

**Alex P. Tatum**

**March 10, 2019**

Re: Kenai Peninsula Borough School District Superintendent Position

I am interested in being considered for the position of Kenai Peninsula Borough school district Superintendent. This current academic year I'm on sabbatical writing a memoir/manuscript on the history of education in Alaska and the relevant research-based discussion on how to implement future education in Alaska with limited funds. This past 2017-18 school year I was a K-12 special education teacher for the Anchorage School District. My youngest son was graduating from high school and I wanted to be in Anchorage for the school year. Last year I was a special education teacher in Emmonak and the year before I started the school year working with middle and high school special needs students in Hooper Bay. After a 4<sup>th</sup> grade teacher resigned I was also asked to take on the duties of the 4<sup>th</sup> grade also. I was contacted by the then Superintendent of the Yupiit School district and asked if I could assist with being the business manager until they were able to obtain the services of a fulltime business manager. The day after I completed my assignment in Hooper Bay I started with Yupiit. I worked in that capacity from May until October. The previous school year I completed the school year for a teacher on maternity leave in the village of Nunam Iqua.

I served as Superintendent of the Kashunamiut School District for 8 years. As Superintendent I administered a preschool-12<sup>th</sup> grade school district. Specific duties included: Budget management (federal, state and private sector grants and funds), implementation of board policy, curriculum development in alternative and traditional Yupik Eskimo arts and values; Grant writing, coordinating the district's special education program and functioning as a board member and board chairman representing the school district in the Trust Insurance Plan for Southwest Alaska a consortium of over 40 Western Alaska organizations. A highlight was overseeing the transfer of the federally controlled P.L. 93-638 school district to the state operated REAA district of the same name.

I presently serve as the Academic Policy Committee (APC) President for the Highland Academy Charter School in the Anchorage School District (ASD). I have also been Principal for Family Partnership Charter School in ASD and was Chairman of the ASD Migrant Education Board and ASD representative on the State of Alaska Migrant Education Board. With over 20 years of developing and implementing education and training programs with specific focus on Alaska Native Studies & a collaborative approach to a student first philosophy, I have all the essential qualifications for this position. I am currently working with Alaska Education Consultants (AEC) providing a broad range of services including training and development of rural Alaska Native boards of various companies, school districts and corporations. Specific to this position, I hold a MS degree in Global Logistic and Supply Chain Management and completed another MS degree in Project Management. In addition, I hold a CAGS Degree in Human Resource Education with a concentration in Administration, Training and Policy Studies. I also have a Ph.D. in Multicultural Education, a M.Ed. in School Administration. and a master's degree in Special Education preschool – 12<sup>th</sup> grade.

My education career began after the Molly Hootch decree when I was asked by the Alaska State Operated School System to start the first high school program for the students living in Emmonak, Alaska. I was required to teach all subjects and take care of all duties concerning the school. Because

there were no facilities provided to teach in I had to renovate an old community building and make it into a suitable school facility. As the only state teacher, I had to be resourceful and work with the Bureau of Indian Affairs teachers to obtain any limited resources that might be available.

Because of the success of the Emmonak High School I was asked to start the first high school program in the village of Holy Cross. I taught all high school subjects to a student population of about 20 students in grades 9-12. My next education experience was school principal for the k-12 school in Kaltag, Alaska for the Yukon Koyukuk School District. As principal I implemented the first high school program for this community under the State Operated School System. I supervised a staff of about twenty. While serving as principal, I was fundamental in implementing field-based education for the students to give them wider exposure to the world beyond their village. I planned and organized numerous trips out of the community. As an example, we took a group of students to Hawaii and on another occasion, I organized a trip to Japan for a month with 40 students from 12 villages.

Family Partnership Charter School (FPCS) was my first experience with a large urban school district. FPCS is a uniquely innovative school program where parents direct the education of their children under the guidance of certified teachers. I supervised an administrative staff of 8. There were approximately 150 certified teachers that I supervised either full time or part-time. My duties included, public relations for the school, recruiting of staff and teachers, evaluations of all full-time employees.

In community engagement and educational research, a representative example includes: While working on research for my doctorate degree I was tasked with reviewing and comparing educational systems throughout the USA. To accomplish this, my family and I traveled throughout the USA in a motor home working with selected school systems. From Washington to Florida to Maine and Canadian Provinces we visited school districts across the country comparing their educational programs. For two academic years we home schooled our 4 elementary age children while we traveled. We had enrolled them in the Yupiit School District. Our children were taken to the village of Akiachak where they became acclimated to their peers and teachers before we left for our travels. As we traveled our children were tasked with developing educational videos and other materials of various areas we traveled to and then expressing the videos along with various educational materials such as sea life in California and snake skins in Arizona back to the village. This was a great success back in the village. The village children were able to identify with our children leading to more meaningful educational experiences.

I worked with Ray Barnhardt of the UAF Education Department on development of educational programs for rural Alaskan villages. As a young teacher I was deeply influenced from the research we developed on education for rural villages. Native knowledge systems, ways of knowing and world views were implanted in my knowledge base and impregnated my educational philosophy.

Sponsored by the William Filene Department store chain I was one of 60 educators selected for the Reading, Writing and Civics Education Institute at Harvard University. I worked with teams of educators from throughout the U.S. and Romania developing curriculum that focused on community partnerships, civics education, and community social life.

