

Kenaitze Indian Tribe
FY 2012 Alaska Native Education
Dena'ina Qezahda Project
Project Narrative

A. Need for Project

Kenaitze Indian Tribe (KIT) is a federally recognized Tribal Government reorganized in 1971 under the statutes of Indian Reorganization Act of 1934, as amended for Alaska in 1936. The Executive Committee/Tribal Council is the governing body of Kenaitze Indian Tribe. The Tribe has established long term goals which enhance the health, social and economic well-being, cultural heritage, and governmental concerns of its people, and serves over 5,000 Alaska Native, American Indian, and other people who reside in the central and upper Kenai Peninsula Borough, including approximately 1,405 enrolled Tribal Members who are Dena'ina Athabascan. The service area includes the communities of Kenai, Soldotna, Sterling, Nikiski, Salamatof, Cohoe, Cooper Landing, and the surrounding area.

Kenai and Soldotna are population centers of the borough. Tribal headquarters are centrally located in Kenai at 150 North Willow Street. The City of Kenai is located on the western coast of the Kenai Peninsula, approximately 65 air miles and 165 highway miles southwest of Anchorage.

Kenaitze Indian Tribe is located within the Anchorage Service Unit (as defined by the Indian Health Service). Because of the rural location, there are always concerns regarding available resources. Many of our clients have difficulty with transportation. There is no public transportation system within the Kenai Peninsula Borough. Central Area Rural Transit System (CARTS) is a demand-response transit service, taking individuals from the origin to their destination. Riders must call in advance for ride reservations, and use prepaid punch-cards. Taxi cabs are the only other option for public transportation. Although accessible by land, travel from Kenai to Anchorage can be treacherous during the winter months. Black ice is common; blizzards and avalanches occasionally result in road closures. Airfare from Kenai to Anchorage is approximately [REDACTED] round trip; when lodging and taxi fares are added, the expense is often too high for a lot of our clients. Ironically, although Alaska is home to the Trans Alaska Pipeline, gasoline prices in the State of Alaska are the highest in the nation. Soaring fuel costs have only made a bad situation worse.

Total population for the Kenaitze Alaska Native Village Statistical Area, increased 12.2% from 29,320 in 2000 to 32,902 in 2010 (US Census Bureau, American Fact Finder, 2010). During the same 10 year period, the number of Alaska Natives/American Indians increased by 41% from 2,423 in 2000 to 3,417 in 2010 (US Census Bureau, American Fact Finder, 2010). Although this is a dramatic increase, according to the Tribe's active user population, the Census number is quite low. The annual active user population (un-duplicated count) as of 10/31/2010 is 5,252, which includes both our Native and non-Native clients. Over 11% of the population in the Tribe's service area is Alaska Native/American Indian.

Twenty-two percent (22%) of the American Indian and Alaska Native (AI/AN) families in our service area live below the federal poverty level and 51% of Kenaitze Indian Tribe's user population are low and moderate income. According to Indian Health Service Key Facts - Children and Youth, Alaska Native children are more than twice as likely to live in poverty as all Alaskans combined. The burden of support per 100 Native adults is 77.2 children, compared to 49.1 children for all Alaskans. The current Native unemployment rate is 23%, compared to 10.2% unemployment rate for Kenai Peninsula Borough (Alaska Department of Labor & Workforce Development, February 2012). For our service area population, this represents a significant number of families with inadequate income.

According to the 2006-2010 U.S. Census Bureau, American Community Survey, 5-Year Estimates for Kenaitze ANVSA, there are 8,176 children 3 years and over enrolled in school; 335 Nursery School/Pre-School; 435 Kindergarten; 3,756 Elementary School (grades 1-8); 2,196 High School (grades 9-12); 1,454 College or Graduate School.

Kenaitze Indian Tribe's Dena'ina Health Clinic provided services/ treatment for 523 new patients during FY 2011, a 130% increase over FY 2010. The four-chair Dena'ina Dental Clinic, located adjacent to the health clinic, provides dental care to Kenaitze beneficiaries, and itinerant care to communities of Tyonek and Ninilchik. Nakenu Family Center, the Tribe's comprehensive community mental health and chemical dependency treatment center, provides the following services: mental health; substance abuse; co-occurring disorder/FASD; traumatic brain injury; domestic violence/sexual assault; family reunification; juvenile delinquency; and vulnerable adult services.

The Early Childhood Center (ECC), a center-based pre-school, currently consists of the following programs, serving children in Kenai, Soldotna, Nikiski, Salamatof and Cohoe:

Head Start pre-school operates from 10:00 am to 2:30 pm, Tuesday – Friday, 128 days per year, serving 57 primarily (90%) income eligible Native and non-Native children ages 3 to 5. There are three Head Start classrooms with 19 children each. One Teacher and one Teacher’s Aide work as a team in each classroom.

Over-income pre-school operates from 10:00 am to 2:30 pm, Tuesday – Friday, 158 days per year (128 days during school year, 30 days of summer camp), serving 17 Native children ages 3 to 4 whose families are over-income by federal Head Start enrollment standards and do not qualify for Head Start. Currently one Teacher and one Teacher’s Aide work as a team in the one classroom.

Summer camp will be offered two weeks on, two weeks off, during June, July and August 30 days of for all the pre-school students. Each classroom during summer camp will have a Teacher and a Teacher’s Aide working as a team.

Child care is provided before and after school 7:45 am to 10 am and 2:30 pm to 6:00 pm Monday – Friday 360 days per year, serving 15 children before school and 42 school-age children.

The ECC’s comprehensive program includes transportation, healthful snacks/lunch, health screening, and social services for children and families.

