

**This is a sample of a project description. It is not a complete application. The format of this project description is not required; it is a suggestion.**

## **INTRODUCTION**

### **Location and Geography**

The Indian Relocation Act (PL 959) created a migration of American Indians from rural, reservation settings to cities across the United States during the 1950-1960's. This trend was particularly noted in Oregon and was also, in part, due to legislation passed by Congress in 1954 terminating all Western Oregon tribes. This resulted in Indian people moving to "relocation" cities seeking employment. Jobs and affordable housing often were not found in those cities, and people relocated again. In western Oregon, Oatfield was a popular settling place for many displaced Oregon Indian families as it was close enough to allow access to Portland's job opportunities but was a much more affordable place to live. Plains and southwest tribal members also found their way to the Oatfield area. In the past 50 years, Native American people have settled into surrounding areas along the Interstate 5 corridor. Located half-way between Portland and Salem, Oatfield continues to be the hub of that community.

### **Community and Culture**

Since the 1950's the native community of Oatfield and its surrounding area has changed in composition. The initial concentration consisted of relocated Pacific Northwest tribal members and Alaskan Natives who had moved south to the area in search of work. Tribal members from the Plains and Southwest arrived in the early 1960s. Pacific Islanders also have become a substantial part of the Oatfield Native Community. By 2000, the native population in the Oatfield area was the ninth largest of all US metropolitan areas (*The Native American Community in Multnomah County: An Unsettling Profile, 2018*). Members of tribes from Oregon and Washington are most heavily represented. Alaskan Natives and Hawaiian Natives are the next largest populations (*Portland State College of Urban & Public Affairs Census Center*).

As the community grew, members began to look for ways to preserve Native cultures and strengthen the sense of community. Community leaders helped organize a non-profit corporation to accomplish those goals. Using grants from local churches and community funds, community members leased a vacant commercial structure, rehabbed it and, in 1963, opened the Kloshe Urban Indian Program. The initial focus was a gathering place for the community, a place for powwows, celebrations, and ceremonies. By the late 1960's, over 12,000 Native Americans lived within a 20-mile radius of the Kloshe Center (*1970 US Census*). Families that were new to the area often found it difficult to access services when they needed help with housing, employment, and supportive services. Mainstream agencies providing help did not understand problems experienced by, or how to communicate with, native people. To address these barriers and build capacity, community members worked with the Federal Office of Economic Opportunity to create an Indian Community Action Program (ICAP). Kloshe still is an ICAP and, consequently receives Community Services Block Grant and Low-Income Home

Energy Assistance direct funding from the US Office of Community Services - OEO's successor agency.

Kloshe, as a facility where community members engaged in cultural and social gatherings, became a place where those community members could go for help in resolving problems with the confidence that assistance would be given with care and respect.

Oatfield is in Clackamas County, a part of the Tillicum Tribe's Service area. We coordinate with the Tribe in joint venture projects and interagency referrals.

## **APPROACH**

### **Long-term Community Goal**

As we grew as an organization, Kloshe learned that open, effective community communication and ongoing community involvement in our operation was becoming increasingly important. To help build those dynamics, Kloshe created standing committees made up of one board member, two staff and four community members to provide oversight for each of its four departments. Our partners, ANOC and PIIA, also provide a community member for these committees.

Community members held bi-monthly meetings that focused on assessing community priorities for improvement and documenting barriers to achieving those priorities. Engaging community members in regular gatherings as well as on oversight and planning at the Departmental level ensures that our project planning and project operations reflect cultural practices and cultural priorities of our community and community members.

For the past two years, representatives from these standing committees have worked on developing a framework for a Kloshe Community Plan to use in prioritizing program and project development. The Native community in Kloshe's service area now exceeds 25,000 (*2010 US Census*). Over 20% of those community members participated in developing the Plan (see Appendix A: Community Sign-in and Survey Documentation). Our highest priority goals from the Plan are listed below:

- Increase all household incomes to the area median income (using HUD standards).
- All community members will have employment opportunities to secure long-term, living wage jobs.
- Maintain cultural ties with Native communities represented in Oatfield through language, celebration and intergenerational programs.
- Completion of secondary education for all community youth.

- Provide postsecondary education opportunities (college and vocational training) for all adult community members.
- All community members will have decent, affordable housing (using HUD quality and affordability standards).
- Provide universal health care coverage through a Kloshe Clinic and contract health care.

The long-term goal this project will address is **“All community members will have employment opportunities to secure long-term, living-wage jobs.”** Members of the Oatfield community selected this long-term goal to be the focus of this application at a November 19, 2017 public hearing. (See Appendix A Community Sign-in and Survey Documentation) because they felt that work to accomplish this goal also will help achieve another priority long-term goal: **“Increase all household incomes to the area median income.”**

The project proposed herein will increase job skills, on-the-job training, resume building, networking, and job placement to move the community closer to reaching the stated long-term community goal.

### **Community Condition**

The condition that this project will address is **“Parents in our community have an unemployment rate of 41%.”** This rate for parents is 10 percent higher than the general unemployment rate for our community and 4 times (400%) higher than the national average.

To identify this condition, Kloshe conducted a survey of 563 community members in 2018 who came to us for assistance in a variety of program areas. We also held 6 community meetings attended by 847 community members (See Appendix A Community Sign-in and Survey Documentation). Nearly 50% of the community members who participated in the 6 meetings we held indicated that unemployment was the most serious problem in our community. Three hundred eighty-three (383) of the community members coming to us for services agreed that unemployment was the biggest barrier to self-sufficiency for themselves. Two hundred ninety-seven (297) of these community members were parents.

Kloshe followed up this community assessment with a review of data that we gathered from our Job Training Program, our Low-income Heating and Energy Program, our Indian Child Welfare Program and local census data. The information in the following table is based on the survey of 563 community members. Demographic data from our program and census sources corroborates the information in this table.

INDICATOR STATUS	STATUS	PERCENT
<b>Age</b>	Less than 16	39%
	16 through 64	42%
	Over 64	19%
<b>Employment</b>	Not employed	32%
	Public sector	17%
	Private sector	51%
<b>Poverty</b>	Below poverty	38%
	Elders	42%
	Children under 16	76%
<b>Housing</b>	Spending more than 30% on housing expenses	79%

Based on our 2018 survey data for Native demographics in the Portland Metro area and Portland State's Population Research Center's 2018 demographic estimates for that area, the Native community has a poverty rate of 38 percent, while the median Oatfield income of \$53,250. This is compared to a general urban poverty rate of 12.7 percent and an unemployment rate of 31% - over 3 times higher than the general urban population. We also found that parents were over-represented in the unemployed population with an unemployment rate at 41%.

Our final community-based planning activity that we used to define the community condition to address was engaging a focus group. The focus group determined how Kloshe should start working on the issue of unemployment. We held 5 focus groups in late 2018 and early 2019. Attendance averaged 15 participants. Participants included members of families, staff, community leaders, and potential project beneficiary groups that were identified through the community survey. Unemployed parents and unemployed males and females aged 18-26 were the potential beneficiaries represented by the focus groups. They were identified as particularly vulnerable in the survey we did and in community meetings. Based on this stream of information, all five focus groups recommended that unemployed parents be the beneficiaries of an employment and community stabilization initiative, and that the jobs in which unemployed parents are placed should provide living wages and long-term stability. Groups members and sign-in sheets for focus groups are included in Appendix A of this application.

**Project Goal**

Our project goal is **to place unemployed parents in permanent living wage jobs**. This goal exemplifies the stated purpose of the SEDS program: “to promote social and economic self-

sufficiency for American Indians, Alaska Natives, Native Hawaiians, and Native American Pacific Islanders from American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands. The SEDS program supports the principle that social and economic development are interrelated and essential for the development of thriving Native communities". The project particularly reflects such stated SEDS focus points as:

- Strengthening Families and Parents
- Workforce Development

**Objectives**

**Objective 1: By the end of the project’s 24th month (timeline), 12 (target) of the 28 unemployed parents enrolled in the Kloshe Roofer On the Job Training Initiative (population) will be employed in permanent jobs with wages equal to or greater than the median Oatfield income (indicator).**

**Objective 2: By the end of the project’s 24th month (timeline), 15 (target) of the 30 unemployed parents enrolled in the Kloshe Code Programmer Training Initiative (population) will be placed in permanent jobs with wages equal to or greater than the median Oatfield income (indicator).**

**Objective 3: By the end of the project’s 36th month (timeline), 18 (target) of the 34 unemployed parents enrolled in the Kloshe Journeyman Plumber On the Job Training Initiative (population) will be employed in permanent jobs with wages equal to or greater than the median Oatfield income (indicator).**

These three objectives include a measurable achievement: the employment of out of work parents from our community in permanent, living wage jobs. In working to achieve these objectives, the project will lead to the project goal of “placing unemployed parents in permanent living wage jobs” by improving upon the current condition of “parents in our community having an unemployment rate of 41%”.