I was one of 3 Do Something Fellows, selected and sponsored by Blockbuster and Viacom Corporations. We were selected to live in Newark, NJ and work in Manhattan, NY. We traveled across the United States working with broad-based diverse community groups and schools, assessing political and socio-economic conditions and how to best utilize the assets of each group or community. From school systems in New York to School Systems in California, Texas, Washington and other states, we developed community engagement methods to bring schools and communities together.

I was one of 160 people from across America selected by the US Department of Housing and Urban Development (HUD) to be a Community Builders Fellow. After our intensive training at Harvard University's JFK School of Government, and at the HUD Headquarters in Washington DC and Virginia I returned to Alaska and worked with a cross section of Alaskan Communities as point person for Alaska education issues. I had the lead for all Alaskan Education Initiatives/Workforce development and Apprenticeship programs. As part of my community engagement assignment, I was the lead for EZ/EC areas; and lead for all youth initiatives. In Anchorage I directed HUD's volunteer Partnership with Fairview Elementary School. I represented HUD with the Alaska Prudential Youth Leadership Institute as a presenter and advisor. Because of the success of this program I was asked to also work with the Kids Place Program assisting middle school students in developing leadership and coping skills. Additionally, I represented HUD at the School Business Partnership, the School to Work Program, and the Multicultural Leadership Conference group. The Anchorage School District asked me to make presentations for the CHOICES Program and the Junior Achievement Program. The Mountain View Community Council had me work with the COMPASS Literacy Program that repairs used computers for low-income families and elders. I also served as a member of the Alaska Juvenile Justice Working Group, working with law enforcement, human services, judges, clergy, community activist, and others on community youth issues.

Sponsored by and representing the National Park Service (NPS), Angayuqaq Oscar Kawagley of UAF and I made presentations at a national conference on indigenous people and education issues at Tuskegee University. Together we presented on Alaska Native Spirituality and Rural Education and the goal of overcoming cultural, linguistic and other issues impairing rural education and Rural Alaska development. The lead up to this conference and the presentations was nearly a year of meetings and development with the Alaska Regional Office of the NPS.

From 2010 – 2014 I had contracts with Ilisagvik College to provide village councils, regional and Village Corporation's board training and grant funding development. Under contract I have taught in all NSB villages. I have done extensive instructing under the HUD Village Self Sufficiency grant. I worked with Career & Technical Education (CTE) programs of Ilisagvik College and the North Slope Borough Villages. Using sustainable development principals, I am tasked with increasing the knowledge level of residents in the villages on resources available to them including sustainable development.

I'm presently working on two scholarly manuscripts. One on Alaska rural education, the other is on family travel and home school research titled: "An Alaskan Family Odyssey: Education on Wheels" ... Having been trained in radio and TV broadcasting and having served as an on the air personality I am able to provide leadership and direction in all matters of media communications and represent the school district in community related activities. AASB should have on file copies of my type A and type B Alaska certification and my letters of reference. Should you need to contact me please call me at [REDACTED], or via e-mail [REDACTED]

Sincerely,

Alex P. Tatum

**AASB Superintendent Search  
APPLICATION FORM**

Property of AASB

If you are applying for more than one position, it is *not* necessary to complete a separate application. If you desire, AASB will duplicate this completed form for any subsequent position applications.

**I. PERSONAL INFORMATION**

First Name: Alex Middle Name: P Last Name: Tatum

Mailing Address: [REDACTED]

Home Telephone: [REDACTED] Work/Message: [REDACTED] Cell phone: [REDACTED]

Email: [REDACTED]

List any other name under which application materials may be received: n/a

Have you ever been convicted of, or pled guilty to, a misdemeanor or a felony? NO

If yes, please give details and attach to application: n/a

Have you ever been convicted of, or pled guilty to, a DWI? NO

**CERTIFICATION**

The superintendent position requires an Alaska Type B certificate with a superintendent endorsement. Do you hold a current Alaska Type B Administrative Certificate with a Superintendent Endorsement?

Yes: XXX No:

If yes, expiration date is: 1-7-2016

If No, have you applied for a Type B certificate with a superintendent endorsement with the Alaska Department of Education & Early Development?

Yes: No:

Information on requirements for the specified certificate may be obtained from:

*Alaska Department of Education & Early Development*  
Teacher Certification  
801 W. 10th, Suite 200  
Juneau, AK 99801-1894  
Tel. 907-465-2857

Alaska law requires at least six semester hours of college academic credit in the last five years in order to receive a Superintendent's Certificate in Alaska. Do you meet these qualifications?

Yes: XXXX No:

In what other states do you hold a Superintendent's Certificate? n/a

**All of II. PRESENT EMPLOYMENT INFORMATION**

Present Employer: AEC Alaska Education Consultants

Employer's Address: 311 Bree Anchorage, Alaska 99515

Your Title/Position: Executive Education Management Consultant & Mentor

# Years in Position: 5

Are you presently under contract? Yes: XXXX No:

Present Salary: [REDACTED]

Does your employer know of this application? Yes: XXX No:

**III. EMPLOYMENT HISTORY**

Please list all FULL TIME experience. List present employment above and all others here, beginning with the most recent, and work backward in chronological order. (Please list on additional sheet if necessary.)

