

CAREER



PATHWAYS

TOOL KIT

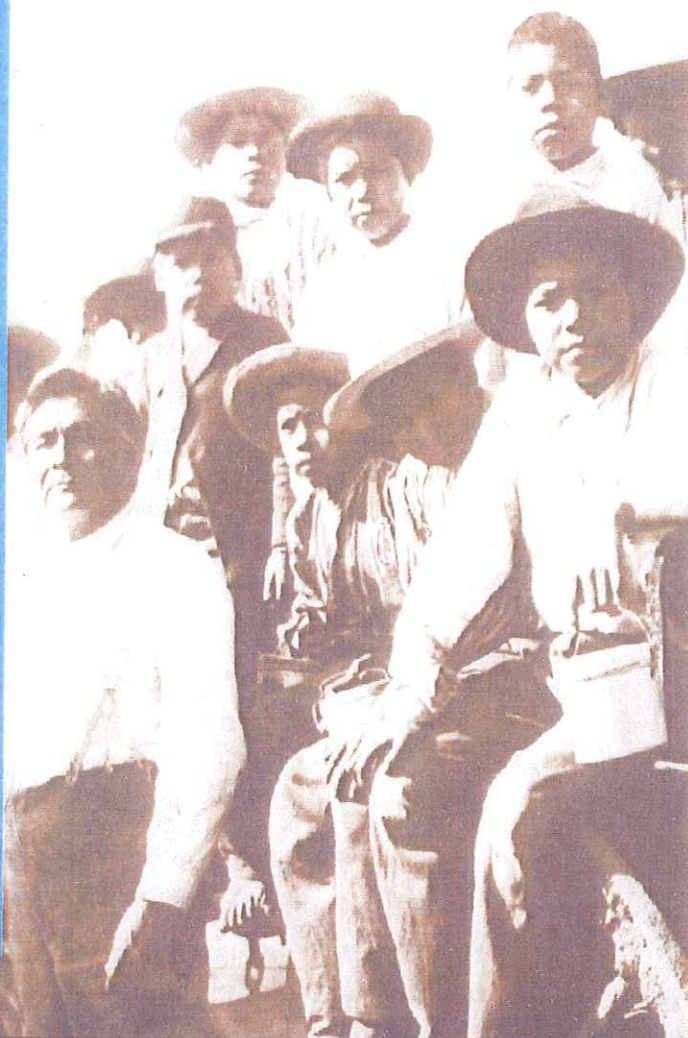
Gila River Indian Community
"Six Key Strategies"



GILA RIVER INDIAN COMMUNITY

TABLE OF CONTENTS

Definition.....	pg.1
Element 1.....	pg.3
Develop Your Team and Identify Partners	
Element 2.....	pg.5
Identify Industry Sectors	
Element 3.....	pg.7
Identify Roles and Responsibilities	
Element 4.....	pg.8
Design Programs	
Element 5.....	pg.10
Identify Funding	
Element 6.....	pg.11
Align Policies and Programs	
Gila River Work Groups	pg.12



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CAREER PATHWAYS: SIX KEY ELEMENTS

GILA RIVER INDIAN COMMUNITY STRATEGIES BASED ON THE SIX KEY ELEMENTS OF CAREER PATHWAYS

DEFINITION & FRAMEWORK

+Career Pathways Definition

The term “career pathway programs” means a clear sequence of education coursework and/or training credentials that include the following components.

Career Pathways:

- Are aligned with the skill needs of industries important to the regional or state economies in which they are located, and reflect the active engagement of employers in targeted industry sectors regarding the skill requirements for employment or career progression in high demand occupations.
- Include the full range of secondary, adult education, and postsecondary education options, including registered apprenticeship, with a non-duplicative progression of courses clearly articulated from one level of instruction to the next, with opportunities to earn postsecondary credits and lead to industry-recognized [and/or] postsecondary credentials;
- Include curriculum and instructional strategies that make work a central context for learning (contextual learning) and help students attain work readiness skills;
- Include, as appropriate for the individual, integrated education and training that combines occupational skills training with adult education services, give credit for prior learning, and adopt other strategies that accelerate the educational and career advancement of the participant.
- Lead to the attainment of an industry-recognized degree or credential, which may include stackable credentials of value in the labor market and that articulate progressively to higher-level credentials or degrees.
- Help a worker enter or advance within a specific sector or occupational field, regardless of their skills at the point of entry.
- Include academic and career counseling, wrap around support services particularly at points of transition, and support the development of an individual career plan.

- Are organized to meet the particular needs of adults, including childcare, accommodating work schedules with flexible and non-semester-based scheduling, alternative class times and locations, and the innovative use of technology.
- Have the goal of increasing an individual's educational and skills attainment and employment outcomes.

What does a comprehensive career pathways system looklike?

Tribal Team works collaboratively to develop a career pathways system at the local level must facilitate and coordinate **Six Key Elements** in order to implement a comprehensive career pathways system. These elements often happen simultaneously, or are revisited as programs are developed and your local, regional, and state systems evolve.

The following chart highlights goals related to each of the six elements in a comprehensive career pathways system.