Participation in this project will be as follows:

Objectives	# of New Participant Individuals by Year					# of Cumulative Participants over Project Period		
	Yr 1	Yr 2	Yr 3	Total	Yr 1	Yr 2	Yr 3	Total
Ob 1: Roofer Trainees	18	10		28	18	28		28

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Ob 2: Programming Students	30	0		30		30	30		30
Ob 3: Plumber Apprentices	12	12	10	34		12	24	34	34

As these objectives require a dedication of time and effort, we have also planned and budgeted for the possible loss of participants due to dropping out. The industry standard for dropouts is at 20%. Therefore, we have accounted for replacing these participants each year, as needed.

### Outputs

#### Objective 1:

- 28 unemployed parent trainees enrolled (18 in Year 1, and at least 10 added in Year 2).
- 28 OJT roofer contracts for training of roofers and 50% of salaries.
- 10 subsidized day care positions (5 in Year 1, and 10 totals in Year 2).
- 28 roofer trainee tool kits.
- At least 12 trainees' complete apprenticeships.

As part of the planning for this project, Kloshe staff and our advisory committees surveyed unemployed parents to find out what their priorities are in job choices. Wages and permanence were high priorities for all respondents. Physical activity was a priority for a major subset of the population. We have an interest list of participants for this training opportunity that currently is twice the number of planned participants.

Our trainees (unemployed parents) have children. Kloshe operates a day care program that trainees can access and use their supportive services allocations to cover day care costs. This will enable those parents who do not have access to affordable childcare the ability to participate.

Each trainee will receive tool kits which will provide them with the ability to build their skills both onsite and off as they will be able to take these toolkits with them wherever their work takes them.

Finally, we have been engaged in creating a close work relationship with Shinglehouse Roofing Company and have an agreement for 28 OJT placements with them over 2 years. This is demanding work that does involve a minimal learning curve. We are estimating a conservative 12 participants will complete the apprenticeship within 2 years.

Objective 2:

- 30 unemployed parent trainees enrolled.
- 30 scholarships for a 20-month training program.
- 30 stipends of \$150 per week for 20 weeks.
- 10 subsidized day care slots.
- Bi-weekly support circles.
- 15-degree certifications.

Kloshe operates an Educational Opportunity Centers program which provides counseling and information on college admissions as well as financial aid assistance to Native American adults who want to enter or continue a program of postsecondary education. We have developed a collaborative relationship with Portland Community College Vocational Education Division and can place up to 15 students per term in PCC classes. Our support for these students does not end with enrollment assistance. Each student will have the opportunity to receive a scholarship and stipends to ensure retention.

Additionally, we plan to have a staff person assigned to work with the students on a bi-weekly basis. They will assist with both family issues (transportation, child-care, budgeting) as well as academic issues (tutoring and course planning). We also sponsor support circles for and of students that provide peer encouragement and mentoring support for students. Our conservative estimate is roughly half, 15, students will complete their coursework by the end of two years to become more skilled and desirable in the workforce.

Objective 3:

- 34 unemployed parent trainees enroll (12 per year in Year 1, 2 and 3).
- 34 Contracts for 24 months of apprentice instruction and testing.
- At least 18 completed training.
- At least 18 certified as journeyman plumbers.

Kloshe has negotiated an Apprentice Employment Support partnership with Mr. Rooter through our Educational Opportunity Center. The Center provides screened candidates to Mr. Rooter for enrollment in the State's certified Apprentice program. The Center can place up to 12 screened candidates per year. The starting wages for trainees provide a living wage income at the start of their training journey. Consequently, Kloshe has not been as active in providing supportive services for this set of trainees. We monitor their progress, however, and will assist with

transportation and day care when needed. Each year, five participants will receive day care stipends.

Like the roofer trainees, the plumber apprentices will receive a set of work clothing including composite-toed shoes for protection on the worksite.

Our conservative estimate is that roughly half will complete their apprenticeship and earn their journeyman certification.

## **Outcomes and Indicators**

### Objective 1:

The outcome is **12 unemployed parents will access permanent jobs with wages that equal median Oatfield income**. This outcome not only “aligns with the objective” as required by the FOA; it is an integral component of the objective. This is the case with all three project objectives. The indicator for the objective is the number of unemployed community members who become employed. The positive measurable change created by the objective (outcome) is employment of 12 unemployed community members. Kloshe believes that the placement rate for participants is viable because of the volume of housing construction and roofing repair taking place in our service area. Our partner, Shinglehouse Roofing, indicates it can absorb the trained roofers created through this project.

### Objective 2:

The outcome is **15 unemployed parents will access permanent jobs with wages equal to the median Oatfield income**. This outcome is an integral component of the objective. The indicator for the objective is the number of unemployed community members who become employed. The positive measurable change created by the objective (outcome) is employment of 15 unemployed community members. Portland Community College has committed to placing these trainees through its Graduate Employment Service Office.

### Objective 3:

The outcome is **18 unemployed parents will access permanent jobs with wages equal to or greater than the median Oatfield income**. Six of these trainees will be in a pilot project that will begin in the project’s first year. This outcome is an integral component of the objective. The indicator for the objective is the number of unemployed community members who become employed. The positive measurable change created by the objective (outcome) is employment of 18 unemployed community members.

### Outcome Tracker and Outcome Tracking Strategy

Project Outcome Tracker							
<b>Long-term Goal:</b> All community members will have employment opportunities to secure long-term, living-wage jobs.							
<b>Current Community Condition:</b> Parents in our community have an unemployment rate of 41%.							
<b>Project Goal:</b> To place unemployed parents in permanent living wage jobs.							
<b>Objective:</b> By the end of the project’s 24th month, 12 of the 28 unemployed parents enrolled in the Kloshe Roofer on the Job Training Initiative will be employed in permanent jobs with wages equal to or greater than the median Oatfield income.							

Outcome	Indicator	Means of Measurement	Baseline	Project Year 1	Project Year 2	End of Project	3-Yr Post
12 unemployed parents will access permanent jobs with wages that equal median Oatfield income.	Number of unemployed parents now employed as roofers with wages that equal or exceed the median income.	Documentation of each participant’s full time, permanent employment at median wage.	0	2	12	12	18

**Outputs:** 28 trainees enrolled; 28 OJT roofer contracts for training of roofers and 50% of salaries; 10 subsidized day care positions; 28 roofer trainee tool kits; at least 12 trainees’ complete apprenticeships

<b>Project Outcome Tracker</b>
<b>Long-term Goal:</b> All community members will have employment opportunities to secure long-term, living-wage jobs.
<b>Current Community Condition:</b> Parents in our community have an unemployment rate of 41%.
<b>Project Goal:</b> To place unemployed parents in permanent living wage jobs.
<b>Objective:</b> By the end of the project’s 24th month, 15 of the 30 unemployed parents enrolled in the Kloshe Code Programmer Training Initiative will be placed in permanent jobs with wages equal to or greater than the median Oatfield income.

<b>Outcome</b>	<b>Indicator</b>	<b>Means of Measurement</b>	<b>Baseline</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>End of Project</b>	<b>3-Yr Post</b>
15 unemployed parents will access permanent jobs with wages equal to the median Oatfield income.	Number of unemployed parents now employed as computer code writers with wages equal to or exceeding the median income.	Documentation of full time, permanent employment at median wage	0	70	15*	15N/A	18 25*
			<b>*Totals are cumulative</b>				

**Outputs:** 30 enrolled in project; 30 scholarships for 20-month training program; 30 stipends of \$150 per week for 20 weeks; 10 subsidized day care slots; bi-weekly support circles; at least 15-degree certifications.