In 2010-2011 Head Start program served a total of 73 children and families, with an enrollment of 57 children at any one given time. Head Start serves members of Kenaitze Indian Tribe who are Dena’ina Athabascan, Alaska Natives and American Indians as well as children of other races. Children with emotional/behavioral disorders were supported by counseling and/or an Individual Skills Provider provided by Nakenu Family Center program. According to the Head Start Program Information Report for the 2010-2011 school year, 21% of the children in our Head Start program had one or more disabilities, and 36 (44%) of the 82 families served were single parent families.

The current waitlist for Head Start (pre-school) children at the Tribe’s Early Childhood Center is 45 as of May 2012. The proposed Dena’ina Qezahda Project (Dena’ina in the future) plans to use FY 2012 Alaska Native Education funds to open a new Pre-School class to serve an additional 17 children ages 3 to 5, and to

extend these services to serve an additional 30 children K-3 in the new After School class, for a total of 47 Alaska Native/American Indian children per year; 141 children over the 3-year project period. Waitlist priority is determined by parental status, disability, income, Native preference, high risk issues, and age of student. An Enrollment Committee comprised of P.C. members and ECC Staff meet to officially enroll students. Highest need is allotted positions first.

KIT's Vision Statement states "By 2025, Dena'ina are prosperous, healthy, and culturally strong. We will work toward a united effort with Native organizations and other governments that impact our people. We will develop and implement a tribal education system. We will live our traditional values and practices. We will empower our sovereignty. We will achieve having enough to take care of ourselves and share with others and being resilient. We will strive for excellence in all of our programs. We will elevate wellness of our people."

Efforts of this grant will make meeting goals of this vision statement possible by further development of our preschool Dena'ina curriculum to be used by a) preschool and After School staff, b) will be shared with the local LEA; making possible a minimum 18 hours per week pre-school service for some of the 45 families on the waiting list for our center. This grant will make possible a strong After School program which will support Tribal Vision in that a) these children will be our first population in a Tribal School, which the Tribal Council and Tribal Community are currently working towards; b) these children will go to Tribal Yaghanen Youth program, which focuses on alcohol and drug abuse prevention/intervention through education and Dena'ina cultural practices, including traditional dance, drumming, Native Youth Olympics, tutoring services, and summer camps, rather than having unfocused after school activity; Traditional Dance and songs, summer camps and tutoring/enrichment are extensions of services from the preschool level; and, c) it will help individual children who participate in K-3 After School program with academic success, Dena'ina language and cultural enrichment, and development of social/emotional development and problem solving skills. Project benefits include three populations. Current and future members of KIT will benefit from Dena'ina curriculum which will be further developed as a result of this grant. We currently have a preschool Cultural Curriculum which is used in our Head Start program and propose to write a 36 unit Kindergarten to third grade curriculum and develop supporting materials as an output of this grant. This will support our Tribe in meeting Strategic

Plans. Seventeen (17) preschool children [dictated by room size] and thirty (30) Kindergarten through third grade After School children per year will receive benefit from the individual instruction, KIT cultural identity and language use curriculum.

American Indian/Alaska Native (AI/AN) students are graduating from Kenai Peninsula Borough School District (KPBSD) at a rate of 59%. There are currently 1,131 AI/AN students in KPBSD grades K-12. In the next thirteen years only 667 AI/AN students will graduate and position themselves to continue the work to meet KIT's 2025 Strategic Plan. According to an educational survey of tribal families in 2004:

- Tribal families have stated that their educational needs are not being met through the public school system
- Public school system does not provide education in areas important to our tribal families, including:
 - Dena'ina Language
 - History of the KIT
 - Cultural Life Skills and Values
 - Vocational Education
 - To promote economic stability for our tribal members

KIT cannot meet the stated Strategic Plan of self sufficiency with gaps in school performance; Social/Emotional Readiness, Language Skills, Pre-Literacy and Literacy Skills with our children laboring under cultural ambiguity. While our children's social/emotional readiness for learning is tandem with the idea of individual identity and cultural belonging, a student must have both. "Cultural exclusion goes beyond poverty or lack of opportunities; it also makes invisible the contributions of the excluded groups to society at large – preventing the transference of ideas, knowledge and values," said UNDP Associate Administrator Rebecca Grynspan at the Forum's session on Development with Culture and Identity. Our children are not growing up in a vacuum; the culture they grow up in is the culture they will pass to their children. A positive sense of cultural identity is an important prerequisite for developing resiliency, enabling a child to meet challenges of growing up in today's world, especially for those in adverse conditions. ***Gap in School Performance:*** Native students account for 11.1% of students (1014 Native students in 2010-2011) within the KPBSD. In the District Report Card for 2009-2010, our school district failed to meet Adequate Yearly Progress (AYP) as defined by the State of Alaska, reflecting a lower percentage of AN/AI students meeting proficiency in language arts and math, than the district as a whole. Benefits of pre-school and After School programs include a decrease in grade retention and need for special education. Of the six elementary schools Early Childhood Center (ECC) students' transition to, four are Title I schools. The school which typically

receives most of our Head Start alumni continues to be identified as “in need of improvement,” in the second year of not meeting AYP.