Element 1 – Develop Your Team and Identify Partners

GILA RIVER INDIAN COMMUNITY:

- Core Team - Started with a small Core TEAM of ten with representation from Tribal Education, WIA, TERO, Support Services Agencies, Tribal employers, Gila Pinal local One Stop, and Community Colleges with WIA as the lead. This is the Team that would do all the groundwork to get the Career pathways system in place.
- Train the TEAM - Reviewed and studied all DOL training materials and attended the DOL Institutes as a Core Team before inviting others to the table. Develop your Teams capacity before involving any one else from the Community.
- Regular TEAM Meetings - Held regular monthly meetings to develop a strategy of how and when we wanted to involve the Community.
- Community Meetings – To get a picture of the Community’s challenges and resources and where we needed to focus, we held a series of Community meetings where we would present the concepts of Career Pathways and asked for input. Invitations would be themed. One meeting we invited only employers and asked them to report on any training they had in place, their employment needs, and the resources they had. The next meeting was themed around support service agencies in the Community, etc. Once these meetings were concluded, we not only received very valuable input, but also added a few more partners to the Core Team. Have one for participants as well and add them to your team when you are ready.
- Resource Team – It was our experience that everyone wanted to get involved but many did not have the time to attend regular meetings, so to keep them engaged we created a “Resource Team”. This Team was convened when we needed to gain more input and to report our progress.
- Council Presentations – Present to Council when you are ready to get their buy in. Make sure you have done all your homework because this is real systemic change for Tribal Communities. We presented to the Governor’s Administrative Team before presenting to Council. The Council will be passing a Resolution when we have presented to the 7 Districts. It will become a “way of doing business” for our Community.
- State Partners – Find out what your State is doing in the way of Career Pathways so you can see what resources they can bring to your initiative. Strengthen your initiative first

and have a clear sense of where you want to go. All States are in varying stages of Career Pathways. After a year and a half of working within our own Community, we recently joined a State group called "Friends of Industry Sectors". As a result of reaching out we were invited to attend a State Industry Sector Academy where our Industry Sector Chairs will receive additional training for free and be able to connect our Tribal employer sectors to the State's Sectors.

TIP: It is critical when you develop your initial Team that you are choosing policy makers or those that are as high up in management as you can. However it is even more important that you choose champions, "doers", and those that are positive and have a passion for the initiative. Don't sacrifice. Make sure you choose the right people. I can't emphasize this enough! One negative person can stop all progress.

TIP: Partner with your local One Stop. Our Tribe does not have all types of jobs to employ our Community. We found this partnership valuable in knowing other local jobs that would come available to employ our Community Members. We are now sharing this information and will be doing work readiness together as a result of this partnership.

BUILD CROSS-AGENCY PARTNERSHIPS

Key cross-agency partners at the Tribal levels are engaged, agree to a shared vision, and gain support from political leaders.

In a comprehensive career pathways system, a diverse group of representatives from Tribal agencies, private and non-profit partners, and employers and members of the business community collaborate to design, craft, and implement a shared vision. Your *local tribal team* forms to design, pilot, launch, and grow a local or regional career pathway system. Your *state team* can support the Tribal team with resources and connections to State employers and workforce systems.

Recommended Partners

Key agency partners at the *Tribal* level include:

- Workforce Investment
- Tribal Education and Johnson O'Malley
- Tribal Human Resources
- Alternative Schools and high schools
- Community College(s)
- Adult Basic Education providers
- Early Childhood and Head Start
- TANF providers and Human service agencies
- TERO
- Council and other elected officials
- Economic Development
- Community-based organizations
- Tribal Business representative(s)
- American Indian Chamber of Commerce
- Other Tribes in your State

Key agency partners at the *state* level include:

- State Workforce Agency and One Stops
- Workforce Investment Boards

Element 2 – Identify Industry Sectors

GILA RIVER INDIAN COMMUNITY

- Statistics – As we know statistics are not readily available in Indian Country. As a result of our Community Meetings, it was easy for us to see which sectors we would develop first based on the stated need of the Community's employers. We chose our Hospitality Sector because we learned from employers that they have a 52% turnover rate. A Construction Sector was chosen because our Community was engaged in building 100 homes per year for Community Members. The Medical Sector was targeted because we are building a care facility and know that 395 jobs will be available in the next 3 years. Finally the Government Sector was established because we have 2,000 plus employees and we want to see advancement of our Community members from entry-level positions to advanced positions. Another sector we want to develop is Small Business because a number of our members have an increasing interest in developing their own businesses.
- Surveys – Surveys can be developed using "survey monkey" on line or ongoing surveys can be developed with employers to gain information on a regular basis.
- TERO – may have data that you can use to determine need for Industry Sector development
- American Indian Chamber Of Commerce – may be another agency that may have data on your Tribe.
- Marketing Materials: Create marketing materials with information about Career Pathways, i.e. brochures, a power point, articles in the newspapers, and a published schedule of presentations. Create your own logo and have shirts made or buttons to be passed out at the presentations.
- Employer Institutes – An Employer Institute was developed to begin to engage more employers in our Hospitality, Construction and Medical Industry Sectors. Multiple employers from these 3 sectors were brought together for an over all training in Career Pathways. One of our guest speakers was from a local county employer automotive Industry Sector (East Valley Institute of Technology -EVIT,) that spoke about the benefits of being part of an Industry Sector Team. After the training we convened them by Sector into 3 separate groups that met to discuss their common needs and goals. This was a huge success! We will continue these Institutes to develop powerful sectors.
- Industry Sector Teams– The creation of Industry Sector Teams is very powerful. Our hospitality industry sector is composed of, a resort, a golf course, the casinos, a themed

western venue, a racing strip and an equestrian center. Many of our Industry Sectors Teams were surprised to know that what they were developing, another “like” industry already had something in place. Therefore the sharing has begun to take place. We want them also to be discussing ways to streamline applicants getting into their “industry” by only having one place to apply. This would mean they would apply to the industry sector and then have their application forwarded on to the appropriate business, i.e. hospitality.