<b>Project Outcome Tracker</b>
<b>Long-term Goal:</b> All community members will have employment opportunities to secure long-term, living-wage jobs.
<b>Current Community Condition:</b> Parents in our community have an unemployment rate of 41%.
<b>Project Goal:</b> To place unemployed parents in permanent living wage jobs.
<b>Objective:</b> By the end of the project’s 36th month, 18 of the 34 unemployed parents enrolled in the Kloshe Apprentice Plumber on the Job Training Initiative will be employed in permanent jobs with wages equal to or greater than the median Oatfield income

<b>Outcome</b>	<b>Indicator</b>	<b>Means of Measurement</b>	<b>Baseline</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>End of Project</b>	<b>3-Yr Post</b>
18 unemployed parents will access permanent jobs with wages equal to or greater than the median Oatfield income.	Number of unemployed parents now employed as plumbers with wages equal or exceeding the median income.	Documentation of full time, permanent employment at median wage.	0	6	12	18	23

**Outputs:** 34 unemployed parent trainees apprentices enrolled; 34 Contracts for 24 months of apprentice instruction and testing; 34 clothing sets; 15 subsidized day care stipends; At least 18 completed training; At least 18 certified as journeyman plumbers

Plan and Staffing to Collect, Manage, and Analyze the Outcome Tracking Data

The Project Director will be responsible for data collection and analysis. His work at Eastern Washington University and the State of Montana involved developing and tracking data for use in project assessment and evaluation. Information used in assessing this project’s effectiveness will be collected, reviewed, and presented within the framework of each project objective. This

information includes the collection and review of classroom performance pre- and post-testing collected at the beginning and end of each session, instructor observations collected bi-weekly after each meeting, participant feedback and interviews also collected bi-weekly, training completion and degree certifications recorded upon receipt, as well as employment records reported upon placement to demonstrate movement towards project outcomes. The Outreach Coordinator will also collect feedback on a quarterly basis from project partners that is needed for the evaluation. Information from partners, beneficiaries and the community also will come from Steering Committee members. This information will be held electronically in our MS Access Database as well as held in physical files kept within a secure cabinet in the PD’s office which is locked when not occupied.

The PD will review and analyze this information quarterly to make any appropriate improvements to the project. And will do this by determining success in carrying out the project outcomes, outputs, and activities with the following matrix for evaluating how well the project is moving toward the project goal.

Matrix Template:

**Year #** \_\_\_

**Objective #** \_\_\_

<b>Activity</b>	<b>Output(s)</b>	<b>Progress toward Completion</b>	<b>Data source</b>	<b>Comments</b>
Activity 1.				
Activity 2.				
Activity 3.				

<b>Outcome</b>	<b>Progress toward Completion</b>	<b>Challenges</b>	<b>Participant satisfaction</b>	<b>Comments</b>

## **Community-based Strategy**

### Community to Be Served's Involvement in Project Development

As noted earlier, in 2018, Kloshe conducted a survey of 563 community members who came to us for assistance in a variety of program areas. We also held 6 community meetings attended by 847 community members. We described how unemployed parents were part of the 5 focus groups we did in planning this project. Sign-in sheets for focus groups are included in the Appendix A of this application. We have identified the unemployed parents in the focus groups by printing "UP" by their names in the Appendix. Focus group minutes also are in that appendix.

Surveys, community meetings and focus groups provided us with information to use in structuring the project. We created a Project Steering Committee to ensure community members were involved in project design. The Steering Committee includes representation from project beneficiaries, community members, staff, representatives from partner organizations and organizational leadership. The Steering Committee has played a critical role in the project design process. Steering Committee members who represent subsets of the community have conveyed and will convey information and recommendation on project design elements and planned features from their community members to Steering Committee meetings, share that information and recommendations with other Committee members, advocate for their community subset's recommendations and then take information back to the community on project design decisions.

### Kloshe Connection to the Community

Kloshe began as a community center with a board that was self-selected. When Kloshe reorganized itself as an Indian Community Action Program in 1968, we changed our board composition to meet requirements that were associated with that designation. Of the 12 members on the ICAP board, one-third were representatives of tribal elected officials, one-third were low-income members of the native community and one-third were from native non-profits serving the low-income native community. Kloshe still maintains that board composition that ties us to both our community members and our sister Native organizations. Two of those Native non-profits, the Alaska Native Oatfield Community (ANOC) and the Pacific Inter-Island Alliance (PIIA) have representation on all Department Advisory Committees.

Each of our Departments has an advisory committee composed of Board members, staff and community representation. We have included ANOC and PIIA community representatives on all Departmental advisory committees because, as noted earlier, Alaskan Native and Pacific Islander populations are two of the largest Native groups in our community; and Kloshe wants to ensure their voices are heard in directing project/program development and operation. Finally, the Steering Committee described earlier will continue its involvement. It will transition from providing recommendations on project design to recommendations on project implementation

and operation. Department Advisory and Steering Committee recommendations will be submitted to our Governing Board.

As noted earlier in this narrative, Kloshe has a history of successful work that focuses on empowering low-income community members to achieve self-sufficiency. Our Employment and Training project, our Education Department and our Housing Department provide resources that help community members and families build skills and access resources that lead to self-sufficiency. Programs in those departments assist community members to increase household income and secure assets. Our Community Services Department provides supportive services that community members use to build communication and coping skills and to address emergencies that could block the way to self-sufficiency.

### Ongoing Outreach

As noted earlier, the Steering Committee includes representation from project beneficiaries, community members, community leaders and representatives from partner organizations. Representatives are chosen by members of each of those groups. These representatives bring recommendations to the Steering Committee from the community and beneficiaries that will play a significant part in project oversight. The Steering Committee will review project activities and help assess whether the project is meeting timelines for creating outputs and moving toward accomplishing project objectives.

Community member representation on Department Advisory Committees provides an ongoing community outreach tool. Steering Committee members will regularly meet with members of the constituencies they represent. They will bring information from the community to the table at Committee meetings and keep their constituencies informed about project implementation and corrective action issues. The unemployed parent representatives on the Steering Committee have a particularly important role as they are one of the ways the project will keep beneficiaries and potential beneficiaries involved in project implementation.

We also plan to announce project progress and success through our usual avenues of communication. This includes posting highlights to our website, social media and in our newspaper.

## **Readiness and Implementation Strategy**

### Existing Resources and Services

To date, Kloshe has a close working relationship with Shinglehouse Roofing Company and has an agreement for 28 OJT placements with them over 2 years. This agreement includes supervision and training on the job provided by Shinglehouse.

Kloshe also operates an Educational Opportunity Centers program which provides counseling and information on college admissions to Native American adults who want to enter or continue a program of postsecondary education. We have developed an on-going relationship with Portland Community College Vocational Education Division and can place up to 15 students per term in PCC computer programming classes. Our Educational Opportunity Center services also include tuition and fee payments for community members.

Finally, Kloshe has negotiated an Apprentice Plumber Employment Support partnership with Mr. Rooter Plumbing Services through our Educational Opportunity Center. The Center will provide screened candidates to Mr. Rooter for enrollment in the State's certified Apprentice program. The Center can place up to 12 screened candidates per year for a total of 34 apprentices. We have Mr. Rooter's agreement to begin a pilot Apprenticeship program with 5 apprentices in the first year of the project. Results from the pilot will assist in building a more effective Apprenticeship operation during the first, second and third project year.

MOUs with Shinglehouse Roofing, PCC and Mr. Rooter are in Appendix Kloshe

Kloshe is providing office and classroom space for the project. We are also providing such assistance as child-care, participant stipends and 50% of On-the-Job trainee salaries,

#### Plan to Obtain Goods and Services

Kloshe has a set of procurement standards that include:

- A contract administration system.
- A written code of standards of conduct governing the grantee or sub grantee's employees.
- Procedures must avoid the purchase of unnecessary or duplicative items.
- Registration to access surplus federal property.
- Records detailing significant history of procurement.

Our plan for acquiring project supplies is developed by assessing what office materials will be needed to carry out the work plan included in this proposal. The only major office supply purchases we anticipate are 3 laptop computers and 3 smartphones. Kloshe is supplying office space and telephone equipment and services.

Additional supplies needed are specific to participant supports, including the creation of curriculum and informational handouts, the purchase of textbooks and training materials, and the assembly of each toolkit. These purchases will follow the above procurement standards.