Kenai Peninsula School District

NAEP District Report Card for 2009-2010 School Year

4th Grade Reading	Advanced	Proficient	Basic	Below Basic
Caucasian	8%	30%	37%	25%
AI/AN	1%	7%	18%	73%
4th Grade Math	Advanced	Proficient	Basic	Below Basic
Caucasian	9%	43%	38%	9%
AI/AN	2%	12%	39%	47%
8th Grade Reading	Advanced	Proficient	Basic	Below Basic
Caucasian	2%	34%	47%	17%
AI/AN	1%	10%	37%	52%
8th Grade Math	Advanced	Proficient	Basic	Below Basic
Caucasian	8%	35%	43%	14%
AI/AN	2%	13%	36%	49%

KPBSD High School Graduation Qualifying Exam

P-Proficient			NP-Not Proficient					
Grade			Grade			Grade		
12	P%	NP%	11	P%	NP%	10	P%	NP%
Reading	50	50	Reading	60	40	Reading	94	4
Writing	40	60	Writing	50	50	Writing	71	29
Math	40	60	Math	52	48	Math	90	10

Gap in Social/Emotional Readiness: We now understand that prolonged low-level stress/trauma can cause more damage than single occurrence trauma. A great percentage of our children and waitlist children come from low-income families experiencing stress on a daily basis. This project will diminish negative influences of poverty on cognitive development by following Head Start Child Development and Early Learning

Framework. Upon school entry, children are faced with demands for well-regulated and goal-directed activity. Children growing up in poverty are particularly likely to enter school with deficits in social-emotional readiness. Teachers will use Project Achieve Stop & Think social skill curriculum to bolster social competencies. After School staff will target social competencies linked with school success, pro-social behaviors that foster positive peer and teacher relationships and self-regulation skills that support control of frustration and aggression. **Gap in Language Skills:** Strong language and pre-literacy skills which are cognitive/academic in nature beyond conversational skills are required to make meaning from printed text and oral instruction. Exposure to a responsive and expansive language environment, in the context of warm, positive relationships with parents and teachers, sets the stage for positive language learning (Dickinson & Smith, 1994). This project will increase expressive and receptive language in children through an atmosphere rich in dialog and discussion. **Gap in Pre-Literacy and Literacy Skills:** Children growing up in families of lower socioeconomic status are less likely than their economically advantaged peers to experience extended discussions with their caregivers or to engage in interactive reading (Senechal & LeFevre, 2002). Hence, have less exposure to decontextualized and rich talk that expands vocabulary, fosters narrative skills, and allows them to reflect on their learning experiences. The Alaska Native Education (ANE) Project will increase expressive and receptive language in pre-school and After School. Pre-literacy skills will be expanded by the Raising a Reader program, a leader in evidence-based literacy programming for young children. Raising A Reader five-year-olds in Head Start scored 69% higher in pre-reading and 60% higher in book knowledge than other Head Start five-year-old or older children (2012 Mid Year Report Raising a Reader). After School pre-literacy and literacy skills will be developed by a daily reading time and our 100 Books for a Bike program. In this program children set a goal of reading 100 books at their developmental level and submit biweekly progress to ANE staff over the course of the school year, and in May they earn a new bicycle. There will be no budget line item for this because we ask our local community business to support this program. We run this program every other year Therefore it would take place in the 2013/14 and 2015/16 school years. There are no other programs on the Kenai Peninsula whereby a student may set an independent goal and feel the pride and accomplishment of working for a prize of this magnitude.

KIT needs highly educated tribal members who are prepared to meet and carry forth the Strategic Plan identified by the Tribal Council. We will not be able to achieve this goal with only a 59% AI/AN graduation rate. We are a small Tribe with great responsibilities. The Tribal community believes by strengthening our children's academic performance, what we are doing today will pay dividends to individuals, families, the Tribe and our communities in years to come.

B Quality of Project Design

Goals, Objectives and Outcomes: *[The design of this proposal will include ten of the eighteen activities defined and supported in section 7304 of the ESEA.]* Alaska Native Education Project (ANE) will provide services for a total of 47 AI/AN children per year –17 pre-school children on the Head Start waitlist, it will also extend these services to the end of third grade in the form of a K-3 After School Program serving 30 AI/AN or Head Start Alumni children.

Goal 1: *[Development and implementation of plans, methods, and strategies to improve the education of Alaska Natives & Cultural education programs]* Through Dena'ina values maximize waitlist children's potential and prepare them for successful entry into Kindergarten, providing age-appropriate culturally relevant educational programs and language skills development through 18 hours of service per week for 32 weeks.

Objective A: By Kindergarten, 90% of the 51(based on 17 preschool children for three years) ANE Pre-School children will demonstrate age-appropriate language skills and communication development as evidenced by pre- and post-tests completed by May 30th of each project year. **Outcome:** Pre-literacy competencies of each child's skills improved as measured twice each project year by Get It, Got It, Go; three times per year by Child Development Checklist (CDC); and, each child demonstrates language skills which are cognitive/academic in nature in addition to conversational as measured by the DIBELS three times in their Kindergarten year. The ECC has access to Kindergarten data via release of information from parents and a Memorandum of Agreement with the LEA. **Objective B:** By Kindergarten, 90% of the 51 (17 over three years) children will demonstrate age-appropriate cognitive skills and conceptual knowledge as evidenced by pre (within 45 days of entering the program) and post-test scores by May 30th of each project year. **Outcome:** 90% of the children will demonstrate age-appropriate cognitive and conceptual knowledge including, learning and problem solving, logical thinking, representational and symbolic thinking as measured by the CDC for

each child. **Objective C:** By Kindergarten, 100% of 51 children will be trained in Project Achieve, SAMHSA's approved social skills program Stop and Think by Dr. Howie Knoff. Outcome: 90% children will demonstrate increased resiliency and protective factors in social/emotional development as evidenced by pre-and post-tests each project year via Devereux Early Childhood Assessment (DECA). **Objective D:** Maintain developmental gains met during school year by conducting three, two week part day Summer Camps for preschool children. Outcome: 70% children will participate in Summer Camp as evidenced by Student Sign-in Sheets.