- Career Pathways Councils/Boards – All Industry Sector Chairs will sit on a Career Pathways Council/Board that will be formalized by the Council. Other team members in Education, Workforce, TERO, Council, Support Agencies, schools, and colleges will also be represented. (See Career Pathways Advisory Board Attachment)

TIP– We found that employers, although fully engaged in the process had difficulty attending meetings so we paired a Team Member with each Industry Sector Chair to assist in the coordination of meetings and to move things along. Also we started out with representation from the Business Managers and learned that once the buy-in was achieved, it was hard for them to attend regular meetings. It was much easier to have their HR Representative or Educational Trainers participate in regular meetings reporting back to their business managers. Business Managers participate but need to attend to the “bottom line.” Human Resources Representatives/Education Trainers seem to be more appropriate to work regularly with Community Colleges to create entry -level credentials and identify gaps in training.

ENGAGE EMPLOYERS & CONDUCT GAP ANALYSIS

Sectors and industries are selected and employers are engaged in the development of career pathways.

A first step in developing a comprehensive career pathways system involves conducting a labor market analysis and assessing gaps and assets in order to identify the best sectors around which to build career pathways. Based on this analysis, team should target high-demand and growing local industries and sectors, and seek to engage employers and business groups that represent the chosen industries. The Career Pathways Team should develop a marketing plan and outreach strategy, as well as a long-term plan for supporting and sustaining the engagement of employers.

Key Questions:

How will you determine labor market trends, skill development needs, and opportunities, employer preferences, etc.?

How will you select which employers (or industry representatives) to approach?
How will you “pitch” career pathways to them?

How do you plan to work with employers during the various phases of the project (design, launch, operation, evaluation?)

Element 3 – Identify Roles and Responsibilities

Gila River Indian Community

- **Core Team** – Our Core Team was established to do the main work to develop Career Pathways with WIA as the lead or “convener”. Regular meetings are held. We have only 3 members that are responsible to so presentations to make sure our message is consistent. Education, TERO and WIA are responsible for creating the “3 entry point system”. Each Industry Sector has a Team Member assigned to it. Industry Sectors have been given the tool to use to develop their sectors. Every one reports back at a monthly Career Pathways Meeting. Other assignments are made as the need arises.
- **Work Groups** – We have established and are better defined in this document under “Gila River Work Groups”. You will see a list of their recommended partners and responsibilities.
- **MOUs** –MOUs will be signed over the next year as we have finally developed our system and have more of a direction for program design.

TIP: Even though we are from Tribal Communities and it is expected by our leaders to work together, it is important to formalize the relationship in the Career Pathways System. It is too easy for members to get sidetracked by our day to day activities and give reason why assignments were not completed. It needs to become part of our job duties to support and continue to develop the System. Formalize with MOUs and also encourage Tribal Leadership to formalize an Advisory Board or Council to continue the work for sustainability.

CLARIFY ROLES & RESPONSIBILITIES

Roles and responsibilities are clearly defined and formalized.

Once partners are engaged, the Career Pathways Team should define and formalize roles and responsibilities, using written memoranda of understanding. A leadership or steering committee should guide the process of developing the career pathways system. The following chart outlines some of the common roles and responsibilities of key partners.

Workforce	Labor Market Information Employer Engagement Recruitment and Referrals Support Services Skills Assessments Job Search Assistance Job Placement Services	Education	Program Design Curriculum Development "Chunking" and "Modularizing" Linkage between credit and non-credit Articulation agreements to promote portability Support Services Financial Aid
Economic Development	Labor Market Information Employer Engagement	Human Services	Referrals and Recruitment Supportive Services Employer Engagement
CBOs	Referrals and Recruitment Employer Engagement Support Services	Employers	Curriculum Development Trainers/Faculty Employment/Internships

Element 4 – Design Programs

GILA RIVER INDIAN COMMUNITY

- We have developed 3 points of entry system, one in the Employment and Training Department, one in the high schools, and one in Tribal Scholarships Office in the Education Department. (See Overview of System attachment.)
- The three points of entry will offer the same initial assessment and a career or an academic plan. (See System Flow of Services attachment)
- New high school credited electives will be created by employers and Community Colleges to give students dual credit.
- Employers will be creating entry level credentialed train for each of the Industry Sectors.
- Employer programs will include internships; job shadowing programs, work based learning, mentoring programs, development of career ladders for entry level and current workers leading to advancement and more professional positions.
- Community projects will be developed for both youth and adults to connect more with the Community.
- "Pathways Home Program" will be developed for Boarding School Youth and those being served by the Indian Centers in the metro areas.
- Skilled members of the Community will be made adjunct teachers certified by Community Colleges to deliver credentialed curriculum thereby creating necessary role models within the Community.
- A tracking system will be created by our Tribal Management Information Systems (MIS) Department. Participants will be entered into the system at all three entry points. As

people transition in and out of the system we will always be able to find them in the system to make their re-entry easier.

- Our elementary schools have expressed an interest in getting involved and may be offering career development programs as part of their curriculum.

DESIGN PROGRAMS

Career pathway programs provide a clear sequence of education courses and credentials that meet the skill needs of high-demand industries.

