’s Comprehensive Integrated Mental Health Program Plan.</p>	

Project Title: Deferred Maintenance
<p>Staff Project Analysis:</p> <p>The Trust supports this capital funding to enable DHSS to issue grants for deferred maintenance to organizations serving trust beneficiaries. Organizations that have received awards view this grant source as a critical resource. The number of requests consistently outpaces the funds available. Funds are granted through a competitive process by DHSS, Finance and Management Services. It is identified under capital requests as a non-focus area allocation in the Trust budget and has a system level impact for agencies that serve Trust beneficiaries. The funding for these projects allows agencies to concentrate their efforts and already scarce resources on direct services.</p> <p>The Deferred Maintenance grant substantially met or exceeded Trust expectations for the performance measures outlined in the project grant agreement. Providing funds for the repair and maintenance of facilities is a good investment in the health and well-being of Trust beneficiaries. Projects include ramps and accessible bathrooms to ensure the physical space of an agency is accessible as well as projects that improve the physical environment to prevent mold growth or water damage such as a new roof. This project allows for agencies to make necessary safety upgrades by installing fire suppression systems. Other examples include creating private office space to enhance confidentiality of services and wiring upgrades to modernize phone and computer systems used by an agency. The funding provided for these projects make lasting improvements to the facilities used by Trust beneficiaries and are combined with other funds as most of the projects' total costs exceed the maximum grant award. The Joint Advisory Boards and Trust staff recommend continued funding in FY23.</p> <p>Essential Program Equipment grants support Goal 9 of Strengthening the System: Alaska's Comprehensive Integrated Mental Health Program Plan.</p>
<p>Project Description: The goal of this program is to provide capital grant funds for deferred maintenance, renovation, ADA compliance and repair of existing structures that house services, activities and programs for Trust beneficiaries.</p> <p>These capital funds are for program renovations and repairs and for American Disabilities Act improvements of facilities for Trust beneficiaries only. Funds may be used to address health and safety concerns as well as remodeling and improvements to sprinkler, heating and ventilation systems in service provider facilities. These concerns are all related to health and safety issues, as well as overcrowding in the course of service delivery. All funds are awarded through a statewide competitive process.</p>
<p>Grantee Response - FY20 Grant Report Executive Summary: This program continues to be very successful and meeting program goals and expectations in providing the deferred maintenance and accessibility funding to Trust beneficiary's agencies. Applicants look forward to our RFP posting and are extremely delighted when they become recipients of the grant awards. The need for this deferred maintenance funding is high and welcomed by Trust beneficiary agencies. There are no identified challenges over the past fiscal year.</p>
<p>Number of deferred maintenance projects impacting beneficiaries: 20</p>
<p>Performance Measure 1: List projects receiving award by: agency, community, dollar amount, purpose, those with improvements, & program type(s) benefitting.</p>
<p>Grantee Response to Performance Measure 1:</p> <p>1 C05-525-18002 Kodiak Area Native Association \$50,000.00 Project Completed 6/30/20</p>