Achieving Milestones Activities and Outputs

This project’s work plan has been created through an extensive community-based planning process. Time Frames presented in the work plan, in part, reflect community perceptions of what activities or products will be required and by when. Community assessments of those time frames are sometimes modified based on our partners’ abilities to supply resources needed to carry out Activities and create Outputs. Our resources (both the Federal Share and Non-Federal Share as well as leveraged resources) also will be structured so that we will achieve Activities and Outputs on time and within budget.

Here is a summary of Milestone Activities and Outputs for each of the project’s Objectives, along with our reasoning and proposed methodology for selecting and implementing each. The Milestone Activity displayed are the Activities that play the greatest role in creating a significant output.

<b>Required Annual Administrative Activities</b>		
<b>Admin Activity</b>	<b>Output</b>	<b>Reasoning and Methodology</b>
<b>Establish Federal Account Access and Official Grant File</b>	Electronic and Physical Grant Files	This required activity will enable us to maintain and monitor all grant related documentation both physically and electronically. Kloshe holds grants from other federal agencies, and both has access to and is familiar with the federal grant reporting systems. The PD and Administrative Assistant have access to these systems. Additionally, the PD will establish an official grant file by printing the Notice of Grant Award and all subsequent reporting and keeping these in a legal folder. The Objective Work Plan will be maintained in this file and will be monitored and revised as needed throughout the project. The Official Grant File is kept in a secure filing cabinet within the PD’s office which is then locked when not in use.
<b>Project Staff Orientation</b>	3 staff trained; Employee handbook and policies signed	This required activity will ensure that all staff are aware of both the project and the policies and procedures of Kloshe. Upon receipt of the award, Kloshe staff will be onboarded through a series of kick-off meetings (one for each objective of the project). The staff will review the approved work plan and budget, be provided copies of each, and asked to sign a copy for recordkeeping purposes. They will be provided with an electronic copy of the employee handbook and policies which will also require a signature to acknowledge that they have received and read these documents.

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<b>Attend Post Award Training</b>	Staff attendance records; Travel report	This required activity will aid our staff in understanding the grant award. We will send two staff members as representatives to this training. They will then be tasked with communicating information to all staff and the Steering Committee to ensure compliance.
<b>Reporting (OPR, ADR, 425, DPM)</b>	Reports submitted on time	This required activity will ensure compliance with the grant. The PD and Administrative Assistant will be tasked with reporting. Reports will be verified and submitted by the Kloshe AOR on a quarterly and semi-annual basis.
<b>Attend Grantee Meeting</b>	Staff attendance records; Travel report	This required activity will enable our staff to remain in compliance and represent our community among ANA and other grantees. We will send two staff members, and they will be tasked with reporting back to our staff and Steering Committee.

**Objective 1:** By the end of the project’s 24th month, 12 of the 28 unemployed parents enrolled in the Kloshe Roofer on the Job Training Initiative will be employed in permanent jobs with wages equal to or greater than the median Oatfield income.

<b>Activity</b>	<b>Output</b>	<b>Reasoning and Methodology</b>
<b>Hire staff</b>	3 staff transferred into new positions	This critical activity ensures project activities move forward upon receipt of the award. Experienced Kloshe staff have already been identified and will be officially assigned to the project during the kick-off meeting. They have been integral in the development of and are ready to implement the project.
<b>Steering Committee</b>	Steering Committee established; 23 meetings conducted; Sign-in sheets; Meeting minutes	A committee was established in 2018 following the completion of a community survey and focus groups to plan for the project. Upon receipt of the award, Kloshe will engage with those individuals as well as other target population community members who are willing to continue to participate on the official project steering committee. This committee is important because they will be grounding our work with community input from the populations they represent as well as taking information on decision making and project progress back to the community. They will also be tasked with providing direction on any project improvements that may be required. We plan to meet monthly using Kloshe office space. Each meeting will be recorded by an elected secretary and meeting minutes will be summarized and reported to the Kloshe Board of Directors, AOR, and project partners.

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<p><b>Memorandum of Understanding</b></p>	<p>MOU signed and confirmed; Calendar schedule set</p>	<p>MOUs are currently in place with our partner for this objective, Shinglehouse Roofer. Upon receipt of the award, we will notify Shinglehouse staff and invite them to the objective 1 kick-off meeting where they will be brought up to date with project responsibilities. At this meeting, the MOU will be reaffirmed, and a calendar of OJT activities established. This calendar will be included in the Grant File and copies will be given to all stakeholders. This is necessary to ensure that Kloshe and our partner have a clear understanding of the requirements of the grant and will be able to meet expectations.</p>
<p><b>Classroom Curriculum</b></p>	<p>Agenda; Handouts; Written aids; Assistance modules; Tests; Certificates</p>	<p>Our partner, Shinglehouse Roofers, provides a comprehensive training on all tools and techniques used on the job. It is given to all new employees before they are allowed on a worksite. This training will be adapted and expanded with experience-based learning opportunities in the classroom. Shinglehouse staff will establish a course curriculum outline and handouts on all procedures for both tool use and safety. The handouts will be structured for ease of reading and continued use, and trainees will be encouraged to keep these for future reference while on the job. Shinglehouse staff will also create a pre- and post-test on basic skills and safety. This will be a new feature of their training process for the purpose of gauging knowledge gain which was previously observation based. Testing will allow Shinglehouse and Kloshe to use results for project improvement, if needed. When trainees pass, they will receive certificates of completion which have the added benefit of resume-building.</p>
<p><b>On the Job Training (OJT) Outreach</b></p>	<p>OJT description disseminated to 10 locations and online</p>	<p>(See Selection and Retention of Participants) Kloshe staff will be in charge of conducting outreach and recruitment for trainees on an ongoing basis. We will develop position descriptions and post these to our website, social media, and hang flyers in our offices as well as partner offices. We will also source potential candidates from community members already participating in our other varied programs. This will enable us to reach as many potential candidates as possible as well as identify those people who are willing to commit to the project based on their previous participation rates.</p>
<p><b>Interview Prospective Candidates</b></p>	<p>Interviews conducted; Resumes collected;</p>	<p>Once candidates are identified, we will develop the interview process. We expect this to consist of an interview session as well as a physical testing component. Roofing is a rigorous field, and those being trained will need to be able to perform basic physical tasks. These may include, but are not limited to, being able to stand for extended periods of time, lift 50lbs, and manage heights greater than</p>

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	Results recorded	10 feet. Testing may involve clearance from a physician to participate, walking a timed mile, safely shifting 50lb weights, and safely climbing a ladder then traversing a roof. The interview process will ask a series of questions aimed at identifying long-term personal goals, expectations, and motivation for participation.
<b>Official Trainee List</b>	28 trainees selected: 1 Waitlist with alternates	Based on interview and physical test results, Shinglehouse and Kloshe will compile an official trainee list with 18 participants selected in year one and an additional 10 participants selected in year two. Any additional candidates will be placed on a waiting list. New candidates will be identified year-round, and the waiting list will be updated as needed. The reason for selecting 18 participants in year one is two-fold: first, this will be new for Kloshe, and we expect a lot of interest at the outset. We hope to provide as many people as possible with an opportunity to participate. And second, because this is a rigorous field, we expect that some participants may drop out over time. Eighteen trainee slots provide us with the most manageable size for both one-on-one instruction and focused retention. We will add 10 slots in year two as we hone our trainee program using participant feedback.
<b>Establish Participant Supports</b>	10 daycare slots	As our target population is unemployed parents, we expect that a portion of our participants will be single parents or parents who do not have access to childcare. While many of these parents will have children in school or watched by family caretakers, a small portion will not. Those who need daycare, such as those with children too young for school, will have the opportunity to make use of our daycare slots. There will be 10 spaces in total, five in the first year with an additional five in year two.
<b>OJT Assignment Agreements</b>	28 agreements signed	Once candidates are selected to participate, we will ask that they sign an agreement that states our expectations for trainees. This ensures that they are made aware of our expectations, such as showing up on time and completing any required homework. By signing this document, we also hope to instill a sense of ownership over their participation by making a binding commitment to the project. If for any reason they cannot meet these expectations and are unwilling to work with us to address concerns, this document will provide clear grounds for removal from the program. This assurance will also encourage participants to seriously consider the time and dedication needed to complete their participation.