<b>DATES OF SERVICE</b>	<b>POSITION/DUTIES</b>	<b>ORGANIZATION ADDRESS</b>	<b>SIZE OF ORGANIZATION # TEACHERS./# STUDENTS</b>
05/01/2010	Executive Education Management Consultant & Mentor	311 Bree Anchorage, AK 99515	All of North Slope Borough & Ilisagvik College staff & students
07/03-07/04	Principal	Anchorage School District 5530 East Northern lights Chevak, Alaska	3,500teachers 48,000 students
10/82-06/91	Superintendent of Schools		32 teachers 200 students
05/81-09/82	Instructor	University of Alaska, Anchorage	3,200 teacher 20,000 students
05/81-09/81	Assistant Coordinator-Upward Bound	University of Alaska, Fairbanks	3,200 teacher 20,000 students
08/76-05/80	School Principal	Yukon Koyukuk School District	87 teachers 870 students

Please summarize your work experience in years as applicable:

Superinten  
dent: 9 Asst. Superintendent: Principal:5 Asst. Principal:  
Teacher: Elem: Mid: HS: 4  
Central  
Office:

**IV. EDUCATIONAL HISTORY**

*(Please list on additional sheet if necessary.)*

<b>INSTITUTION NAME</b>	<b>MAJOR/MINOR</b>	<b>DATES ATTENDED</b>	<b>DEGREE EARNED</b>
Alaska Methodist University	History/NPAS/Speech & Dra.	1968-1972	BA
University of Alaska, Southeast	Public School Admin.	1976-1979	MED
Boston University	Human Resource Ed.	1990-1992	CAGS
The Union Institute Grad. School	Education Philosophy	1990-1994	PHD
University of Alaska, Anchorage	Global Logistics	2003-2005	GSCM

## V. APPLICANT'S STATEMENT

**1. *Philosophy/Orientation:*** Summarize your general philosophy of the status of public education in the U.S. what is working and what challenges lie ahead in the next 10 years, and some of your best ideas for addressing that challenge.

From a personal perspective my philosophy of education is that I teach the acceptance of responsibility. As I have found over the years the rest is relatively easy. If I as a teacher am responsible for providing the academic resources required and they as students are responsible for the acceptance of responsible for learning the materials we have a mutual admiration society.

Over the next 10 years. I see an assortment of changes that will be impacting the state of education in this nation. The No Child Left Behind legislation that we have been dealing during this past generation is now at the point where anticipated outcomes must be presented or demonstrated as would be expected in some areas of society. Those outcomes have been greatly less than desired. Now we're left with "what should we do at this point" in order to get this back on track, or do we change to meet where we are versus where we should be. I called the approach "If you can't meet the expected goals and outcomes, then you change the rules". Unfortunately, this approach does not necessarily work.

With more and more people anticipating that public education is there to provide oversight of their children until they reach age 18 and at that point they are returned to the family as productive working members of the society. This approach must change. I have always believed that education is the responsibility of the family and that the public education system is there to work with each and all families. The common core state standards initiative will have a great impact on education in the United States. many people see it as a positive move because it seeks to establish consistent educational standards across all of the states. On the surface this sounds very good, but in reality not everyone is on board with the concept. 44 of the 50 states are on track with the common core state standards. Obviously there is disparity amongst the states as to what should be in should not be taught in our educational system. There are pros and cons of either side of this argument. although most people will agree that there should be some sort of standard every student meets but what that standard is has become a debate. When considering education and the future we must consider how the Internet and social media will be impacting the use as teaching tools but at the same time must consider the condition of educational facilities and how that will affect the performance of education in any given community. In general many people would say, the better the buildings conditions are the better the students and their teachers perform. but that's not always true.

As we turn our attention to the future of education we have to consider alternative assessment methods, the current trends in brain research that will impact student learning, when and where to use character education, how to deal with conflict resolution how do we collaborate and work together for the benefit of the whole all students, what is critical thinking and how best to use it in the education process, considering the world that we live in now. How do we define inquiry-based learning and how do we use it within the school? How do we deal with the concept of school choice and also the concept of school violence? Where will the overall standards movement that we all see going on currently really impact on the local level education? Many people see teacher accountability as one of the key factors that must be developed and work out. And of course technology and teaching and what it will do for all of us. There are many issues that are coming up that educators, school boards and superintendents must face.

**2. *Personnel Management:*** Describe your approach to personnel management and your ability to utilize staff effectively.

I've always been a proponent of collaborative management. Although I may have to make the final decision I want everyone to have the opportunity of providing input to that decision. I seek to align teachers and staff's skills, knowledge and interests with whatever job needs to be done. School districts as public sector institutions must always bounce the ever increasing demand for public sector services against an ever shrinking budget. Additionally, I want to ensure compliance with all of the many laws and rules regarding workplace conduct in discipline. This is imperative. As a supervisor my philosophy is to begin from a proactive stance. I begin with the end in mind; where is it that we want to be and when do we want to get there? Then, what I call first things first; I want each employee and their supervisor to be able to work together to benefit of the school.

**3. *Fiscal Management:*** Appraise your approach to developing a budget, managing budget implementation, and your ability to utilize scarce resources effectively.

In my professional career I've had to develop numerous budgets for schools and other organizations. My personal preference is to first assemble a budget team made up of those who will be involved in the development of a budget for the school that will be presented to the school district. I next bring in a

budget calendar to prepare for the budget process and how we chronicle about it during the making of a budget with the resources that we have. At this point, we developed the budget and lastly implement a process for monitoring the budget to be sure that we are following our plan as approved by the school board. Because I always want to show a team approach in the budget process I foster collaboration across the school district encouraging all staff members to work together to define our goals, our best efforts to allocate our resources and methods for monitoring the progress.

**4. *Communications:*** Appraise your ability in public speaking, writing, persuasiveness, media relations, and capacity to develop a credible public image. What are your approaches to internal communications? To public communications?

