



# **Douglas Indian Association**

## **Tribal Government**

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City and Borough of Juneau  
155 Heritage Way  
Attention: CBJ Community Development Department  
Scott Ciambor, Planning Manager  
And Forrest Courtney, Planner  
Juneau, Alaska 99801

Dear CBJ CDBG Committee:

Please find following our application for the Community Development Block Grant Program for consideration during the 2024 application cycle.. If you have any questions, please contact:

Dionne Cadiente-Laiti at [dionne-cadientelaiti@diataku.com](mailto:dionne-cadientelaiti@diataku.com).

Thank you for your consideration of this meaningful and impactful project.

Sincerely,

Clarence Laiti

President

## **Douglas Indian Association Community Development Block Grant Proposal**

**Proposals will be reviewed and scored on the elements in the CDBG Project Proposal Checklist that mirrors information necessary for the final application to the State program.**

### **Community Development Block Grant Project Proposal Checklist**

**The below checklist should guide the project proposal that will be submitted to the Community Development Department.**

#### **□ Brief project description of project & current conditions**

Douglas Indian Association is beginning the development of the Anax Yaa Andagan Ye Daakahidi: Where the Sun Rays Touch First Cultural Historic Education and Language Preservation Center which houses Five New Educational Pathways that will serve Elders, Families and Youth.

In such a time in history as the unearthing of graves at boarding schools, with the alarming number of children found in Canada and the US, it is a crucial and pivotal time in history to combat the effects of cultural genocide by the boarding school era. An Advisory Council of Elders at the Sharing Our Knowledge Conference ("Time for Healing Project", 2011) were documented sharing their painful memories of boarding schools and being punished for speaking their indigenous language.

*"I was 7 years old and told that I should go to the boarding school so I can be with my brothers. I wasn't allowed to talk to them...I had to walk right by them." -- Irene Cadiente, Tlingit*

Our research completed by Linguist Alice Taff revealed that the Tlingit language will soon be *nearly extinct*. Between 2006 and 2024, 139 Tlingit birth speakers died. In 2024, there are 20 living fluent speakers in Alaska and Canada.

The impact of historic intergenerational trauma and loss of cultural linguistic norms necessary to the health of an Indigenous community has serious negative impacts on the lives of Alaskans. According to the 2019 Alaska Youth Risk Behavior Survey results for the Juneau School District are as follows: Juneau School District, Youth Risk Behavior Survey Results, 332 Respondents

Category	Description	Freshman/ Sophomore	Junior Senior
Alcohol	Current Drinking	16.5%	30%

Depression and Suicide	Felt Sad/ Hopeless	31.4%	41.8%
Depression and Suicide	Planned a Suicide Attempt	16.3%	26.5%
Substance Use	Ever used drugs	29.7%	50.8%
Homelessness	Ever experienced homelessness	3%	8%
Tobacco	Current electronic vapor use	21.6%	40.7%
Violence and bullying	Bullied electronically	16%	23.9%

Exposure to trauma and chronic stress is known to have considerable impact on the social-emotional, cognitive, and academic growth of youth (Blitz, Anderson & Saastamoinen, 2016; Ganzel & Morris, 2011). In order to facilitate healthy pathways to educational success for Alaska Natives, we must address residual effects of ancestral trauma. Conching and Thayer (2019) discuss how the collective trauma of one generation can negatively impact the health and wellbeing of future generations. In colonized communities, this leads to an "accumulation of disease and social distress across each succeeding generation" (p. 100). In addition to generational effects, our Alaska Native youth "also experience original trauma through loss of culture and language, as well as through first-hand experiences of discrimination, injustice, poverty, and social inequality. "Researchers at the University of British Columbia have found a distinct, positive relationship between "cultural continuity" and reduced suicide and suicidal behavior among Native youth" (US Department of Health and Human Services, 2010)

*This project proposes a safe space for Elders, Families and Youth. A thoughtful and intentional approach to this project to meet the educational needs of youth and future generations is to create the Anax Yaa Andagan Ye Daakahidi: Where the Sun Rays Touch First Cultural Historic Education and Language Preservation Center which provides a safe learning environment and will house five new educational pathways to increase and provide cultural historic education that is strongly integrated with a rich archive of elder and cultural video presentations as a primary resource, advance language learning and increase fluency for youth and their families, enhance the ability of educators to provide culturally responsive teaching informed by history, traditional ecological knowledge and fisheries science. The project reawakens this historic area's cultural landscape and provides meaningful educational opportunities and pathways that enhance student retention, engagement in learning and academic success*

The project seeks to create a safe place for language learning and cultural preservation for youth, families and Elders.