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<p><b>Roofer Kits</b></p>	<p>28 kits purchased</p>	<p>Each participant will be provided with a toolkit that will be theirs to use during their participation and theirs to keep upon successful completion of the training. This is both a participant support and an incentive to remain in the program as most independent construction crews maintain their own personal equipment. This toolkit will give participants a leg-up when applying for jobs. The toolkit will contain the basics every shingle roofer should have, including hammer, roofing blade, roofing shovel, chalk, measuring tape, tin snips, drill, composite-toe shoes, hard hat, and Personal Protective Equipment (PPE) like safety glasses. Kloshe will purchase these according to our procurement procedures as mentioned above.</p>
<p><b>Classroom Instruction</b></p>	<p>1-week classroom training; Pre- and Post-tests; Trainer observation</p>	<p>Trainees will participate in the in-class training which will review all equipment, processes, safety standards and potential hazards. The pre- and post-tests will determine how much knowledge is gained in class and will be used to make improvements for future training sessions. Those who are unable to meet the minimum standards will be removed from the training. However, we understand that this material is new to many participants, for this reason, we will work to consider alternative placements for these participants with other Kloshe E&amp;T opportunities. This will ensure that these participants receive the most useful assistance for their needs.</p>
<p><b>Trainee Attrition</b></p>	<p>Maintain 28 trainees</p>	<p>Trainees that are removed from the project at any point in time will be replaced by candidates on the waiting list. New trainees will be given the opportunity to catch up to their cohort through ad hoc classroom training that may be accelerated depending on how quickly each single participant grasps new concepts. This will enable Kloshe to fill vacancies and maintain their expected output.</p>
<p><b>OJT Instruction</b></p>	<p>28 trainees</p>	<p>Once trainees complete classroom instruction, they will be assigned to a build site to begin on the job training (OJT). No more than two trainees will be assigned to a Shinglehouse staff roofer at a time and no more than two trainees will be assigned to a worksite. There is a bevy of senior roofers and work available through Shinglehouse at any given time, often operating 10 or more worksites at once. Trainees will gain 120 hours of OJT experience. Depending on the extent of the work to be done at each location, this may be accomplished at one worksite over a roughly 3-week period; or it may be accomplished across multiple worksites. Shinglehouse services both residential and commercial structures, so tasks and experience will vary. However, it is our belief that this OJT will be</p>

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		the requisite real-world experience that will both build problem-solving skills and resumes for each trainee.
<b>Assessment</b>	Assessment Results: Revised Implementation Plans as needed	Each Shinglehouse staff member assigned a trainee will be asked to report on trainee participation and learning on a regular basis. The staff member will assess the quality of the work being done and make recommendations for removal if necessary. The staff member will provide feedback for trainees to make improvements as well as provide insight to Kloshe to help us refine our candidate pool. Shinglehouse staff observations will provide the necessary oversight and improvement planning from a firsthand account.
<b>Employment and Placement</b>	At least 12 trainees; Job placements	Towards the end of their OJT experience, trainees will be asked to submit updated resumes to Kloshe for review and revision. If trainees do not have the soft-skills necessary to draft their own resumes, Kloshe staff will be assigned to help. Kloshe staff along with Shinglehouse will also be actively monitoring job boards for available positions and making recommendations or referrals for trainees who are qualified. Both Kloshe and Shinglehouse are well-known in the community and will be able to add value to each application submission. Our conservative estimate on placements is 12 successful trainees completing their training.

**Objective 2:** By the end of the project’s 24th month, 15 of the 30 unemployed parents enrolled in the Kloshe Code Programmer Training Initiative will be placed in permanent jobs with wages equal to or greater than the median Oatfield income.

Activity	Output	Reasoning and Methodology
<b>Memorandum of Understanding</b>	Agreed upon MOU	MOUs are currently in place with our partner for this objective, Portland Community College. Upon receipt of the award, we will notify Portland Community College and invite them to the objective 2 kick-off meeting where they will be brought up to date with project responsibilities. At this meeting, the MOU will be reaffirmed as well as the work plan deliverables. The work plan will be included in the Grant File and copies will be given to all stakeholders. This is necessary to ensure that Kloshe and our partner have a clear understanding of the requirements of the grant and will be able to meet expectations.

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<p><b>Establish Degree Curriculum/ Coursework</b></p>	<p>1 Degree Program</p>	<p>Upon receipt of the award, Kloshe and PCC staff will identify existing PCC course curriculum that can be tailored to fit with needed training in code programming. PCC already has an existing computer science degree and provides training in coding, IT, security, networking, and so on. This project will select only those classes that most closely align with national standards for a Coding Associate Degree. This will require a course load of 48 credit hours or 16 courses over the 24 months of this objective; and it will include core computer coursework as well as basic math and comprehension coursework. These courses will be dependent upon course offering each semester, so a variety of alternatives will be offered within the degree program.</p>
<p><b>Candidate Recruitment and Selection</b></p>	<p>Testing alternative: 35 Candidates identified and tested; 30 participants selected; Waitlist.</p>	<p>(See Selection and Retention of Participants) Kloshe will engage with the Education Opportunity Center for candidate referrals. The EOC maintains a list of all clients along with interests and educational background. Kloshe will reach out to those who may qualify to notify them of this opportunity. Additional outreach on social media, the Kloshe website, and in physical locations across our partner organization will also increase the candidate pool. Kloshe understands that many potential applicants will be unable to qualify based on SAT scores. Additionally, some potential applicants will not have the ability to take the SAT. So Kloshe will work closely with PCC to establish a test process that can be used as an alternative to the SAT and establish a standard level of education. This test will draw upon PCC’s existing alternative test process that is used by the General Education and Continuing Education departments and will be tailored to meet comprehension levels required in coding. This includes basic computer skills. Waivers may also be granted to participants who have demonstrated work experience with past employer recommendation. Once testing is complete, PCC faculty will conduct interviews and select candidates who most qualify. Additional candidates will be maintained on a waitlist.</p>
<p><b>Establish Participant Support</b></p>	<p>30 assistance plans and performance scholarship agreements</p>	<p>As schooling will be a full-time commitment for most candidates, Kloshe is prepared to aid and scholarships to the majority of selected candidates. This will enable unemployed parents to take full advantage of this opportunity.</p>

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<b>Sign Participant Agreements</b>	30 signed agreements	Once candidates are selected to participate, we will ask that they sign an agreement that states our expectations for students. This ensures that they are made aware of our expectations, such as maintaining good attendance records, completing any required homework, and achieving passing grades. By signing this document, we also hope to instill a sense of ownership over their participation by making a binding commitment to the project. If for any reason they cannot meet these expectations and are unwilling to work with us to address concerns, this document will provide clear grounds for removal from the program. This assurance will also encourage participants to seriously consider the time and dedication needed to complete their participation.
<b>Training Materials and Enrollment</b>	Texts for all courses	Each semester, Kloshe will purchase training materials and manage enrollment. This includes providing the necessary textbooks that are assigned in each degree required class. This will alleviate the burden from participants and increase the likelihood that they will remain in the project. Enrollment fees will be waived, and enrollment assistance will be provided if candidates do not have access to a computer at home.
<b>College Orientation and Preparation Workshop</b>	Sign-in sheets; FAQ handouts	For most students, enrolling in this project will be their first experience of higher education. PCC and the campus' Native American Student Union will host an orientation and preparation workshop that provides all participants with the information they need to navigate both the degree program and the college campus. This workshop will be like the orientation provided by the college for both their Summer and Winter intake but will be tailored to provide culturally relevant and traditional practices that will help to turn the cohort into a community. One of the major setbacks for Native students regarding college education is a lack of culturally relevant support services and a sense of community. By working with Native American Student Union and building this directly into their college experience from the get-go, participants will be more likely to complete their degree program.
<b>Begin Instruction</b>	30 students in classes	Participants will receive all materials and begin their classwork.
<b>Bi-Weekly Cohort Meetings</b>	39 cohort meetings; 120 individual sessions	Over two years (13 in year one and 26 in year two), the students will meet as a cohort to team build and receive assistance with their coursework. This will instill a sense of community and encourage retention among participants. They will also be able to receive aid in selecting courses and enrolling in the next semester. Meetings will