I have a bachelor's degree in speech and drama and I have worked on both radio and television as an on air personality. As a public speaker I have had to give speeches to multiple thousands of people all across the state of Alaska. Additionally, I've had to do the same thing and other states and before legislative bodies in both Washington DC and the Alaska State Capital. I've had to write various articles for publication and critical review by peers. I have competencies from my past training and experience to develop a credible public image of the school district. I am a firm believer in keeping everyone informed concerning the school district. This will involve the development of an internal communications network if there isn't one already in place. I am currently involved with developing the public image of a charter school where I am the chairman of academic policy committee. Obviously, as a charter school we want to get our name out to those who may be interested in attending our school and the parents. This has involved putting together a refined website, using radio and television spots and being sure that we are able to communicate via the print media what makes our school unique and why students should be there. We are developing open house situations where people who are interested in attending the school can come and see just what we're all about. We have now established our goals for enrollment for the next academic year. It appeared to be on track with that goal

**5. *Experience with ethnic and cultural groups:*** What experiences have you had in working with groups with varied ethnic, cultural and economic backgrounds?

From the various Native corporations and school districts I have worked with I've had the opportunity to work with all Alaska Native cultural groups. From Ketchikan to Barrow, from Western Alaska to Southeast Alaska and all areas in between I have worked with the various groups. Additionally as a college student I attended college in Japan, and after leaving I traveled around the world studying American foreign-policy as it related to the various areas throughout the world. I should also mention that my doctoral degree is in multicultural education.

**6. *Alaska knowledge and experience:*** Describe the nature of your experience in education in Alaska.

Explain how this experience and perspective would contribute to your qualifications for this position. My father came to Alaska after the 2nd World War. I was raised in Alaska and attended school in Alaska. After graduating, I entered Alaska Methodist University and graduated. To obtain my teaching certificate I attended the University of Alaska. After the Molly Hootch decree I was asked by the Alaska State Operated School System to start the first high school program for the students living in Emmonak, Alaska. I was required to teach all subjects and take care of all duties concerning the school. Because there were no facilities provided to teach in I had to renovate an old community building and make it into a suitable school facility. As the only state teacher I had to be resourceful and work with the Bureau of Indian Affairs teachers to obtain any limited resources that might be available. In addition, the closest state school was in Bethel, 150 miles away, with no phone connection. It was accepted that any problems that might arise would require me to resolve without the assistance of the central office in Bethel.

Because of the success of the Emmonak High School I was asked to start the first high school program in the village of Holy Cross. I taught all high school subjects to a student population of about 20 students in grades 9-12. My next education experience was school principal for the k-12 school in Kaltag, Alaska for the Yukon Koyukuk School District. As principal I implemented the first high school program for this community under the State Operated School System. I supervised a staff of about twenty. While serving as principal, I was fundamental in implementing field based education for the students to give them wider exposure to the world beyond their village.

As Superintendent for the Kashunamiut School District, I administered a preschool-12<sup>th</sup> grade school district. Family Partnership Charter School (FPCS) was my first experience with a large urban school district. FPCS is a uniquely innovative school program where parents direct the education of their children under the guidance of certified teachers. I supervised an administrative staff of 8. There were approximately one 150 that I supervised either full time or part-time. My

duties included, public relations for the school, recruiting of staff and teachers, evaluations of all full time employees.

**7. Educational achievement:** What have you done to upgrade the educational program in schools under your supervision? How have you evaluated the results?

In schools where I have had the opportunity to work or lead I have been a real advocate for the STEM education program. The acronym STEM stands for science, technology, engineered and mathematics. The University of Alaska has a special program just for STEM students. This approach to education is designed to revolutionize the teaching of subject areas such as mathematics and science by incorporating technology and engineering into the regular curriculum. From my background STEM education attempts to transform the typical teacher centered classroom by encouraging a curriculum that is driven by problem solving, discovery, exploratory learning, and requires students to actively engage a situation in order to find a solution. By adopting the STEM philosophy all play an important part in the teaching of the whole student. The science, engineering and mathematics skills are made complete by the technology component that provides a creative and innovative way to problem solve and apply what has been learned. What I've found from research is that all students benefit from the STEM program because they are taught to be independent, innovative and allows students to explore greater areas of all of the subjects by utilizing the skills learned: these skills are going to be required in order for today's students to be tomorrow's global leaders. More and more jobs requiring workers to have a greater ability to think critically, work as a member of a team and independently, and goals that close the performance gap between our American students in those being produced in many other countries. I would want to work with UAA using their resources to work with our students during the academic year and summer programs.

**8. Labor Relations:** Describe your experiences in the area of labor relations.

I am a trained labor relations and contract negotiator. I've had to work with various unions across the state dealing with labor relations issues. These have included the teachers unions, operating engineers, carpenters union, laborers union and the Teamsters. I've had to negotiate several teacher contracts and classified staff contracts. In addition, I've had to work with several unique contracts. For example, I worked with a contract where the laborers union and the operating engineers were under one contract. This made for some very difficult situations when there was a conflict involving employees and their supervisors.

**9. Board/superintendent relations:** In your view, what is the proper or appropriate relationship between the school board and its superintendent?