□ **Paragraph describing citizen participation to-date**

The new center will house Elders, Family and youth programs that currently do not have a space for the language, cultural and educational opportunities. The new center will provide a safe space for language and cultural education activities that have been occurring on a weekly basis. The program has been renting space as possible and is most recently cancelling activities due to a lack of space. The program has been serving on average 210 people in the last year at another location that is no longer available.

□ **Outline of project plan implementation and timeline**

Site development started winter 2024, with building construction starting summer 2024. We anticipate completion of building construction in June 2025.

Status of the project, completion of the work so far:

- The building design is complete and permitted for construction.
- The Phase 1, sitework, has been bid and, contract awarded , and is complete. This included removal of unsuitable and unstable fill material, and the placement of engineer fill that will support building construction. The Phase 1 contractor has been paid for this work.
- The Phase 2, building construction, has been bid, contract awarded, and has started. This includes construction of site retaining walls, foundations, framing, building envelope, elevator, and other mechanical and electrical equipment that includes the heat pump system. The second phase includes construction startup, mobilization, procurement of long leadtime items.

Project Schedule, Timeline:

- Project development , Design and bidding is complete.
- Project Phase 1 – the early site remediation work – is complete.
- Construction contract is signed and authorized July 1, 2024.
  - Construction duration is approximately 10 months, with up to two months winter closedown, depending on conditions.

- We anticipate Substantial completion in May 2025,
- We anticipate final completion by early Fall 2025.

**□ Description of site control, plans, permits etc.**

100% design and construction documents have been completed for development of the 4000 sf family and youth learning center on St. Anns Avenue, Douglas. The project has successfully gone through the Conditional Use Permitting and building construction permitting and is currently in construction.

**□ State if deed or lease is available**

Douglas Indian Association does have a lease for the site.

**□ State what permits will be needed (if)**

None required for the State of Alaska. City and Borough of Juneau is the authority having jurisdiction.

**□ Are permits in place already... if not how long?**

All permits Required for site development and construction have been secured.

**□ Describe architectural or engineering plans completed to-date**

100% construction documents have been developed for the development of the ½ acre site and 4000 square foot building. These include Civil, Structural, Mechanical and electrical engineering and architectural drawings, all prepared, stamped and signed by professionals licensed in the State of Alaska. The design is on two levels served with an elevator, and includes academic learning space, a teaching kitchen, outdoor covered work and presentation space visiting and resident educator offices, administrative offices, and both data archive and recording space. The building overlooks adjacent historic parklands and the Gastineau channel and is located on lands occupied by the Taku Kwann for time immemorial.

**□ Paragraph explaining how project will be a benefit to low/moderate income (LMI) persons or identified special populations.**

The new center will benefit Elders, families and youth with an affirmation that the population benefitting does fit the CDBG grant criteria meeting the National Objective of benefiting populations or targeting areas consist of at least 51% low and moderate-income persons, as defined by 2021 HUD LMI data, based on 2011-2015 American Community Survey (ACS).

The program does additionally provide work experience to youth and young adults who are provided early college and job opportunities throughout the calendar year through an Early Educators Rising Program.

**□ If not a special population how are LMI identified and documented (survey's may be needed) State CDBG administrative staff have to approve LMI documentation**

Currently a survey of the population served has not been completed. However, it is possible to conduct a survey demonstrating this.

**□ Budget outline**

Attached Budget Outline from Carver Construction, LLC.

**□ Amount of CDBG request**

We are requesting \$850,000.

**□ Total project cost**

\$4,532,576

**□ Matching funds and source**

The project is being matched with a Department of Education Alaska Native Education Program grant in the amount of \$3,025,606.

**□ Administrative capabilities – briefly describe past grant management**

Douglas Indian Association manages BIA Compact funds, Department of Education program funds, CARES and ARPA Funds. The Tribal Administrator, Finance Director, Sr. Education and Grants Director and Properties Director have experience overseeing federal grants programs inclusive of finance management, grant reporting and fiscal accountability. All four staff members will provide oversight of this project in concert with Northwind Architectural Engineering staff. Tribal Administrator Andrea Cadiente-Laiti has experience providing oversight of Tribal Operations and Grant Funds for Douglas Indian Association. The Sr. Education and Grants Director Dionne Cadiente-Laiti has over 30 years of experience working primarily with nonprofit tribal and cultural heritage organizations managing federal and state grant projects. Kamal Lindoff has managed major development projects in concert with architectural engineers and construction contractors. Cindy DeWitt is an experienced Finance Director who has experience in all aspects of finance management of grant funds.