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		take place on campus in the Native American Student Union. Additionally, each student will receive two one-on-one meetings each year to discuss any personal concerns. These will be conducted with faculty advisors from PCC.
<b>General and Specific Degree Requirements</b>	30 participants taking classes; Attendance Records	Students will begin their coursework. This will follow the established degree requirements and the available courses at PCC each semester and will include classes on web design; various programming languages; cyber security; various computer operating systems; application development; and so on. These classes will be specifically selected to meet with the current and prospective job market.
<b>Kloshe Summer Work Experience</b>	At least 18 enrolled; Attendance Records	During the Summer session, PCC offers 9-week classes, internships, and work experience for most degree-seeking programs. The Kloshe Code Programmer Training Initiative will be no different. Students will have the opportunity to take a class with a work experience capstone project in partnership with several businesses in the Oatfield and greater Portland area. PCC has several partners across the region who have participated in capstone projects in the past, offering students experience providing solutions to real-world problems.
<b>Computer Programming Certificate Program</b>	3 Associate Degrees	Three, top performing students will have the opportunity to take additional summer courses for an accelerated degree. These students will be poised to graduate and apply for job placement earlier than the remaining cohort. This is beneficial for dedicated students to join the workforce faster. Selection will be based on interest and merit of students at the end of the second term in year one.
<b>Cultural Activities</b>	Students participating in Cultural Events; Representative presentations	As mentioned above, Kloshe and PCC will engage with the Native American Student Union to build community among the student cohort. The Student Union conducts several cultural events annually, and students with the Kloshe project will be encouraged to volunteer and/or attend these events. Events include powwows, arts markets, performances, crafting, and much more. These activities will help with student retention as they familiarize themselves with Native offerings across campus and the wider community.
<b>Field Trips</b>	4 Field Trips conducted; 8 Events attended	Kloshe plans to host field trips to major businesses in the Portland area to provide a context for understanding coursework and its application in real-world situations. As discussed, PCC has partnerships with businesses throughout the region that have provided capstone projects in the past. Students will be surveyed on

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		the businesses that pose the most interest and Kloshe and PCC faculty will prioritize those businesses for these field trips. Kloshe will also help students connect with potential employers by ensuring students can attend job fairs at PCC and further afield. PCC hosts two annual job fairs in the Fall and Spring, while the Portland Business Council and other entities host annual job fairs throughout the year.
<b>Student Job Applications</b>	Applications submitted; Interviews conducted	As part of this project, students will learn how to draft viable resumes and cover letters. They will receive support from Kloshe staff and PCC faculty in submitting their job applications. Additionally, both will provide support in making recommendations and referrals on behalf of the students. Finally, in addition to resume editing, PCC’s Career Center offers free mock interviews by appointment. Students are filmed and critiqued to improve their ability to showcase their skills and interview successfully. Students will have full access to this offering.
<b>Job Placement</b>	15 job placements	Due to the high demand for capable computer programmers, we expect all students to receive at least one job offer after they finish with the degree program. However, our conservative estimate is 15 placements within 24 months.
<b>Graduation</b>	Degree Certifications	Students who complete the associate degree coursework will be awarded their Degree Certification and allowed to walk during the PCC annual graduation ceremony.

**Objective 3:** By the end of the project’s 36th month, 18 of the 34 unemployed parents enrolled in the Kloshe Apprentice Plumber on the Job Training Initiative will be employed in permanent jobs with wages equal to or greater than the median Oatfield income.

Activity	Output	Reasoning and Methodology
<b>Memorandum of Understanding</b>	Agreed upon MOU	MOUs are currently in place with our partner for this objective, Mr. Rooter. Upon receipt of the award, we will notify Mr. Rooter and invite them to the objective 3 kick-off meeting where they will be brought up to date with project responsibilities. At this meeting, the MOU will be reaffirmed as well as the work plan deliverables. The work plan will be included in the Grant File and copies will be given to all stakeholders. This is necessary to ensure that Kloshe and our partner have a clear

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		understanding of the requirements of the grant and will be able to meet expectations.
<b>Recruitment</b>	Information Package; Applicant and wait lists; Interviews	<p>(See Selection and Retention of Participants) Kloshe staff will oversee conducting outreach and recruitment for trainees on an ongoing basis. We will develop position descriptions and post these to our website, social media, and hang flyers in our offices as well as partner offices. We will also source potential candidates from community members already participating in our other varied programs. This will enable us to reach as many potential candidates as possible as well as identify those people who are willing to commit to the project based on their previous participation rates. Candidates will be asked to apply.</p> <p>Additionally, Kloshe and Mr. Rooter staff will develop interview questions for evaluating candidates. They will then conduct the interviews with the applicants and make selections for placement into the Pilot course. They will also maintain a list of interested candidates for inclusion in the official training program. Any remaining candidates will be kept on a waiting list.</p>
<b>Pilot Placement</b>	5 participants accepted; Pilot participant feedback; Records and analysis on strengths and areas needing improvement	Five candidates who already have basic training in core curriculum, such as public speaking and algebra, and who performed well during the interview process will be considered for the pilot training program. This pilot will be conducted within the first two months of project implementation to gain feedback from participants and make improvements for the future cohorts. This will be valuable as Mr. Rooter’s “Plumber Basics Course Work” is a new training program for Mr. Rooter. Our partner will benefit from having a beta testing group and our participants will benefit from an accelerated course.
<b>Program Placement</b>	34 candidates and pilot trainees enrolled; Attendance Records; Pre- and post-testing	Once the Pilot has been completed and feedback collected, analyzed, and implemented, Kloshe will be prepared to place the remaining trainees. Each year, Kloshe will place a total of 12 candidates into the training program. In the first year, these 12 participants will include the original 5 pilot trainees. They will have the opportunity to retake the course with improvements or continue with their OJT experience. In the finalized “Plumber Basics Course

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		Work” program, trainees will learn about water supply, drainage systems, piping standards, inventory and use of equipment. These topics will be supplemented with coursework at PCC. Courses for Plumber Apprenticeships at PCC include: Math and Print Reading; Pipe Sizing; and Basic Installation. The combination of college coursework and real-world experience through Mr. Rooter’s training program will give our candidates an advantage when applying for jobs.
<b>Kloshe GED</b>	Candidates enrolled; Attendance Record; GED	For those candidates who do not qualify for immediate enrollment in the training program, Kloshe will offer two opportunities. The first is placement in the Kloshe GED program. Participants will complete and earn their GED.
<b>Basic Computer and/or Skills Refresher</b>	Candidates enrolled; Attendance Record; Certificates of Completion.	The second opportunity Kloshe will offer to candidates who do not qualify immediately is a Basic Computer course as well as a Skills Refresher course. Kloshe understands that parents hold many responsibilities; so, these, along with the GED opportunity, can be completed in tandem, sequentially, or selectively based on the need of the candidate and their availability.
<b>Participant Support Services</b>	10 daycare slots	As our target population is unemployed parents, we expect that a portion of our participants will be single parents or parents who do not have access to childcare. While many of these parents will have children in school or watched by family caretakers, a small portion will not. Those who need daycare, such as those with children too young for school, will have the opportunity to make use of our daycare slots. There will be 10 spaces in total, five in the first year with an additional five in year two. This total of 10 will remain in year three as the first cohort will be graduating and moving on to full time employment.
<b>On the Job Training (OJT)</b>	34 placements; 40 hours/apprentice	Once trainees complete classroom instruction, they will be assigned to a Mr. Rooter staff member for on-the-job training (OJT). No more than two trainees will be assigned to each staff plumber at a time and no more than two trainees will be assigned to a worksite. Mr. Rooter receives plumbing requests year-round and includes everything from large installations for new or renovated construction sites to small jobs at residential homes. With more than 20 staff plumbers onboard, there will be ample