The school board is the policymaking body for the school district. the school district superintendent is there to carry out the marching orders of the school board. From my past background and training, effective school boards work best as a united team with the superintendent, each from their respective roles with strong collaboration and mutual trust. With that as the starting point the school board should commit to a vision of high expectations for student achievement and quality instruction and define clear goals towards that vision. Working with the school superintendents the school board should have a strong shared belief and values about what is possible for students and their ability to learn and of the system and its ability to teach all students with a very high level of competency. Working together, the effective school board should be accountability driven spending less time on operational issues and more time focused on policies to improve student achievement. With an effective school board and superintendent relationship, together they can have a collaborative relationship with staff and the community and establish a strong communication structure to inform and engage both internal and external stakeholders and setting and achieving the school district's goals. An effective school board superintendent relationship enables all to be data savvy. By this I mean they can embrace and monitored data, even when the information is negative and use it to drive continuous improvement in the school district. Building on this relationship they are able to align and sustain school district resources such as professional development to meet district goals. Effective school board superintendent relationships enable them to each work from their respective roles leading to a much stronger school district for all students.

**10. Other:** Any other points or comments you would like to make which could aid in the selection process?

In the area of community engagement and educational research a representative example include: While working on research for my doctorate degree I was tasked with reviewing and comparing educational systems throughout the USA. To accomplish this, my family and I traveled throughout the USA in a motor home working with selected school systems. From Washington to Florida to

Maine and Canadian Provinces we visited school districts across the country comparing and contrasting their educational programs. For two academic years we home schooled our 4 elementary age children while we traveled. We had enrolled them in the Yupiit School District. Our children were taken to the village of Akiachak where they became acclimated to their peers and teachers before we left for our travels. As we traveled our children were tasked with developing educational videos and other materials of various areas we traveled to and then expressing the videos along with various educational materials such as sea life in California and snake skins in Arizona back to the village. This was a great success back in the village. The village children were able to identify with our children leading to more meaningful educational experiences.

I worked with Ray Barnhardt of the UAF Education Department on development of educational programs for rural Alaskan villages. As a young teacher I was deeply influenced from the research we developed on education for rural villages. Native knowledge systems, ways of knowing and world views were implanted in my knowledge base and impregnated my educational philosophy.

## VI. ACKNOWLEDGEMENT

Your file with the Association of Alaska School Boards must contain the following items for your candidacy to be considered:

- Formal letter indicating interest in the position
- Completed application
- Confidential placement file (if it is current)
- College transcripts (graduate work in administration only)
- AASB Reference forms (3)
- Alaska Superintendent Certificate (copy)
- Up-to-date Resume
- Other items of your choice
- Photo (optional)

I certify that the foregoing statements are true and correct and authorize you to investigate all references listed and to secure additional information if necessary. I also agree to waive my right to a public discussion of my candidacy as provided in AS 44.62.310©, thereby permitting a board or committee formed by the board to screen application files and/or interview finalists in executive session.

2/18/15  
DATE

  
APPLICANT'S SIGNATURE

**Dr. Alex P. Tatum, Ph.D.**



**Social Security Number:**  
**Country of Citizenship:** United States of America  
**Veteran's Preference:** No  
**Highest Grade:** GS-1101-15, 09/1998 – 09/00  
**Contact Current Supervisor:** Yes

**WORK EXPERIENCE:**

**Anchorage School District** August 2017-May 2018  
**Anchorage, Alaska** Hours per week-40-60

**Elementary Special Education/Ursa Minor School**

Because I am certified in both Preschool and K-12 Special Education I work with all ages of special needs students across the spectrum of needs developing IEPs, conducting IEP meeting, testing and evaluating student needs, and providing service to students according to their IEP/ESER documents.

**Lower Yukon school district** 2017-2017  
**Mountain village, Alaska** Hours per week 40-60

**Elementary Special Education/Lower Yukon School District**

(I did not apply for this position) –The LYSD/HR department explained the problems in Emmonak concerning elementary special education. I supervised a staff of six special education aids and personal care attendants. I am tasked with developing, updating and reviewing IEP's for students. I trained and directed aids in their assigned responsibilities for each student.

**Yupiiit School District** May-2016-October 2016  
**Akiachak, Alaska 99551** Hours per week 40-60

**Business Manager /Human Resources**

(I did not apply for this position) – I was asked if I would be willing to assist the district with their financial problems as they had been unable to obtain the services of an onsite business manager for several years. I supervised staff, worked with payroll, accounts payable and receivable, audit preparation and all other normal business office functions required in an Alaskan school district. In addition, I also advised staff concerning special education issues, ELL, grant development, school lunch program and cultural financial issues that pertain to the cultural heritage program.

**Lower Yukon school district** 2015-2016  
**Mountain village, Alaska** Hours per week 40-60

**Special Education/4<sup>th</sup> grade- Lower Yukon School District**

(I did not apply for this position) –The LYSD/HR department explained the unique problems in Hooper Bay concerning special education. I was asked to work with highly volatile students prone to violent outbursts of behavior that at times were dangerous and detrimental to the students and staff. I worked with them on their behavior. Later I was asked to take on the fourth-grade assignment, because teachers left, for the remainder of the school year. I worked with a group of eighteen 4 grade students, many of whom had special needs issues but had not been evaluated due to the lack of special education evaluations.

**AEC Alaska Education Consultants** 05/2010-Present  
**3705 Arctic Blvd. #865**  
**Anchorage, Alaska 99503** Hours per week 40-60

### **Executive Education Management Consultant & Mentor**

Under contract with Ilisagvik College, I work with programs of Ilisagvik College and the North Slope Borough, Villages, NSBSD and village corporations. I teach various classes under a HUD grant and other sources promoting village self-sufficiency through vocational/technical and academic programs. In addition, I work with the college developing its financial resources through identifying specific programs that can increase the resources, revenue and endowment of the college.