Goal 2: *[Parenting Education for parents and caregivers of Alaska Native children]* Improve parent/family support for social/emotional and cognitive development in pre-school children. **Objective A:** By August 30th of each year, schedule to meet with parents quarterly on a 1:1 basis, implementing Family Partner home visits supporting social-emotional and educational skills. Outcome: 100% of families will participate in a minimum of one Enrollment Cruise Center Visit, two Home Visits and Two Center Visits per preschool year, as evidenced by Home Visit/Center Visit Reports. **Objective B:** Improve the ability of families to support development of early childhood social-emotional skills. These goals met via 114 hours of Behavioral Health classroom observation, one parent training per month, consultation and referrals through one of KIT's Behavioral Health early childhood consultant and Disabilities Coordinator, as appropriate. Outcome: 100% of mental health referrals will be followed up on. **Objective C:** By August 30th of each project year, schedule two family activities per month during the pre-school year with a focus on 20 minute Project Achieve Stop and Think Training, facilitated by the Family Partner staff. One concept for parents from Project Achieve is "If you **consequence**, you must educate." Outcome: 75% of the parents/families will participate in family centered activities, as measured by attendance records. **Objective D:** By August 30th of each project year, schedule one hour every other Saturday "Active Preschool Play" providing play time in cold dark winters and contact time whereby staff model Stop and Think dialog and parenting skills, fostering relationships between parents. Outcome: 75% of the parents/families will participate in family centered activities, as measured by attendance records. **Objective E:** One story night per month during the preschool year. Outcome: 75% of families will participate in story night activities, as measured by attendance records.

Goal 3: *[Professional development activities for educators]* Improve the skills of the ANE staff. **Objective A:** Provide weekly Project Achieve Stop and Think curriculum training to all staff. Outcome: 90% staff participates in 30 minute weekly training to increase knowledge of and utilization of Project Achieve Stop and Think Social/Emotional curriculum, improving support development of early childhood social-emotional skills. **Objective B:** Staff debriefing by a Behavioral Health Provider from Nakenu Family Center after each day of observation. Outcome: 100% child observations will be debriefed as evidenced by Behavioral Health Provider and Teacher tracking. **Objective C:** Provide up-to-date knowledge of best practices in early childhood development during 32 trainings. Outcome: 90% of staff trained in best practices as evidenced by teacher training logs, staff agendas and training materials found in meeting log binders. **Objective D:** Obtain professional training on use of DECA assessment data to plan development of early childhood social/emotional development. Outcome: 100% of staff trained in DECA best practices. **Objective E:** By August 30th of each project year, schedule three one hour Skype calls with Dr. Howard Knoff to maintain skills use of Project Achieve Stop and Think Program to the benefit of children and parents. Outcome: 100% of staff trained in Project Achieve Stop and Think practices.

Goal 4: *[Development of curricula and educational programs that address the educational needs of Alaska Native students & Cultural education program]* Through Dena'ina values maximize K-3rd grade children's potential for success by providing age-appropriate culturally relevant educational programs and language skills by providing a minimum 15 hours of service per week for 32 weeks of the school year and six (6) weeks Summer Camps. **Objective A:** By the end of each school year, 90% of the ANE After School children will demonstrate age-appropriate language skills and communication development as evidenced by pre and post-tests conducted by the last week in May of each project year. Outcome (1): 90% of the ANE After School participants will display age appropriate language skills and evidenced by performance on the TOLD-P:4: Test of Language Development-Primary — Fourth Edition to assesses spoken language in young children. Outcome (2): 90% Kindergarten children demonstrate language skills which are cognitive/academic in nature as measured by the DIBELS three times in their Kindergarten year. Outcome: 100% ANE After School participants will participate in daily 20 minutes of reading time which will support literacy gains evidenced by a scores from Developmental Reading Assessment. Outcome: 90% ANE After School participants will

participate in 100 Books for a Bike program; reading 100 books at their independent reading level for a new bike in the spring. This is no mean feat-supporting goal setting and delay of gratification at a very early age.

Objective B: Staff will help students with homework with a focus on math, literacy and spelling. Outcome: 100% of homework assignments will be completed. **Objective C:** By end of third grade, 90% of the After School students not receiving Special Services will demonstrate age-appropriate cognitive skills and conceptual knowledge. Outcome: 90% of the students not receiving Special Services will demonstrate age-appropriate cognitive and conceptual knowledge as evidenced LEA assessment scores. **Objective D:** By the end of third grade, 100% of After School children will be trained in Project Achieve, SAMHSA's approved social skills program Stop and Think by Dr. Howie Knoff. Outcome: 90% children will demonstrate age-appropriate social development and resiliency as evidenced by pre- and post-Devereux Student Strength Assessment.

Goal 5: *[Parenting Education for parents and caregivers of Alaska Native children]* Improve parent/family support for social/emotional and cognitive development in K-3rd grade children. **Objective A:** Improve the ability of families to support the development of early childhood social-emotional skills in their child. These goals met via Behavioral Health classroom observation as needed, one parent training per quarter, consultation and referrals through one of KIT's Behavioral Health consultant and Disabilities Coordinator as appropriate. Outcome: 100% of mental health referrals will be followed up on. **Objective B:** By August 30th of each project year, schedule two family centered activities per month during the pre-school year with a focus on 20 minute Project Achieve Stop and Think Training, facilitated by the Family Partner staff. Outcome: 75% of the parents/families will participate in family centered activities, as measured by attendance records. **Objective C:** One story night per month during the preschool year. Outcome: 75% of the parents/families will participate in story night activities, as measured by attendance records.