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		<p>opportunity and staff trainers for all participants to gain OJT. Our trainees will gain 120 hours of OJT experience. Depending on the extent of the work to be done at each location, this may be accomplished at one worksite over a roughly 3-week period; or it may be accomplished across multiple worksites. It is our belief that this OJT will be the requisite real-world experience that will both build problem-solving skills and resumes for each trainee.</p>
<p><b>Advanced Apprenticeship</b></p>	<p>34 trainees</p>	<p>Once trainees complete their classroom and OJT instruction, they will progress to an advanced apprenticeship placement. This program is intended to provide trainees with more supervisory and regulatory experience (topics they would only encounter as senior level or managerial staff members with a plumbing company such as Mr. Rooters). These classes will build trainee resumes, making them more competitive in this career field. Courses will include Uniform Plumbing Code; Oregon Plumbing Code; Residential and Commercial Installations; Blueprint Reading and Estimating; Job Safety; and Plumbing Repairs.</p>
<p><b>Kloshe Conference of Plumber Apprentices</b></p>	<p>At least 18 apprentices attend; Report on event with recommendations for needed improvements</p>	<p>Kloshe will host an annual Conference of Plumber Apprentices beginning in Year 2 which will bring in guest speakers, present the latest technology and techniques, as well as allow the trainees the opportunity to showcase their work. This conference will also provide Kloshe with the chance to conduct post-event interviewing to collect participant feedback and make improvements to the Apprentice Plumber Training Initiative. Among the invited guests will be the trainees' Mr. Rooter staff trainers who will also be asked to provide feedback on their participants' progress. All feedback garnered will be implemented in Year 3.</p>
<p><b>Job Application and Interviewing</b></p>	<p>At least 18 job placements</p>	<p>Towards the end of their OJT experience, trainees will be asked to submit updated resumes to Kloshe for review and revision. If trainees do not have the soft-skills necessary to draft their own resumes, Kloshe staff will be assigned to help. Kloshe staff along with Mr. Rooter will also be actively monitoring job boards for available positions and making recommendations or referrals for trainees who are qualified. Both Kloshe and Mr. Rooter are well-known in the community and will be able to add value to each</p>

		application submission. Our conservative estimate on placements is 18 successful trainees completing their training.
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Selection and Retention of Participants

Unemployed parents are the target population for this Living Wage Jobs for Our Community project.

The process of selecting participants for each of the project’s skill building-employment readiness objectives will begin by outreach to unemployed parents in all Kloshe program areas (with a focus on our E and T and GED/ High School Equivalency participants) as well as to participants in such sister agencies as Native American Rehabilitation Services and the Tillicum Tribe’s area office. We will use this list as a starting point for participant selection. We have developed intake/enrollment forms that prospective participants will complete. Intake forms ask about current economic conditions for the family and education and employment experiences. The form has questions that ask about life goals, what steps the potential participant has taken to achieve those goals and how their participation in the training offered through this project fit into those goals. A copy of this form is included in Appendix C. We understand that some/many potential participants will not have thought about life goals. The Project Director or Outreach Specialist will meet with those individuals and visit about planning for the future and self-determination. Applicants can review and revise intake forms if they want to after the interview session.

Selection of participants will include a needs-based assessment and an analysis of life goals and what steps have been tried or taken to move toward life goal achievement. There is no pass-fail set of standards for applications. Applications will be used as “discussion papers”. The Project Director will lead the “discussion” process. The Kloshe Employment and Training Department Director, Education Opportunity Center Director and the Project Outreach Coordinator will participate in the process.

The discussions’ purpose is, in part, to engage the participant in exploring employment and life issues that they may not have been able to express in written form. The participant/candidate will then be asked to share thoughts on how completing the training and skill-building activities of the program fits their work and personal goals. This exploration will not always be needed as applicants may have if information in writing on the intake form. A second component of the interview will be to determine the applicant’s commitment to successfully completing the training course. (see Appendix C) The four person interview committee (Project Director, Employment and Training Department Director, Education Opportunity Center Director and the

Project Outreach Coordinator) will select project participants based on the candidate's written application (which can be amended by the applicant) and the interview with the applicant.

We believe a well-designed participant selection process, that helps the applicant understand the demands of the job-training process and the requirement of the job itself will increase participant retention in the training and in job retention. We will supplement the positive results of the participant selection process by providing such supportive services as child-care, transportation assistance access to Head Start and stipends to participants. The participants in the PCC computer training will meet every other week to discuss achievements and share difficulties they have experienced. This "peer support circle" is a concept used in other asset/ capacity building efforts (See Grameen Bank lending circles, for example).

The work in the roofing and plumbing components does not lend itself to support circle work; but the Outreach Specialist will be available to meet with participants at any time. The purpose of these meetings is to document the achievements of the trainee and participants and resolve those difficulties.

### Sustainability

Our Employment and Training Department and the Education Department are the two entities that are involved in providing resources for this project. A substantial amount of the resources that are used in support of this project (On the Job Training, Vocational Education Assistance, Work Experience resources for example) are resources that Kloshe receives on an annual basis and will be used to support the Living Wage Jobs for Our Community project after the end of ANA funding. As long as this project is achieving its planned outcomes our Employment and Training Department and our Education Opportunity Center intend to provide those resources to the Living Wage Jobs for Our Community project (See Appendix B).

A second major source of project support comes from the three project partners. These partners had access to the resources they will be providing to this project before the project began and they will have access to those resources after the project period ends. They bring their own resources to the project. Their MOUs are in Appendix B. Their commitment to continuing to work with Kloshe on the project after the end of the project period is documented in the MOUs.

What this project helps us to do is structure a more comprehensive and complete set of activities for building community member self-sufficiency. In this project we plan to build our capacity to assist community members find permanent, living wage jobs and to create partnerships that assist in that process. We are asking ANA for the seed money to put those systems and networks together.

The resources that will be lost after completion of the ANA project period is funding for project staffing. Most of those resources are used for start-up and program development. Klothe's Board

is committing to cover the operational costs (approximately 30% of the ANA award) that is needed for screening and selecting trainees for the project. (see Board Resolution authorizing this submittal). An additional 20% of the project's cost, that are used to support record keeping, maintaining participant lists, preparing project reports, etc. will be routinized. Those duties will be assigned to two Administrative Assistants (one in the Employment and Training Department and one in the Educational Opportunity Center).

### Challenges

Challenge: The staff who were migrated to manage the project are unable to be reassigned or stay for a short period of time.

Resolution: Staff in the Employment and Training Department and the Educational Opportunity Center have developed a contingency plan that assigns temporary duties to other existing staff. Kloshe operates several projects and programs at one time with many staff who are qualified to manage federal grant funding. If the identified Project Director and Administrative Assistant are unable to take on this new role, the current project manager and administrative staff of the Educational Opportunity Center will fill the vacancy until a new staff member can be assigned or hired.

Challenge: We are unable to find candidates for trainee positions.

Resolution: We will intensify outreach to such entities as Native American Rehabilitation Services, Tillicum Area Office, and Native American Student Union at PCC. We would initiate PSAs on local TV stations. We would also accept referrals from Oatfield High School to engage students who fall within our target population.

Challenge: We experience high turn-over in our trainee population with one or more partners.

Resolution: We will brainstorm with the partner(s) to identify causes for drop-out. Determine if causes are trainees not realizing demands of the training, trainee difficulty getting to sites, conflict with some staff at the training site. After determining the cause, we will engage in corrective action that includes the partner organization in its crafting and implementing (if appropriate).

Challenge: Our partnerships fall through with Shinglehouse or Mr. Rooter.

Resolution: Though we have MOUs in place and a long history with our partners, there is a chance that these may fall through. In that unlikely event, we will approach alternative roofing and plumbing companies in the area. Though Shinglehouse and Mr. Rooters are well known, there are several companies both large and small that service this area. Additionally, others have provided internships and on-the-job training in the past. These include Roto-Rooter and Mcdonald & Wetle.

## **ORGANIZATIONAL CAPACITY**

Kloshe began as a community center with a board that was self-selected. When it established itself as an ICAP in 1968, Kloshe changed its board composition to meet requirements that were associated with that designation. Of the 12 members on the ICAP board, one-third were representatives of tribal elected officials, one-third were low-income members of the Native community and one-third were from Native nonprofits serving the low-income native community. Kloshe still maintains that board composition.

### Staffing/Organizational Structure

Kloshe provides services through four departments:

The Employment and Training Department programs include direct employment (job search/referrals) and day labor (casual labor by contracted crews); an Adult Work Program focusing on public 12-month placements; On-the-Job training focusing on 12-month placements in the private sector; a Work Experience Program providing young adults with 6-week world of work placements; and a Classroom Training Program that develops computer and vocational skills.