I am tasked with increasing the knowledge level of students/residents in the villages on resources available to them by assessing and evaluating existing programs for effectiveness, ASRC, village corporations and industry relevance, making recommendations as appropriate.

I work closely with other higher education institutions (UAF, UAA APU etc.), labor, and industry consortia, and economic development/workforce investment boards promoting further education and employment opportunities for students.

As part of developing an effective program at times I must direct and coordinate needs assessments and evaluations related to professional development, career pathways, and career and technical education that will enable the various Alaska Native regional and village corporations to hire qualified shareholders. I teach grant writing in the villages and Barrow. In addition, I am tasked with grant development and research, assisting and teaching/mentoring village corporations and tribal councils in the methods of writing, directing, and how to oversee grants related to career and technical education.

**Ugashik Traditional Village**  
**206 E. Fireweed Lane**  
**Suite 204**  
**Anchorage, Alaska 99503**

**04/2009-5/2010**

**Hours per week: 40**

#### **Tribal Manager**

**Duties:** As Tribal Manager of Ugashik Traditional Village (UTV) I oversee financial management of all programs and office overhead. I must develop and maintain budgets for all programs. A key aspect of my duties is contract monitoring and administration. I also write grant proposals and other funding requests. I must work collaboratively with BIA on compact programs, DOE on energy related funds, EPA, EDA and other federal and state programmatic agencies. Another key component of my duties is to seek new ways of developing economic growth for Ugashik. I am also responsible for ensuring UTV Council adherence to the Constitution, By-Laws, Policies and Procedures of UTV. I supervise office staff and perform other related duties as assigned. **Accomplishments:** Implemented new accounting procedures. Aligned Ugashik policies and procedures with federal guidelines.

**Yukaana Development Corporation**  
**100 Main Street**  
**Galena, Alaska 99765**

**09/2005-06/2008**

**Hours per week: 37-40**

#### **CEO/General Manager**

**Duties:** Business administration, management, public relations of a Native owned enterprise. Business services include provision of environmental remedial services, demolition services, commercial / residential property management, global logistics and supply chain management and base operation services (dining facilities / food services, utilities, vehicle maintenance, and housekeeping services).

**Accomplishments:** Negotiated numerous SBA 8 (a) contracts. Completed the startup of a subsidiary company—SEA, INC. Successfully negotiated federal and Alaska State projects.

**Anchorage School District**  
**5530 East Northern lights Blvd.**  
**Anchorage, Alaska 99504**

**07/2003-07/2004**

**Hours per week: 37-40**

**Principal, Family Partnership Charter School**

**Duties:** FPCS is a uniquely innovative school program where parents direct the education of their children under the guidance of certified teachers. I supervised an administrative staff of eight. There were approximately one hundred and fifty teachers that I supervised either full time or part-time. My duties included, public relations for the school, recruiting of staff and teachers, evaluations of all full time employees.

**Accomplishments:** Developed a monthly newsletter with educational tips for parents. Increased the enrollment of students.

**Western Alaska Village Enterprises Stores, Inc (WAVE STORES, INC.)**

**7924 King Street  
Anchorage, Alaska 99508**

**Dates employed: 08/2001-12/2006**

Hours per week: 40-60

**Executive Director**

**Duties:** (WAVE) a consortium of 30 rural villages' dba Rural Training Education and Mentoring (R.T.E.A. M. Initiative) is a 100% Alaska Native member non-profit educational organization. The corporation is organized to: (1) to provide business education and training to Native American organizations in rural Alaska Villages, (2) to provide technical training and support to these same organizations, and (3) to assist the village organizations with community development projects. **Accomplishments:** Established R TEAM Initiative for development of education, training and mentoring in rural villages.

**U.S. Department of Housing and Urban Development  
Anchorage, AK**

**Dates Employed: 09/1998-09/00**

**Grade Level: GS 15**

**Community Builder Fellow, 1101**

**Duties:** I was lead for the University of Alaska COPC grant coordination; Economic Development and housing for Bristol Bay Region, Southeast Alaska, Kodiak Island and projects in the Mat-Su Region. I also had the lead for Education Initiatives/Workforce development and Apprenticeship; in addition, I was the lead for EZ/EC areas; and lead for all youth initiatives. I directed HUD's volunteer Partnership with Fairview Elementary School. Represented HUD with the Alaska Prudential Youth Leadership Institute as a presenter and advisor. Worked with the Kids Place Program assisting middle school students in developing leadership and coping skills. Represented HUD at the School Business Partnership, the School to Work Program, and the Multicultural Leadership Conference group. Made presentations for the CHOICES Program and the Junior Achievement Program. Worked with the COMPASS Literacy Program that repairs used computers for low-income families and elders. Member of the Alaska Juvenile Justice Working Group, working with law enforcement, human services, judges, clergy, community activist, and others on community youth issues.

**Accomplishments:** Successful coordination of HUD's National Raise the Roof Day. Successful implementation of the Youth Empowerment Project Through partnering with the University of Alaska Center for Human Development. Leading the Kodiak Island human services and homeless shelter providers to their first conference on homelessness and affordable housing for the Island. Many Alaskan communities and villages have become aware of what HUD's role is in their community. This has been especially helpful in the minority community and with non-English speaking persons who have at times felt disenfranchised. Many agencies and organizations throughout Alaska are now actively engaged in maintaining the supply of affordable housing for the people of Alaska (Supervisor's Name: Arlene Patton. Phone: 509-353-0674.)