Goal 6: *[Career Preparation activities to enable Alaska Native children and adults to prepare for meaningful employment, including mentoring and training & Education and training of Alaska Native students enrolled in degree programs that will lead to certification or licensing as teachers & dropout prevention]* Collaborate with Alaska Christian College (letter of agreement) to provide internship experiences for enrolled students. **Objective A:** On a semester basis improve the ability of degree/certificate seeking students to develop

professional skills necessary in early childhood education. Outcome: 100% of participating Alaska Christian College students will intern one and one half hours a day or more two days a week in either the preschool or after school setting, dependent upon their course of study. **Objective B:** Provide a year round intern opportunity for a (Alaska Native/American Indian) student who must be enrolled in high school. Outcome: One high school student per year will be hired work three hours per day, five days a week in the After School setting maintaining an 80% work attendance for career preparation as measured by attendance records.

Goal 7: *[Other activities, consistent with the purpose of this program, to meet the educational needs of Alaska Native children and adults.]* Provide 30 days of Summer Camp on a two week on and two week off basis. This will prevent loss of skills over the summer, support further development of social/emotional skills, as well as, academic and literacy skills. Outcome: 70% Preschool and After School students will participate in Summer Camp maintaining an 80% attendance as measured by attendance records.

C. Quality of Management Plan

Management Structure: A 7-member Tribal Council composed of elected Tribal members governs the Tribe. The council adopts policy and procedures, adopts tribal code, serves as an appellate court, mediates employee and consumer grievances, sets short and long term Tribal goals, and determines budget and fiscal policy.

Jaylene Peterson-Nyren, BA, serves as Executive Director for the Kenaitze Indian Tribe and reports directly to the Tribal Council. Ms. Peterson-Nyren oversees a staff of approximately 200 and an annual budget of over [REDACTED]. With a BA in Organizational Management and over 20 years of experience, she is an exceptional leader committed to advancing the health and well-being of the Kenaitze Indian Tribe. Since assuming the role of Executive Director in 2007, Ms. Peterson-Nyren has initiated systematic reorganization of all tribal programs and departments to increase efficiency, to improve compliance, and to reduce operating costs. Her success with these efforts is reflected in the organization's sound financial standing and in her ability to attract top notch staff to the Tribe's management team.

Since its inception, Kenaitze Indian Tribe has demonstrated leadership and effective management of grants and contracts. The Tribe has administered and implemented over 860 grants and contracts since 1980. Our financial management system has been designed for ensuring compliance with generally accepted accounting principles, maintaining proper internal controls over financial reporting, and providing safeguards

against loss and unauthorized disposition of Tribal assets. Our fund accounting software, Black Baud Fundware, provides an audit trail for each financial transaction and enables all grants/contracts to be separately monitored, recorded, and reported.

The Tribe has an established accounting system in accordance with the requirements of the 24 CFR Part 85 and 1003, as well as OMB Circulars A-87 and A-133. This accounting system is guided by extensive accounting policies and procedures, which are approved by the Kenaitze Tribal Council. Managers and staff are trained on these policies and procedures and adherence is expected at all levels within the organization.

Personnel and Clearly Defined Responsibilities:

Director of Community Programs Division Mr. David Segura acts in a key leadership role within Kenaitze Indian Tribe and is responsible for the oversight of the Tribe's Community Programs, including the Early Childhood Center. Mr. Segura is responsible for oversight of all grants; administration including funding compliance of the overall project; review on the management of this project and all grant project reports; and, present reports to the Tribal Council. None of Mr. Segura's time will be charged to the ANE Grant.

ECC Administrator / Key Personnel – Teresa Smith is the full time Administrator of KIT's Early Childhood Center. Ms. Smith has a B.A. in Elementary Education K-6, Alaska Teacher Certificate K-6, Child Development Associate – CDA Preschool, and over 8 years experience as a teacher and substitute teacher in various public elementary schools through-out the Kenai Peninsula. Ms. Smith has worked for the Tribe since 2000 as a Head Start Teacher, Head Start Coordinator, and is currently the Early Childhood Administrator. She will collaborate with the ANE Project Coordinator to ensure management of this project is properly carried out according to all Federal, State and Tribal regulations and standards and grant requirement, including monitoring and ensuring the completion of project goals, objectives, and outcomes, performance data, project evaluation and grant project reports review. None of Ms. Smith's time will be charged to the ANE Grant, however, she will attend the Technical Assistance Meeting in Washington DC, along with the Project Coordinator and Grant Services Manager.

Alaska Native Education Project Coordinator / Key Personnel - Charmaine Lundy has a Masters in Education Supervision, Bachelor of Arts in Elementary Education, and over 25 years experience as a teacher in public schools in Alaska. Ms. Lundy has worked for the Tribe since 2005 as a Teacher and Alaska Native

Education Coordinator. She will dedicate 40 hours per week in coordination of program components, compile child progress data, coordinate efforts with Alaska Christian College, serve as on site guidance of college students and project evaluation data, and draft required reports. She will supervise as well as support project staff members, in addition to supporting coordination between all staff members and parents.

After School Teacher- This new hire will dedicate 20 hours per week during the school year implementing a center based cultural/language, social/emotional and home work supporting program for Native students in grades K-3, working under the direction of the ANE Coordinator.

Pre-school Teacher - This new hire will dedicate 40 hours per week during the school year to implement center based pre-school program for 17 children from over income families, and 6 weeks Summer Camp working under the direction of the ANE Coordinator.

After School Teacher Aide- This new hire provide support via the Dena'ina language, cultural curriculum and Project Achieve curriculum to the K-3 After School participants.

Pre-School Teacher Aide/Family Partner- This new hire provide support to the students in the classroom and act as Family Partner, assisting parents in meeting their goals to improve their family's opportunities and accomplishments.