In a comprehensive Career Pathways system, programs are designed to provide a clear sequence of education courses and credentials that prepare individuals, regardless of their skill level at the point of entry, for postsecondary education or training and employment. As addressed in element two, programs should be designed around high demand Tribal industries and support career ladders that pay family-sustaining wages. Programs should support a full range of education options leading to credentials, and be supported by state legislation and administrative policies to support sustainability.

Key Questions:

How will you design programs that:

- ☐ Incorporate and align secondary and post-secondary education elements?
- ☐ Integrate and contextualize adult basic education and occupational skills training programs?
- ☐ Chunk curricula into shorter programs of study?
- ☐ Meet the need for flexible training and education options?
- ☐ Include academic and CTE content in a coordinated, non-duplicative progression of courses?
- ☐ Integrate wrap-around services into program delivery?
- ☐ Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree?

Element 5 – Identify Funding

GILA RIVER INDIAN COMMUNITY

- We will be seeking Grants and Foundation money to assist us in developing the system further.
- When Council passes a Resolution there will be additional Tribal funding available for the system.
- By sharing resources funding will go further with the expectation that there will be cost savings to Department s and individual programs
- By partnering with the State and other Career Pathways initiatives through out the State, we will save additional costs.

IDENTIFY FUNDING NEEDS/SOURCES

Necessary resources are raised and/or leveraged to develop and implement career pathway programs.

A primary function of the career pathways team involves identifying resources necessary to operate career pathway programs and core components of the system, including: program development, professional development, operating costs, and supportive services. Tribal Partners will work together to raise and leverage funding from Tribal, federal, state, local, and foundation sources.

Key Questions:

What are your funding needs?

- ☐ Curriculum development
- ☐ Professional development
- ☐ Operating costs
- ☐ Supportive services

What funding sources have you explored?

- ☐ WIA Titles 166, I, II, and IV
- ☐ Wagner-Peyser Act funds
- ☐ Carl Perkins Act funds
- ☐ TANF funds
- ☐ Tribal Funding
- ☐ State funding
- ☐ Private foundations

Element 6 – Align Policies and Programs

GILA RIVER INDIAN COMMUNITY

- Currently we are aligning our services with Tribal Education as we develop the system to refer College Students to the Employment and Training Department for Internships and job development. We will be holding joint Orientations and assessments.
- Employers are looking at their systems to see how to streamline their Industry Sectors training and application process.
- The Government Sector has made a WIA Policy to hire WIA participants who are on a WEX without the selection process. An employer only needs to write a memo to do a direct hire.
- We are looking at changing our Job descriptions to include a qualification for "Career Pathways Interns". This will assist our College interns who may not have the years of experience but do have the credentials an opportunity to become employed in the Community, thereby keeping our educated Community Members within our Community.
- Hiring Policies are being looked at to address HR hiring offenders, Veterans, and individuals with disabilities.
- Other policies will be defined as we move along.

ALIGN POLICIES & PROGRAMS

Tribal administrative policies promote career pathways development and implementation.

Tribal partners identify key policy and program changes and actions necessary to implement the goals and vision of the career pathways initiative. Partners actively coordinate efforts across the Community and establish formal procedures to institutionalize system change. Agencies and programs collaborate to provide professional development across organizations and systems. Measures are used to assess and determine system change and performance (including policy changes for system-

Key Questions:

How can policymakers support a coordinated, system approach to adult education and training?

- ☐ How are career technical and academic programs linked (or not) at the community college and how can the linkages be strengthened?
- ☐ Do your Tribal Departments and local One Stop and TANF service providers coordinate with one another in service provision? If not, what needs to change?
- ☐ What funds can be used to fund curriculum and professional development to support a career pathways approach?
- ☐ How can state educational institutions support the development of portable and stackable credentials?

wide change).

Gila River Work Groups

Listed below are some of the individual work groups that the Gila River Career Pathways Team created and their associated tasks. Work groups report progress to the Career Pathways Team monthly.

INDUSTRY SECTOR WORK GROUPS:

OVERVIEW: Works with the Community Colleges in creating credentials and coordinates all employer services

1. **Construction Sector Chair:** Robert Mawson, Manager, Department of Housing Development, **Team Member** assisting: Andy Miritello Building Trades Instructor

Suggested Representation

Contact Info

7 Districts

Department of Environmental Quality

Contractors

Department of Community Housing

Department of Transportation

Tribal Projects

Department of Housing Development



Public Works

Material Suppliers

2. **Government Sector Chair** - Kimberly Dutcher, Division Manager and Terilynne Kisto, Assistant Director of Human Resources, **Team Member Assisting:** Lana Chanda, E&T

Suggested Representation

Contact Info

Council Member

Board Members

Division Managers

Youth Council

Department Directors

Public Safety

3. **Hospitality Sector Chair:** Niki Ramirez Human Resources Manager, Wild Horse Pass Development Authority, **Team Member assisting:** Stephanie Sauseda, TERO Director

Suggested Representation

Contact Info

RawHide

Sheraton Resort and Spa

Ovations Food and Beverage



Aji Spa

Equestrian Center

McDonalds

Whirlwind Golf Course

Museum

Bondurant

Firebird International Raceway

Gila River Casinos

4. Medical Sector Chair: Lorena Smith, Huhukam Hospital, Education Director and Team
Member Assisting: Eulonda Martinez, WIA Coordinator

Suggested Representation

Contact Info

Huhukam Hospital

Care Center

Indian Health Service

Gila River Health Care

Wellness Center

Dialysis Center



Medical Transport

5. **Small Business Sector Chair:** Danielle Spring, Small Business Owners Chair and Team
Member Assisting: Lana Chanda, E&T