**Alaska Education Consultants  
6412 E. 16th Ave  
Anchorage, AK 99504**

**Dates Employed: 12/1996-07/1998**

**Hours per Week: 40-60**

**CEO/President**

Developed educational programs and services for public and private school systems and organizations. Provided evaluation services; fund raising programs; implemented curriculum development of traditional Native arts programs; policy development and grant writing.

(Supervisor's Name: Charles Winger, Ed.D., Partner. Phone: 907-272-2703.)

**Alaska Center for Appropriate Technology  
Lakeview Professional Building  
Suite 207**

**Dates Employed: 01/1995-12/1996**

**Hours per Week: 40**

**Wasilla, AK 99687**

**Executive Director**

Developed links for working with the resources and appropriate technology networks of national and international organizations. Plan for the establishment of an international facility and demonstration site to support research and education toward mainstream use of environmentally conscious technologies. Develop appropriate technology curriculum for use with public schools. Worked with the Anchorage Recycling Center on grant development and the Alaska Center for the Environment on a statewide recycling conference. Worked with the Anchorage Waterways Council on funding for continued community service projects such as cleaning the lakes and streams in Anchorage. (Supervisor's Name: Board of Directors. Phone: 907- 745-1770.)

**Ketchikan Indian Corporation  
429 Deermount Drive  
Ketchikan, AK 99901**

**Dates Employed: 12/1992-12/1994**

**Hours per Week: 40-50**

**CEO/General Manager**

Assist corporate directors in planning and directing the organizational structure of KIC. Implement policies and directives; plan, develop and administer all budgets, programs, training and community services; insure accountability of program funding and expenditures; initiate, negotiate and sign federal, state and corporate contracts, supervise personnel; set up feasibility studies for corporate services; implement a computerized managerial tracking system for the corporation; maintain client books and records; developed and tested internal organizational controls. Work with local school district on the development of traditional Native culture classes into the basic curriculum. Implement Tribal development through community development grants & projects. Development of a tribal tourism plan for long term tribal economic development. Worked on increasing tribal housing and health services. Implemented the transfer of the tribal clinic from Indian Health Service (IHS) by the tribe under 638 Contracting. Started development of plans for a new & larger clinic. (Supervisor's Name: Board of Directors. Phone: 907-225-5158)

**Kashunamiut School District  
985 KSD Way  
Chevak, AK 99563**

**Dates Employed: 07/1985-06/1991**

**Hours per Week: 40-60**

**Superintendent of Schools**

Administered pre-school-12th grade school district budget; supervise staff; responsible for district budget and implementation of board policy, all federal, state and private sector grants and funds. Implementation of curriculum development in alternative and traditional Yup'ik Eskimo arts and values. Revision of basic school curriculum for new programs. Other duties include: writing grants and functioning as a board member and board chairman representing the school district in the Trust Insurance Plan for Southwest Alaska. Directly responsible for overseeing the transfer of the Federally controlled P.L. 93-638 school district to the state operated REAA school district of the same name. (Supervisor's Name: School Board. Phone: 907-858-7713.)

**P.L. 93-638 Kashunamiut School District  
985 KSD Way  
Chevak, AK 99563**

**Dates Employed: 10/1982-06/1985**

**Hours per Week: 40-60**

**Superintendent of Schools**

Kashunamiut School District was a K-12 federally funded P.L. 93-638 Contract Tribal School program, funded through the BIA. I was responsible for all programs and policy implementation under the direct control of the Chevak Traditional Council/School Board. Developed a school/community public radio station for service to the Yukon Delta. This station became a part of the school district and provided Yup'ik speaking programs for the surrounding villages. It also provided jobs and training for the village residents. Worked with the Economic Development Administration and the Tribal Council on a river bank erosion project to save the village. (Supervisor's Name: Tribal Council/ School Board. Phone: 907-858-7714.)

**Anchorage Community College  
3211 Providence Drive**

**Dates Employed: 05/1981-09/1982**

**Anchorage, AK 99508**

**Instructor**

Taught College English and writing classes

**University of Alaska, Fairbanks  
Fairbanks, AK 99701**

**Dates Employed: 05/1981-09/1981**

**Assistant Coordinator-Upward Bound**

Supervise Upward Bound Program staff of 12 teachers and 11 tutor-counselors. Focus was on basic education skills for Native students from villages throughout the state. (Supervisor's Name: Fred Brown.)

**Yukon Koyukuk School District  
Kaltag School  
Kaltag, AK 99748**

**Dates Employed: 08/1976-05/1980**

**Hours per Week: 40 +**

**School Principal**

Administered grades pre-school - 12; supervised Headstart program, oversaw the construction of a new school and the development of the new high school program and curriculum under the newly organized Rural Education Attendance Area state program. (Supervisor's Name: Colin Baxter. Phone: 907-345-2384.)

**Alaska State Operated Schools  
Holy Cross High School  
Holy Cross, AK 99602**

**Dates Employed: 09/1975-06/1976**

**Hours per Week: 40+**

**Teacher**

Taught grades 9 - 12, all subjects; developed a rural high school instructional program to be used as a model for other schools. (Supervisor's Name: Marty Roseman)

**Alaska State Operated Schools  
Emmonak High School  
Emmonak, AK 99581**

**Dates Employed: 08/1973-06/1975**

**Hours per Week: 40+**

**Principal Teacher**

Taught grades 9-12 under the State Operated School System; established a high school program for students who chose to attend the local school rather than the BIA boarding school in another location. Developed first small school curriculum for use in one or two teacher schools. This program was a result of the Molly Hootch vs. the State of Alaska which affected rural education in Alaska thereafter. (Supervisor's Name: Local School Board.)