Other personnel will include a Tribal Mental Health Clinician (0.04 FTE), Cook (0.25 FTE), Cultural/Language Aide (0.36FTE), and High School Intern (0.26 FTE).

Compensation: Kenaitze Indian Tribe's compensation philosophy supports the recruitment and retention of qualified and talented employees. The Compensation Administration Policy ensures consistent pay practices, competitive salaries within the labor market, and compliance with applicable laws. The overall salary structure is re-evaluated at regular intervals (e.g., 2-3 years depending upon market movements) to ensure that salary levels are consistent with the marketplace. The Tribe's most recent market study was completed by Fox Lawson & Associates in the fall of 2010. This market study provides the foundation for the salary structure. One of the outcomes of this study was the targeting of the 50th percentile of market compensation for all employees. KIT routinely hires, trains, and then loses teachers and aides to the higher paying LEA. Because our ECC must compete with the LEA for personnel, those providing direct services to children receive compensation at the 75th percentile of the local market rate. Salary adjustments are conducted annually.

Timeline For this proposed project, each objective is clearly tied to a goal and will be evaluated by means of measurable outcomes. ECC will complete the proposed project objectives on time and within budget following the timeline below. Timeline assumes fall of 2012 funding.

Milestones	Y1 Q3	Y1 Q4	Y1 Q1	Y1 Q2	Y2 Q3	Y2 Q4	Y2 Q1	Y2 Q2	Y3 Q3	Y3 Q4	Y3 Q1	Y3 Q2
Staff hired	x				x				x			
Guidance and support of High School Intern	x		x	x	x		x	x	x		x	
Collaboration with Alaska Christian College	x	x	x	x	x	x	x	x	x	x	x	x
Project Achieve Skype calls	x		x		x		x		x		x	
DECA training	x											
Training	x	x	x	x	x	x	x	x	x	x	x	x
Baseline data	x		x		x		x		x		x	
Data Collection	x	x	x	x	x	x	x	x	x	x	x	x
Supplies order	x		x		x		x		x		x	
Advertised programs	x	x	x	x	x	x	x	x	x	x	x	x
Meet with elementary teachers	x		x	x	x		x	x	x		x	x
Identify K-3 students	x	x	x	x	x	x	x	x	x	x	x	
Identified preschool students	x	x	x		x	x	x		x	x	x	
Implement after school program	x		x	x	x		x	x	x		x	x
Implement Pre- School program	x		x	x	x		x	x	x		x	x
Implement Summer Camps		x				x				x		
Implement social-emotional lessons in both programs	x	x	x	x	x	x	x	x	x	x	x	x

Home visits & family events	x	x	x	x	x	x	x	x	x	x	x	x	x
implement pre-school assessments	x		x		x		x		x		x		
Implement K-3 Assessments	x	x	x	x	x	x	x	x	x	x	x	x	x
Parents Input	x	x	x		x	x	x		x	x	x		
Weekly staff Meetings	x	x	x	x	x	x	x	x	x	x	x	x	x
Program evaluation and reports to: State of Alaska CACFP, Director, Tribal Council, Tribal CEO, Tribal Grants Manager, & Dept of Education	x	x	x	x	x	x	x	x	x	x	x	x	x

Procedures for Ensuring Feedback and Continuous Improvement Feedback will be obtained formally and informally from all program participants; student and adult. Teachers will ask students what the next classroom theme should be and what supplies are needed to set the scene. We request parent input at Home Visits twice per year by teacher, twice per year by family partner; at Center Visits twice per year; and at monthly Classroom Parent Meetings. Beyond the intensive Self Assessment required by Head Start, there will be staff meetings and management meetings. While this is not strictly feedback from outside our ECC, we share observations about what is, or may not be working within the separate components of the program. Staff will complete the DECA Classroom Reflective Checklists. Individual checklists will be completed, then compared and discussed. Decisions about strengths and areas that need more focus will be made. These checklists will be used to conduct initial and periodic assessments of student progress and effectiveness of program elements in fostering resiliency for individual children and class. The CLASS observational instrument will be implemented along with the three existing Head Start pre-school classrooms. This instrument is supported by the Office of Head Start as a way to impact professional development and quality improvement efforts. The entire staff will practice Strategic Planning which will support the timely implementation of this plan

Collaboration of Appropriate Partners KIT will develop MOA (see attachment letter of intent) with Alaska Christian College to provide hands on experience for those five native college students who are enrolled in

Early Childhood Education classes who are working toward and A.A. The college is nearing the end of the accreditation process and is anticipating a greater number of students in the fall. This degree will make students who return to the village vastly more employable. College student presence in our classrooms will lower our pupil teacher ratio and sustain more intentionality, allowing us to explain what we are doing and why it is a benefit to our children.

D. Adequacy of Resources

(i) Costs are reasonable to number of persons served and anticipated results During the 2010 to 2011 school year, 21% of the children served in the Head Start Program had one or more disabilities; primary disabilities include one child with an emotional/behavioral disorder, 12 with speech/language impairments who had a Local Education Agency Individual Education Plan, and three children who were receiving private occupational and physical therapy services. Children with emotional/behavioral disorders were being supported by counseling and/or an Individual Skills Provider provided by the Tribal Nakenu program. The proposed program will serve 141 at-risk children over a 3-year project period. In the State of Alaska, we are required to have one adult to every 7 three year old children and one adult for every 10 four year old children. Given these regulations we will have carefully balanced the need of the children, age of the children and greatest benefit to the most children participating. The benefits of an enriched classroom environment, improved teaching, and referrals for early and focused intervention will combine throughout the children's school years making success more likely and opening doors that would otherwise be closed to them. The strategies have a great potential to make systemic change in families and classroom environment and break the cycle of dysfunction that is too prevalent. The average direct costs per child participant are reasonable given the anticipated impact of this project.