Suggested Representation

Contact Info

Thunder Woman Creations

Amil Pedro, Traditional Art

Traditional Dancers

Sharon's Catering

Cameron Rivers Construction

MTO Smoke Shop & Gifts

Kowee Coffee

Suggested Industry Sector Tasks:

Identify areas of similar training

Identify crossover skills for the industry

Identify areas of shared resources

Identify where career ladders can be used

Identify gaps in service/training

Create visuals of industry career ladders

Identify needed credentials

Create a youth training component



Identify areas where services can be streamlined for the job seeker

Identify mentors

Identify where policy change needs to take place

Identify internship areas

Identify current Universities and Colleges that will be used to create credentials

Identify soft skills needed for industry

Identify current Trade Associations for the Industry

SYSTEM WORK GROUP

OVERVIEW: Develops participant service delivery system.

Team Member Lead: Lana Chanda, E&T

Suggested Representation

- Education
- (E&T)
- VHM and Ira H. Hayes Schools
- TERO
- Tribal MIS

Contact Info

Suggested System Work Group Tasks:

Develop common application

Develop System Manual

Develop MIS System

Develop referral system

Align policies

Develop broad Career Clusters



Develop Orientation for applicants	Develop assessment for each entry point
Develop Career/Academic Plan	Identify co-horts of students
Develop Employer Institutes	Community Presentations

EDUCATION WORK GROUP

OVERVIEW: Assess and develops the Educational System at Gila River

Team Member Leads: Mario Molina, Education Director and Chris Banham, Boarding Schools

Suggested Representation

- Student Services
- Education Administration
- Boarding Schools
- School Board Coalition
- Education Standing Committee

Contact Info

Suggested Education Work Group Tasks:

Standardize school curriculum	Develop a work group of school boards
Identify College students for internships	Assist in the development of on-line classes
Evaluate the need for GED in Community	Education Code
Work with Boarding schools	Look at E-cap



SUPPORT SERVICES WORK GROUP

OVERVIEW: Develops and streamlines the Community support services system

Team Member Leads: Melissa Madrid, Manager, Early Childhood and Talia Porter, Behavioral Health

Suggested Representation

- Special Services
- Head Start
- Drug and Alcohol Services
- Behavioral Health
- Tribal Social Services
- Residential Youth Home
- Domestic Violence Shelter
- Suicide Prevention Program
- First Things First

Contact Info

Suggested Support Services Work Group Tasks:

Develop Resource Manual for Community

Develop a streamline system for participants

Identify students

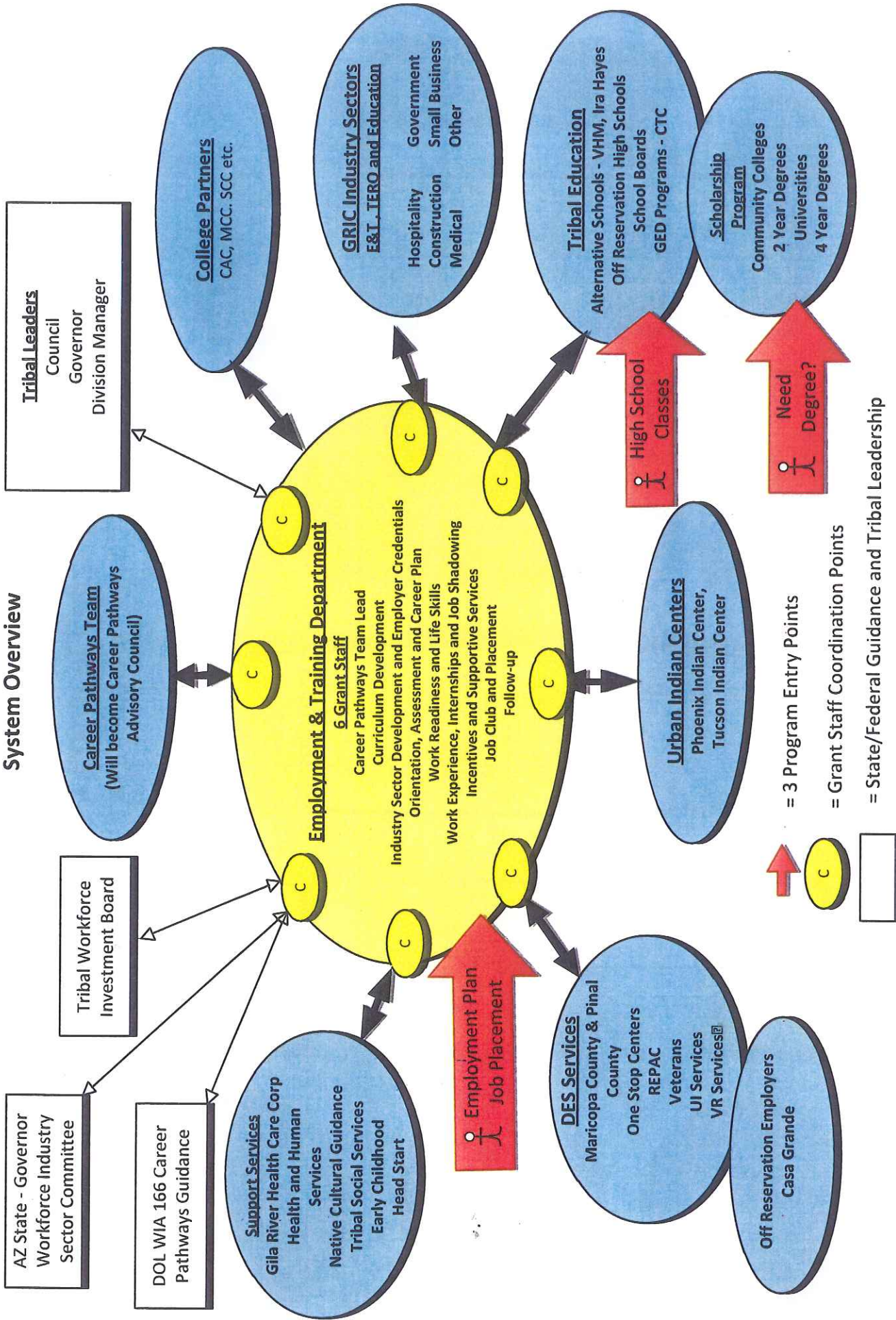
Identify families in need

Create a general Orientation for Support Services for broader system

Identifies outside resources for the Community



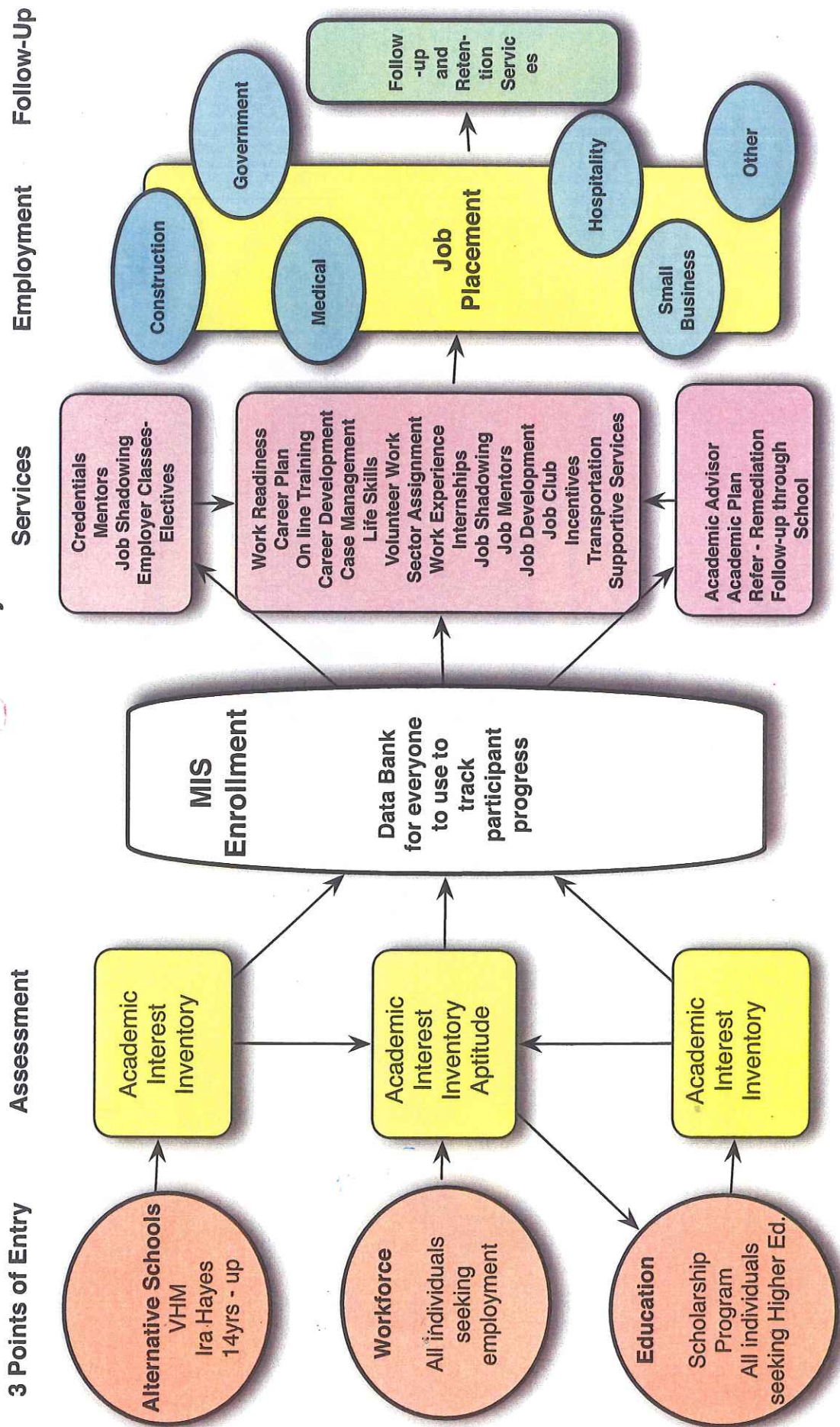
GILA RIVER INDIAN COMMUNITY CAREER PATHWAYS MODEL System Overview