**National Park Service  
Denali National Park  
DNP, Alaska**

**Dates Employed: 05/1971-09/1974**

**GS-5/6**

**Hours per week 40+**

**Park Ranger, Seasonal**

2 seasons Wonder Lake Ranger Station; 1 season Eielson, 1 year HQ. Road patrol, back county patrol. Search and rescue, wildlife management, photograph wildlife for NPS files, law enforcement, campfire talks.

**EDUCATION:**

University of Alaska, Southeast  
Juneau Alaska 99581  
MA Special education Preschool – K-12 fall 2016

University of Alaska, Anchorage  
Anchorage, Alaska 99508

MS Project Management Fall 2015  
30 graduate Semester hours  
Major: Project Management  
University of Alaska, Anchorage  
Anchorage, Alaska 99508  
MS GSCM 2005  
30 graduate Semester hours  
Major: Global logistics and supply chain management

The Union Institute Graduate School  
Cincinnati, OH 45206-1925  
Ph.D., 1994  
156 Graduate Semester Hours  
Major: Multicultural Studies –Education Philosophy  
Minor: Professional Ethics, Cultural Morality & law

Boston University  
Boston, MA 02215  
C.A.G.S., 1992  
44 Graduate Semester Hours  
Major: Human Resource Education-Administration Training & Policy Studies

University of Alaska, Southeast  
Juneau, AK 99801  
M.Ed., 1979  
48 Graduate Semester Hours  
Major: Public School Administration  
Minor: Education

Alaska Methodist University  
Anchorage, Alaska 99508  
B.A., 1972  
Major: History  
Minor: English

Alaska Methodist University  
Anchorage, AK 99508  
B.A., 1973  
Major: North Pacific Area Studies  
Minor: Speech & Drama

University of Northern Colorado  
Greeley, CO  
1986  
38 Graduate Semester Hours  
Major: Administrative Education  
Minor: University Administration

Western Oregon State University  
Monmouth, OR  
1983  
14 Graduate Semester Hours  
Major: Special Education  
Minor: Computer Education

**JOB-RELATED TRAINING COURSES:**

The 7 Habits of Highly Effective People (Phoenix, AZ)  
Fundraising School (Foundation Center)  
Program Panning & Proposal Writing (The Grantsmanship Center)

**JOB-RELATED SKILLS:**

TECHNICAL WRITING: I have written numerous grants for federal, state and private foundation funding. Agencies that I have developed grants for include: Tribal councils, public school districts, and federal school districts, private and public companies and private individuals.

LEGISLATIVE LOBBYING: Over ten years lobbying federal and state government for education and capital funds for construction of school facilities and economic development. Representing tribes in obtaining BIA and IHS funds for tribal economic development.

**JOB-RELATED HONORS, AWARDS, MEMBERSHIPS, ETC.:**

Do Something Fellow-Newark, NJ & New York  
Harvard University-Reading Writing and Civics Education Institute  
Harvard University - Issues in Educational Law  
National Superintendents Academy, Colorado Springs, CO.

**SUPPLEMENTAL INFORMATION:**

Self Employed/Co-Owner -Tazlina Glacier Lodge Tazlina, AK 05/1980-07/1982  
Worked with a staff of 11 employees. The lodge had a cafe, bar, liquor store, gas station, motel, floatplane dock and RV hook-ups.

**RECENT PUBLICATIONS**

**Case Study Manuscript: *Rural/Remote Tele-Practice Special Education Services in the Alaskan Bush A meta-synthesis*** Submitted in partial fulfillment of the requirements of the Master of Education in Special Education degree at the University of Alaska Southeast: With budgets becoming tighter and tighter and school districts in search of funds to continue their programs while at the same time there are more federal mandates to provide services to those in remote rural areas. Telemedicine, tele-education and special needs services are becoming more and more a reality that must be looked at as the model of the future. As the number of students in Rural Alaska in need of special education services grows, delivery of those services by qualified professionals becomes problematic. This meta-synthesis of the relevant literature pertaining to delivery of professional diagnostic and evaluation of special needs students investigates the possibilities and probabilities of teleservices being delivered throughout remote regions of Alaska.

**Case Study Manuscript: *Knowledge Management/ Measurement pertaining to Kraft Foods Inc.***, published by UAA Press. Presented a *Hypotheses*: Roger Deromedi, as CO-CEO of Kraft Foods, using Assumption Based Planning (ABP) and his Knowledge Management (KM) of the International arm of Kraft Foods was able to measure and correctly predict the situation that Kraft Foods Would be in propelling him to the position of sole CEO for Kraft, while still being able to use the knowledge and skills of his former CO-CEO Betsy Holden.

Russian Far East, (photos) Fairbanks Daily News Miner, 1996  
*The Arctic Fox*, Creative Classroom, September 1992  
*Family Travel*, Trailer Life Magazine, June, 1992  
*How I took My Family on the Assignment of a Lifetime!* Today's Photographer, Spring, 1993

**TRAVEL:**

2007: England-Served on staff of the World Boy Scout Jamboree  
Travel throughout the Russian Far East, service to Rotary International - chartering Rotary clubs  
1990-92 Multicultural educational research: Traveled throughout the United States with my family in a motor-home. I conducted research in 48 states and 6 Canadian Provinces.