(ii) The relevance and demonstrated commitment of each partner KIT has a Memorandum of Agreement with Kenai Peninsula Borough School District (LEA) to provide the following services: 1) LEA provides speech/ language therapy at our center twice a week for students on Individual Education Plans. 2) Transitioning into Kindergarten: On transition night, teachers and principals from the LEA kindergartens join us and our parents to meet and provide information about the schools in which their children will be enrolled. This well attended activity is a good opportunity for families to begin developing a relationship with their new

school. 3) Head Start works closely with the LEA to provide support to transitioning families; our children transition into five public schools throughout the area, as well as three charter schools, private schools and/or home schooling. All schools are contacted to work with us if we have students transitioning into their programs. KIT also has a MOA with Frontier Community Services – Infant Learning to provide hearing/vision screening to all students in the fall.

Kenaitze Indian Tribe has numerous services available to our preschool children, including mental health; ICWA; in-home family support and education; general, emergency, energy and housing assistance; food bank; adult education, job training and employment assistance; as well as a medical and dental clinic. Children's mental health services can take the form of classroom Individual Skill Providers (ISP); additionally, children may receive outpatient assessment and counseling services. The Cultural Heritage Program offers activities such as Jabila'ina dance (pre-school to 12 grade); Junior Native Youth Olympics (1 to 6 grade); the traditional educational fishery; and occasional potlatches.

(iii) The extent to which the budget is adequate The proposed ANE budget is adequate to support the proposed project: a detailed budget and budget narrative reflects funding, curriculum, infrastructure and facilities of KIT's ECC and will capitalize on our successful partnerships with multiple local agencies, including elementary schools, Frontier Community Services and Alaska Christian College. Our request is for adequate staffing to accomplish the objectives, including time for planning, staff training, and data collection supporting a three year project to provide time to realize gains in children's' social-emotional skills, school readiness, and school achievement. The budget is sufficient to support all ANE required components. We will use our facilities at a reduced level of rent which include classrooms, offices, nurse's office, reception area, full service kitchen, and a children's library. Since transportation on the Kenai Peninsula Borough is a challenge, the budget includes emergency gas voucher cards and CARTS pre-paid transit cards for parents. The Central Area Rural Transit System (CARTS) is a demand-response door-to-door transit service; riders must call 24-hours in advance and use pre-paid transit cards. An annex serves as an additional classroom, meeting space, family gatherings and cultural activities. The ECC facilities and fenced playground meet all Administration for Children and Families' standards, State licensing, City fire and safety codes, and DEC Health inspections. The effectiveness of our management plan has been demonstrated by our successful completion of the previous

grants, which met every obligation on time, on budget, and delivered services to meet the goals and objectives with measurable outcomes based on accepted assessments.

E. Quality of Program Evaluation

The Alaska Native Education Coordinator will be responsible for tracking and ensuring the completion of project objectives, compiling performance and outcome data, writing evaluation reports, and completing grant program reports on time. We have demonstrated ability to self-evaluate programs and adhere to Head Start standards through our history of successful program reviews and the previous Alaska Native Education Grant. Ongoing evaluation is a requirement of Head Start and is accomplished through weekly supervision, monthly parent meetings, annual self-assessment, and triennial Federal reviews. Staff meetings provide opportunities to review our compliance with grant objective and project timelines, and make rapid adjustments or corrections as needed. Bi-monthly reports are provided to the Tribal Council and a final project report will be available to the Tribe and public within 60 days of grant completion. **Goal 1:** Maximize children's potential and prepare them for successful entry into Kindergarten by providing age-appropriate culturally relevant educational programs and language skills by providing 18 hours of per week for 32 weeks.

Objective	Assess./Screen/Documentation	Time
A. Children demonstrate age-appropriate language skills and communication development	Get it, Got it, Go! Child Development Checklist DIBELS	Within first 45 days/final by May 30 th each program year Fall, Winter and Spring each program year
B. Children demonstrate age-appropriate cognitive skills and conceptual knowledge	Child Development Checklist	Fall, Winter and Spring each program year
C. Children trained in social skills program Stop and Think	DECA	Within first 45 days/final by May 30 th each program year
D. Maintain developmental gains met during school year by	Student sign in sheets for attendance	Two weeks in June Two weeks in July

participating in three, 2-week part day Summer Camps		Two weeks in August
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Goal 2: Improve parent/family support for social/emotional and cognitive development in pre-school children.

Objective	Assess./Screen/Documentation	Time
A. Schedule to meet with parents on a quarterly basis	Home visit reports SEP Reports (Report card)	September, October, April and May February and May
B. Improve ability of families to support development of early childhood social-emotional skills	100% of mental health referral follow-up	On-going
C. Two family activities per month with Project Achieve Stop and Think Training,	Parent sign in sheets	On-going
D. Saturday “Active Preschool Play” social and parenting skills.	Parent sign in sheets	One hour every other Saturday
E. Story night	Family sign in sheets	One story night per month during the preschool year.

Goal 3: Improve the skills of the ANE Pre-School and After School staff.

Objective	Assess./Screen/Documentation	Time
A. Weekly Stop and Think curriculum training for all staff members.	Staff Meeting agendas, Sign in sheets and individual Training Logs	On-going

B. Staff debriefing by Behavioral Health Provider	Behavioral Health Provider and teacher case notes and teacher monthly tracking.	On-going
C. Provide up-to-date knowledge of best practices	Teacher training logs, staff agendas and training materials	On-going
D. Professional training on use of DECA	Training log, sheets and training evaluations	Fall 2012
E. Three Skype calls per year for Project Achieve	Training log, sheets and training evaluations	On-going

Goal 4: Maximize Kindergarten through third grade children’s potential for success in school and prepare them to reap the benefits of lifelong learning by providing age-appropriate culturally relevant educational programs and language skills by providing a minimum 15 hours of service per week for 32 weeks of the school year.