	Repair sidewalks, ramp and parking lot			
2	C05-525-18003 Southeast Alaska Independent Living Ketchikan - wall extension to create confidential office space	\$31,307.00	Project Completed	4/30/19
3	C05-525-18004 SeaView Community Services Upgrade/repair access control system	\$50,000.00	Project Completed	1/31/20
4	C05-525-18005 Senior Citizens of Kodiak Replace kitchen floor	\$50,000.00	Project Completed	2/27/20
5	C05-525-18006 Catholic Community Service Replace/repair sewage pumps, flooring, and foundation	\$50,000.00	Project Completed	5/12/20
6	C05-525-18010 ACCA bathroom accessibility and window upgrades	\$50,000.00	Project Completed	6/30/20 Electrical upgrades,
7	C05-525-18011 Rural Alaska Community Action Improvement to facility, flooring, bathroom renovation and accessibility to building	\$45,600.00	Project Completed	10/21/19
8	C05-525-18012 Bean's Café Roof repairs	\$47,166.00	Project Completed	2/5/20
9	C05-525-18013 Salvation Army Serendipity Replace parking lighting and exterior paint	\$37,974.00	Project Completed	6/27/19
10	C12-023-20014 SeaView Community Services Aluminum frame and fabric material for awning, roof repairs	\$50,000.00	Award issued	4/16/20
11	C12-023-20015 Rural Alaska Community Action Program EPDM Roof repair and replacing decking	\$50,000.00	Award issued	4/28/20
12	C12-023-20016 Center for Community, Inc. frames and door hardware, and electrical door-opener arms.	\$21,531.00	Award issued	5/5/20 Office doors,
13	C12-023-20017 Maniilaq Association HRV Project, and divider wall project	\$47,177.86	Award issued	4/16/20 Floor project,
14	C12-023-20018 North Star Council on Aging, Inc. Restroom renovation	\$50,000.00	Award issued	4/23/20
15	C12-023-20019 Akeela, Inc. counter replacement, sink and faucet replacement and entry stairs and ramp repairs	\$50,000.00	Award issued	4/16/20 Roof repairs, kitchen
16	C12-023-20020 Fairbanks Resource Agency Replacement and repair of electrical wiring for computer and telephone systems.	\$50,000.00	Award issued	4/20/20
17	C12-023-20021 Gastineau Human Services Interior doors replacement, floor underlayment repairs, kitchen sink and replacement	\$50,000.00	Award issued	4/23/20
18	C12-023-20022 Juneau Youth Services fire alarm panel and components	\$47,612.00	Award issued	4/16/20 Install new
19	C12-023-20023 Volunteers of America Alaska Window treatment and ductwork, slip hazards/gutters and fire suppression system	\$28,284.00	Award issued	4/23/20
20	C12-023-20025 Anchorage Community Mental Health Services, Inc. Award issued 5/20/20 Installation of new sidewalks and demolition and installation of the ADA compliant stairways	\$25,395.14		

Project Title: Coordinated Transportation	
Grantee: Department of Transportation	
Fund: MHTAAR	
Geographic Area Served: Statewide	Project Category: Capital - Equipment
Years Funded: FY98 to Present	
FY20 Grant Amount: \$300,000.00	
<p>High Level Project Summary: The Trust has partnered with the State of Alaska Department of Transportation and Public Facilities since 1998 to support coordinated transportation systems serving Trust beneficiaries around Alaska. Communities across the state often struggle to provide safe and convenient accessible transportation for Trust beneficiaries which impacts quality of daily life and the ability to engage fully in the community.</p> <p>In FY20, this grant program met Trust expectations against the performance measures outlined in the project grant agreement. Historically, Trust funding for this program has been augmented by matching GF/MH funds, which in FY20 totaled \$1,000,000. Trust staff recommend this grant program, with the supporting GF/MH funding should continue in FY23 as a critical resource for Trust beneficiaries.</p> <p>This transportation program supports Goal 3 of Strengthening the System: Alaska’s Comprehensive Integrated Mental Health Program Plan, Economic and Social Well-being.</p>	

Project Title: Coordinated Transportation

Staff Project Analysis: In FY20, the Coordinated Transportation project administered by the Department of Transportation and Public Facilities awarded 12 grants to 9 communities totaling \$679,749. This grant continues to provide key transportation assistance for beneficiary-serving organizations around the state and is recommended for additional funding in FY23.

One notable concern with the project going forward is the availability of continued GF/MH funding. If the GF/MH support is discontinued, the Trust's \$300,000 would be the only state funding for this program resulting in reduction of transportation services as well as uncertainty about the sustainability of the program in the future. Trust staff will continue to monitor the situation and if needed, will adjust funding recommendations.

Project Description: The Alaska Department of Transportation and Public Facilities (AKDOT&PF) Community Transit Office awards Trust funds through a competitive application process to non-profit and Tribal entities throughout Alaska for operating assistance, purchase of services, and capital project that enable and enhance the mobility of Trust beneficiaries.

This grant is for operating and capital funds to plan for, operate, and coordinate mobility and human services transportation systems in local communities by pooling available resources for coordinated transportation programs for Trust beneficiaries.

It is understood that DOT/PF utilizes 10% of the MHTAAR funding for this project to provide for staffing to manage the process for disseminating these and other human services transportation funds. It also includes the required overhead amount assessed by DOT/PF (ICAP) on all contracts they manage.