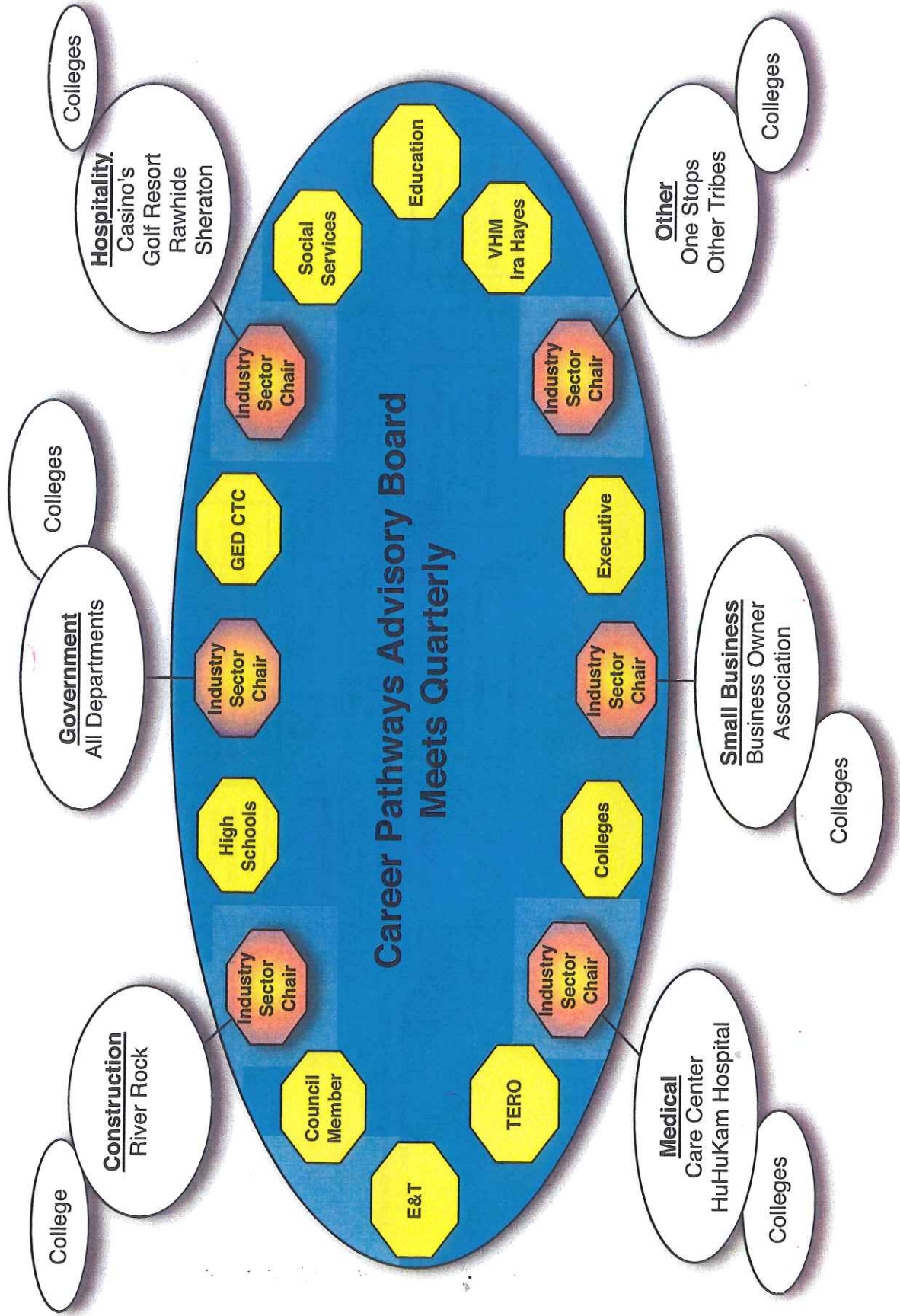
Career Pathways System

Flow of Services

3 Points of Entry

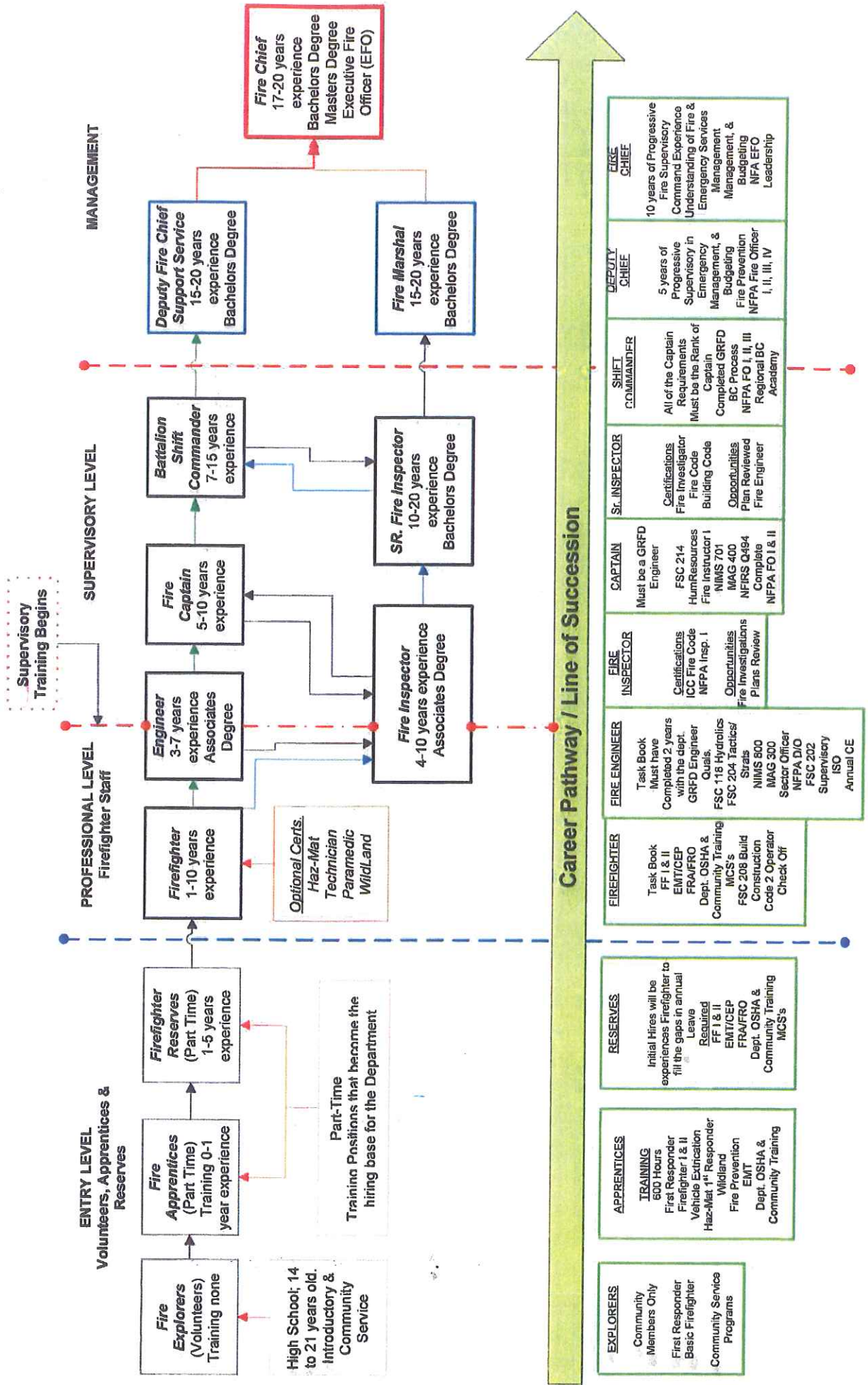


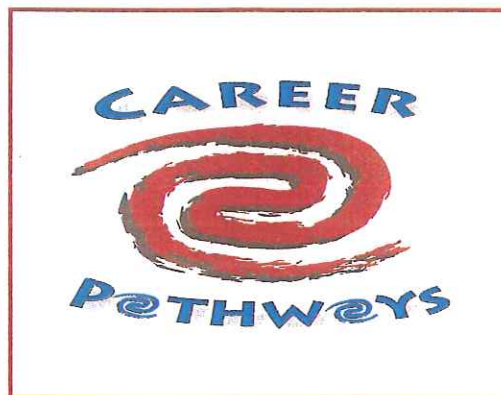
Gila River Indian Community Career Pathways Sustainability



Gila River Fire Department Career Pathway Saturday, October 29, 2011

Draft





EMPLOYER INSTITUTE AGENDA

WILD HORSE PASS HOTEL & CASINO

WEDNESDAY JUNE 29, 2011

8:15AM - 12:15PM

Welcome

8:15am - 9:45am -
(Acacia D)

Welcome

Career Pathways Overview,

Lana Chanda, Director Employment & Training

Chris Banham, Off Reservation Boarding Schools

Mike McAfee, Employer, EVIT Automotive Group

9:45am - 10:15am

Overview of Competency Model

LaRon Bainbridge, Training Manager Ovations,

10:15 am - 10:30am

Introduction of Team and Subject Matter Experts

(SME's), for Employer breakouts,

Stephanie Saucedo, TERO Director

Break (15 minutes)

10:45am - 11:45am -

Employer Work Sessions - Report to your break out room

❖ **Healthcare** -
(Ocotillo B)

Chris Banham & Lana Chanda

MCC - TBA

CAC - Georgia White,

High School Student perspective - Jackson Harris

❖ **Hospitality** -
(Ocotillo C)

Stephanie Saucedo & LaRon Bainbridge

MCC - Pat Esparza

CAC - Beverly Perry