Objective	Assess./Screen/Documentation	Time
A. K-3 children will demonstrate age-appropriate language skills and communication development	TOLD-P:4: Test of Language Development-Primary — Fourth Edition	First Within first 45 days & final by May 30 th of each program year
B. Assist After School students with homework	Homework Log	weekly
C. Demonstrate age-appropriate cognitive skills and conceptual knowledge.	Kenai Peninsula Borough School District assessment scores.	April of each project year
D. Children will be trained in social skills program Stop and	DESSA	First Within first 45 days & final by May 30 th of each

Think		program year
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Goal 5: Improve parent/family support for social/emotional and cognitive development in K-3rd grade school children

Objective	Assess./Screen/Documentation	Time
A. Improve ability of families to support the development of early childhood social-emotional skills	100% of mental health referral follow-up	On-going
B. Two family centered activities per month with a focus on Project Achieve Stop and Think Training,	Parent sign in sheets	On-going

Goal 6: Collaborate with Alaska Christian College

Objective	Assess./Screen/Documentation	Time
A. Collaborate with Alaska Christian College.	100% of mental health referral follow-up	On-going

Goal 7: Provide 30 days of Summer Camp on a two week on and two week off basis for both age groups.

Objective	Assess./Screen/Documentation	Time
A. Prevent loss of skills over the summer	Student Sign-in/Attendance Sheets	On-going each program summer

The Tribe's ANE project will employ a multi-pronged, culturally relevant program that meets identified community needs and is supported by current research. The project will build on success within its current Head Start, expanding the efforts of existing staff and program resources. We have discussed the local

needs, planned this project with input from local elementary schools, the LEA, Tribal members, Salamatof Tribe, Head Start personnel, Youth and Cultural program. Our community needs assessments indicates a high priority on cultural education, therefore our program is infused with Dena'ina language and culture and will work cooperatively with the Yaghanen Program.

Evaluation Design

What types of data will be collected, when and what methods will be used:

- 90% of the 3-4 year old children will demonstrate significant gains on a measure of age-appropriate language skills and communication development. The Get It, Got It Go will be administered 2 times each project year and the Child Development Checklist 3 times per year.
- 90% of the 3-4 year old children will demonstrate significant gains on a measure of age-appropriate cognitive skills and conceptual knowledge. The Get It, Got It Go will be administered 2 times each project year and the Child Development Checklist 3 times per year.
- 90% of the 3-4 year old children will demonstrate significant gains on a measure of age-appropriate social skills that facilitates self-regulation and problem solving. Project ACHIEVE, Stop and Think Pre-school Social Skills Curriculum will be used with the DECA – Devereux Early childhood Assessment child profile filled out 2 times a year and graphed on an individual profile and compiled into a classroom profile.

What instruments will be developed and when: No new instruments will be developed.

How data will be analyzed and when reports of results and outcomes will be available: The first use of the data will be to drive decisions made by the teacher and teacher's aide to further meet the needs of the individual children in the classroom. We have learned that this information helps in the decision making process with respect to the physical classroom environment and the emotional climate as well as working with small groups of children who have similar social/emotional or cognitive needs. The next examination of data will be for program and system purposes to ensure we are providing needed services and are meeting milestones with no elements missing. This will also guide us to make our entire center more effective. Finally and arguably most importantly we will report the growth of each child (preserving confidentiality) to the Tribal Council, and to the Department of Education on a yearly basis. Further we will track and compare the school

District assessment of individual participants through third grade with published local and state wide information. Project results and outcomes will be available within 60 days of the end of the project.

Evaluation used to monitor progress and provide accountability about success and effective strategies for replication The evaluation will provide both continuous formative feedback and summative information about the quality of the project and outcomes. As stated in the Quality of Project Design, Performance Feedback and Continuous Improvement section, we are dedicated to the success of Kenaitze's Demonstration Pre-School Project with a foundation of Dena'ina traditional values and teachings infused with social, emotional and academic readiness opportunities. This will ensure that the Native children and families of our community will enter the public school system with a strong skill base as well as life-long resiliency. Our vision is to foster a sense of belonging in staff, parents and children while embracing individual differences. At the end of this project the Kenaitze Indian Tribe should be able to provide information on project activities that can be replicated and/or modified to benefit the Tribal programs. The values, beliefs, customs, language and practices of the tribal participants and their families will be recognized and respected in all phases of the evaluation.

Competitive Preference Priority: Priority 2 Improving the Effectiveness and Distribution of Effective Teachers or Principals – The efforts of this project: through our collaboration with Alaska Christian College we will support the development of well trained highly effective teachers who want to return to the villages and educate the next generation. During the 2011-2012 college year, there were 5 Alaska Christian College students working on a para-professional certification in early childhood. The college is currently working on accreditation and will need a lab setting for students seeking para professional degrees. ***Competitive Preference Priority Three*** (a) Improving student achievement enrolled in persistently low achieving schools and (c) Providing services to students enrolled in persistently low achieving schools: The Early Childhood Center will be providing After School services to 30 Kindergarten through 3rd Grade students enrolled in Mt. View, Nikiski North Star, Redoubt, Soldotna, Kalifornsky Beach, and Kaleidoscope elementary schools. Of these six (6) schools, Mt. View, Nikiski North Star, Redoubt, and Soldotna, have been identified as Title I schools and for the past two years have not made adequate yearly progress as measured by the State of Alaska, School District Report Card to the Public.