Grantee Response - FY20 Grant Report Executive Summary:

The \$300,000 MHTAAR funding provided to the Alaska Department of Transportation and Public Facilities (AKDOT&PF) Community Transit Office (ACT) is used to provide funding to agencies across the state. ACT awards Alaska Mental Health Trust grant funds through an annual competitive application process to non-profit agencies and tribes throughout Alaska for operating assistance, purchase of services and capital projects that enhance/enable the mobility of Trust Beneficiaries. SFY2020 projects were awarded in the following communities:

Craig
Haines
Homer
Juneau
Klawock
Ketchikan
Seward
Soldotna
Valdez

Attached are the funding allocations for SFY2020 as well as the planned funding allocations for SFY2021 from ACT. The ACT Office continues to allocate and spend older funding first for all of its grants, in order to fully expend the oldest funding sources in a timely manner and utilize the funding

available for the greatest benefit. We look forward to your feedback and any suggestions for any changes we can make in the future.

Thank you for the opportunity to continue helping residents lead full lives in their community.

Number of beneficiaries reported served by this project in FY20: 11,360

Performance Measure 1: Provide number of overall Trust beneficiaries vs. non-beneficiaries served by project/community.

- 1) Continue to use and update (as possible) an estimated percentage of Trust beneficiaries (based upon review of past DOT grantee reports). Report the methodology in DOT/PF status reports to the Trust so the methodology may be improved periodically and be applied in subsequent years to establish a consistent baseline of data.
- 2) Apply the above estimation of Trust beneficiary ridership percentage to the total number of unduplicated riders and number of rides to provide an estimate number of unduplicated Trust beneficiary riders and rides.

Grantee Response to Performance Measure 1:

During SFY2020 all ACT subrecipients were required to submit an annual report with ridership data, including the number of Trust beneficiary riders. From the data we received, approximately 11,360 rides were for Trust beneficiaries from a total of 113,724 human service rides. This means that approximately 9.9% of all rides are provided for Trust beneficiaries.

Trust beneficiaries are not limited to using only human service agencies for transportation; they are also using the public transit systems in their communities. While the majority of public transit agencies do not receive AMHT funding directly, we can estimate the number of Trust beneficiaries using public transit by applying the percentage found above to the ridership data provided by our public transit subrecipients as well.

Overall the total number of rides provided, based on data received from all subrecipients, was 1,526,428 for both public transit and human service. If we apply the 9.9% to the total number of rides, then approximately 151,116 rides were provided for Trust beneficiaries across the State.

Performance Measure 2: Provide a full description of funding sources and amounts related to Human Services and coordinated transportation, to include Trust MHTAAR as well as non-MHTAAR sources, such as state general funds, federal FTA funding and any other related funding sources.

Grantee Response to Performance Measure 2:

The ACT Office received and allocated funding from the following sources, encompassing both new and unused older funding for use during SFY2020 that are related to public transit, human services and coordinated transportation for the State of Alaska:

FTA 5310 Enhanced Mobility for Seniors and Individuals with Disabilities - \$209,439

FTA 5311 Public Transit formula funding - \$7,834,202

Alaska Mental Health Trust general funds - \$650,114

Performance Measure 3: Provide a list of names and number of communities receiving planning dollars describe the funding sources and amounts as well as the intent of the funding.

Grantee Response to Performance Measure 3:

Two vehicles have been received by the following AMHT subrecipients:

- Southeast Alaska Independent Living (SAIL), Ketchikan - \$60,486
- Southeast Alaska Independent Living (SAIL), Juneau – 57,436

The following continue to receive funding for purchase of services:

- Center for Community, Ketchikan - \$59,245
- Southeast Alaska Independent Living (SAIL), Juneau - \$97,821
- Southeast Alaska Independent Living (SAIL), Ketchikan - \$114,872
- Independent Living Center (ILC), Homer - \$50,000
- Independent Living Center (ILC), Seward - \$25,000
- Independent Living Center (ILC), Soldotna - \$90,000
- Haines Borough on behalf of (CCS) - \$36,900
- City of Valdez, Valdez - \$41,143

The following continue to receive funding for operations:

- Catholic Community Service (CCS), Craig - \$26,250
- Unalakleet - \$20,596

FY20 Total: \$679,749

SFY2020 Awards		Approved Funding		AMHT								
				AMHT 2013	AMHT 2014	AMHT2015	AMHT 2016	AMHT 2017	AMHT 2018		AMHT 2019	
				Z835900000	Z838440000	Z762560000	HGRNT00003	HGRNT00051	HGRNT00087		HGRNT00102	
						NOT IN IRIS	6/30/2020	6/30/2021	6/30/2020		6/30/2021	
				Rural & MOA	Rural & MOA	Rural & MOA	Rural & MOA	Rural & MOA	Rural & MOA		Rural & MOA	
		TC8000	TC8000	TC8000	T08NON	T08NON	5	10	05	10		
		\$0	\$0	\$19,164	\$46,734	\$170,271.00	\$0.00	\$706,534	\$300,000	\$870,000		
Human Service												
Center for Community - POS	\$59,245											
ILC - Homer - POS	\$50,000							\$50,000				
ILC - Seward - POS	\$25,000							\$25,000				
ILC - Soldotna - POS	\$90,000					\$90,000						
CCS - Craig/Klawock - Operating	\$26,250			\$818	\$10,646			\$1,425				
City of Valdez - Operating	\$41,143					\$13,361		\$3,112				
Haines Borough - POS	\$36,900							\$36,900				
SAIL Juneau - ADA Taxi	\$57,436								\$57,436			
SAIL Juneau - POS	\$97,821							\$97,821				
SAIL Ketchikan - ADA Taxi	\$114,872								\$114,872			
SAIL Ketchikan - POS	\$60,486							\$60,486				
Unalakleet - Operating	\$20,596							\$20,596				
	\$679,749											
Public Transit												
City of Bethel	\$237,436											
CARTS	\$795,467			\$18,346	\$34,154							
Center for Community, Sitka	\$775,755											
Glacier Valley Transit	\$291,746											
Gulkana Native Village	\$187,783											
Interior Alaska Bus Line	\$294,557											
Inter-Island Ferry	\$780,369											
Juneau, City & Borough	\$1,100,000											
Ketchikan Gateway Borough	\$1,100,000											
Senior Citizens of Kodiak	\$478,717											
Sunshine Transit	\$568,744											
Valley Transit	\$1,100,000											
Other												
City & Borough of Juneau - Support Equip/Fac.	\$176,000											
City & Borough of Juneau - Support Equip/Bus	\$356,000											
City & Borough of Juneau - Replacement Bus	\$1,350,000											
Interior Alaska Bus Line	\$68,000											
Total Awarded		\$11,020,072	\$0	\$0	\$19,164	\$44,800.00	\$118,502	\$0	\$295,340	\$172,308	\$0	
			\$0	\$0	\$0	\$1,934	\$51,769	\$0	\$411,194	\$127,692	\$870,000	
	\$7,710,574		\$0	\$0	\$0	\$1,934	\$51,769	\$0	\$411,194	\$127,692	\$870,000	
									\$1,462,589			

SFY2021 Awards	Approved Funding	AMHT2015	AMHT 2016	AMHT 2017	AMHT 2018		AMHT 2019		AMHT 2020
		Z762560000	HGRNT00003	HGRNT00051	HGRNT00087		HGRNT00102		HGRNT00122
		NOT IN IRIS	6/30/2020	6/30/2021	6/30/2022		6/30/2021		6/30/2024
		Rural & MOA	Rural & MOA	Rural & MOA	Rural & MOA		Rural & MOA		Rural
		TC8000	T08NON	T08NON	5	10	5	10	5
		\$0	\$8,579	\$63,702.00	\$0.00	\$412,094	\$127,692	\$870,000	\$270,000
HUMAN SERVICE									
Anchorage Neighborhood Health Center	\$125,000						\$125,000		
Center for Community - POS	\$90,705								
ILC - Homer - POS	\$50,000				\$10,106	\$16,004	\$23,890		
ILC - Seward - POS	\$25,000				\$25,000				
ILC - Soldotna - POS	\$90,000				\$90,000				
CCS - Craig/Klawock - Operating	\$23,625	\$8,579	\$15,046						
CCS - Hoonah	\$64,800								
Haines Borough - POS	\$32,400								
Municipality of Anchorage Public Transportation	\$125,000		\$48,656		\$76,344				
Nome Community Center	\$59,907								
SAIL Juneau - POS	\$100,000				\$100,000				
SAIL Juneau - Capital	\$118,513					\$111,688	\$6,825		
SAIL Ketchikan - POS	\$66,000				\$66,000				
Upper Tanana Development Corporation	\$64,000								
Valdez Community Center	\$44,644				\$44,644				
	\$1,079,594	\$0	\$8,579	\$63,702	\$0	\$412,094	\$127,692	\$155,715	\$0