The Education Department programs include GED instruction and tutorial and mentoring assistance for American Indian, Alaska Native and Pacific Islander students attending community colleges and universities. It also provides service learning and practicum placement opportunities for Native students pursuing degrees in planning, public administration, and social work. The Department's Educational Opportunity Center provides counseling and information on college admissions and limited financial assistance to qualified adults who want to enter or continue a program of postsecondary education. The program also provides services to improve the financial and economic literacy of participants. An important objective of the program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the application process.

Kloshe's Community Service Department programs include Indian Child Welfare and family preservation services, low-income home energy assistance, a food bank and commodity supplemental food program (a USDA commodity alternative to the Women Infants & Children (WIC) Program that also serves elders), as well as an elders and community congregate meal-site operation. This Department also administers our Head Start and our Healthy Child Day Care program. We also offer individual and family ongoing counseling as well as crisis intervention services. We operate two 12 step programs for community members in recovery or wishing to become clean and sober.

Housing Department programs include 30 units of HUD Section 202 Elderly Housing and a 10-unit Elderly Housing for Intergenerational Families project which provides intergenerational

housing for very low-income grandparents raising a grandchild. Other housing projects include 20 apartments for disabled community members (HUD Section 811 housing) and Department of Energy funding for weatherization assistance for low-income homeowners and renters.

Our Board and community believe that our culture transcends programs and departments. Our culture informs everything we do. Consequently, culture programs are coordinated through the Kloshe Executive Director's office. The executive director provides support to the Kloshe Culture Committee that coordinates such activities as drumming and regalia groups, powwows and Naadosh ceremonies, community gatherings, and celebrations.

The staff for this project consists of currently Kloshe employees. It is unlikely that we will have vacant positions in the project. If we do, we will assign the position's duties to an existing staff person who has placed themselves on our Job Transfer/Rotation List. That list contains information on staff who are interested in building and expanding their job skills. Placements temporary but While in the "temporary fill" timeframe of this procedure, we will advertise for candidates to fill the position. Those candidates will be interviewed and scored prior to the end of the temporary fill. If the temporary fill returns to their former position, the successful candidate from this process is hired.

As this project is an interdepartmental initiative, it will be housed in the Executive Director's office. However, all three-project staff will develop and maintain a close, on-going relationship with staff in the Employment Department and the Education Opportunity Center. Project staff will work in tandem with E and T staff who administer the OJT program and EOC staff who coordinate Vocation Education stipend and tuition assistance activities. The three staff that will manage this project already are identified. They are current Kloshe employees with skills, knowledge and capabilities that match requirements for these positions. They will begin work on this project within two weeks of notice of award. An Organization Chart that depicts our overall structure and the location of this project is in Appendix D.

The project will migrate our current Community Services Team Leader, Jim Sterup, into the role of Project Director and the current Community Services Administrative Assistant, Mrs. Shirley Barton, will migrate into this project as the Administrative Assistant. The Project Director will be responsible for ensuring partner organizations are carrying out the training work that is the centerpiece of the project. The Project Director will build relations with partners that are based on reciprocity. The Director also will work with partners to ensure that results resulting in the outputs and outcomes described in this application are accomplished. Partners participating in Steering Committee meetings will help ensure reciprocal relationships between Kloshe and partners. Such critical activities as assuring that community members placed in trainee and apprentice positions are ready and able to perform the tasks associated with those positions is a major component of that reciprocity.

The Project Director will be assisted in project implementation by an Outreach Specialist. The Outreach Specialist will be filled by the Kloshe Outreach Specialist, Ms. Laura Steven, who will dedicate .25 FTE to this role and will be responsible for recruiting trainees for the three components (Shingle house, Portland Community College and Mr. Rooter). The Project Director and Outreach Specialist will ensure that there is clear and continual communication between partners and Kloshe. We know that some placements we make will drop out. But we have done a substantial amount of recruitment and the Outreach Specialist will maintain a list of interested community members. The Specialist will regularly contact people on those lists (one list for each of the three employment areas) to ensure the lists are current.

The Administrative Assistant will maintain lists, information on participants and potential participants and records on progress made by participants moving toward completion of training. That information will be captured quarterly using e-report forms developed by the Project Director and Outreach Specialist. The Administrative Assistant also will regularly collect information from the three project partners on trainee progress toward certification and effectiveness of the project in meeting the production needs of Shinglehouse Roofing and Mr. Rooter and is an effective use of resources at Portland Community College. The information collected by the Administrative Assistant will be used to prepare OPR and other reports for ANA.

#### Experience of Key Staff

Full resumes and position descriptions are in Appendix D. The following information provides skill and knowledge highlights of the project's three staff.

Jim Sterup will be the Project Director. His work experience includes teaching graduate level courses in Planning in Indian Country, Community Organizing, and Community-based Planning and Grant Writing while at Eastern Washington University. He has held senior management positions in Montana Housing and in our Community Services Department. He has served in tribal planning and programs director positions and has been Director of Special Projects at Kloshe for six years. His focus in the position is to work on initiating new projects, build effective operational procedures, review, and analyze project data and ensure that key project elements are sustained. Mr. Sterup will be the Principal Investigator and the Project Director.

Ms. Laura Seven will be the Outreach Specialist for the project. Ms. Seven has over thirteen years' experience working with asset building programs. Ms. Seven served as the Housing Director for the Gila River Indian Community. During that time, she planned and supervised the new construction of 442 homes and the rehabilitation of over 500 homes. Prior to serving as the Housing Director for the Gila River Indian Community, Ms. Seven was the Micro-business/Self-employment Coordinator Director for the Urban Indian Council in Portland OR. For the last five years, Ms. Seven Has coordinated the Kloshe On the Job Training Program.

Mrs. Shirley Barton is the proposed Administrative Assistant for this project. Since 2002, Mrs. Barton has been assigned increasing levels of responsibility for providing administrative support for the operation of grants and contracts for Kloshe. Her experience includes administrative support for the U S Department of Labor and Department of Education training contracts. That work involves preparing reports on implementation and operation of such project elements as community involvement, program strategies and program evaluations. Prior to coming to Kloshe, Ms. Barton coordinated reporting and evaluation report activities for Coos, Coquille and Tolowa Tribes' Corporation for National and Community Service Rural Area Research Enhancement projects.

#### Plan to Manage/Coordinate Partner Activities

The three partners Kloshe has in this project are Shinglehouse Roofing, Mr. Rooter Plumbing and Portland Community College. One of the most effective elements we will use for coordinating the work of these partners is our creation of and their participation in the project's Steering Committee. As noted earlier, the Steering Committee includes representation from project beneficiaries, community members and representatives from partner organizations. These representatives bring recommendations to the Steering Committee from the community and beneficiaries that will play a significant part in project oversight. The Steering Committee will review project activities and help assess whether the project is on track for meeting planned outcomes.

A second tool we will use to coordinate with partners is the MOU that we have negotiated with each partner. (See Appendix B) The MOUs detail each partner's contribution and the time frames for delivery of those contributions.

We also will have signed On-the-Job Training contracts with Shinglehouse, an existing Memo of Collaboration with Portland Community College, and an Apprentice Employment Support partnership agreement with Mr. Rooter. These last two collaboration agreements were negotiated through our Education Opportunity Center. The agreement with Shinglehouse was negotiated by the Kloshe Employment and Training Department.

#### Plan for Oversight of Federal Funds

Kloshe has developed a set of accounting practices and developed a Financial Accounting Manual that we use to maintain federal grant funds in accordance with the federal requirements. We follow federal financial management regulations and have had no exceptions identified in our Annual Audits. A copy of the Auditor Letter from our most recent audit agrees also is included in Appendix E. We have no audit exceptions and are current in financial negotiations regarding federal funds. This includes regular meetings between program staff and finance staff to review expenditures against the approved budget.

## Kloshe Urban Indian Program Project Description

We follow federal regulations on cash management including cash on hand guidelines. Our fiscal staff have been trained and have an extensive background in procedures used in requesting and receiving federal funds from the Division of Payment Management. Resumes of the Kloshe Fiscal staff who will be assigned to work on this grant are in Appendix D.

Our fiscal staff work closely with project staff on such issues as securing and recording Non-federal Share associated with grants. That close working relationship extends into sharing information needed for such exercises as completing OPR, 425 and Annual reports.