VHM - Chris Ollerton

❖ **Construction** -
(Ocotillo A)

Andy Miritello & Marty Clay

Mesa - Larry Thacker

CAC - Peter Combs

Ira H. Hayes - Wendy Ong

11:45am - 12:15pm-

Questions & Answers Session - Report back to main room

GILA RIVER CORE TEAM

WORKFORCE:

Lana Chanda, Lead
Director of Employment & Training
Eulonda Martinez, WIA Coordinator,
Employment & Training Department
Andy Miritello, Building Trades
Employment & Training Department

TERO:

Stephanie Saucedo, TERO Director

TRIBAL EDUCATION:

Chris Banham, Off Reservation Boarding Schools
Tribal Education Department

COMMUNITY COLLEGES

Georgia White, Academic Dean
Central Arizona College
Leah Palmer, Workforce Division
Mesa Community College

INDUSTRY SECTORS

***Medical**

Lorena Smith, Education
Huhukam Hospital

***Hospitality**

DJ Kooner, Director Food & Beverage,
Wild Horse Pass Casino

***Construction**

Art Felder, River Rock INC

***Government**

Kimberly Dutcher, Division Manager

***Small Business**

Danielle Spring, GRIC Business Owners Association

STATE ONE STOP:

Marty Clay, One Stop Manager, Business Service Representative, Gila Pinal County

GRIC SCHOOLS:

Wendy Ong, Ira H. Hayes Principal
Kim Franklin, VHM Principal

NOTES

