

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Indian Demonstration Grants for Indian Children

CFDA # 84.299A

PR/Award # S299A160040

Grants.gov Tracking#: GRANT12175008

OMB No. 1810-0722, Expiration Date: 06/30/2018

Closing Date: May 31, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example e1, e2, e3, etc.)

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/28/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="92-0056820"/>	* c. Organizational DUNS: <input type="text" value="7878232770000"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="907-442-1800"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

I: Indian/Native American Tribal Government (Federally Recognized)

Type of Applicant 3: Select Applicant Type:

K: Indian/Native American Tribally Designated Organization

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program CFDA Number 84.299A

13. Competition Identification Number:

84-299A2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

afiq3map.gif

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Bridging the Gap: Pre-k and Middle School (BTG)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="983,293.26"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="983,293.26"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

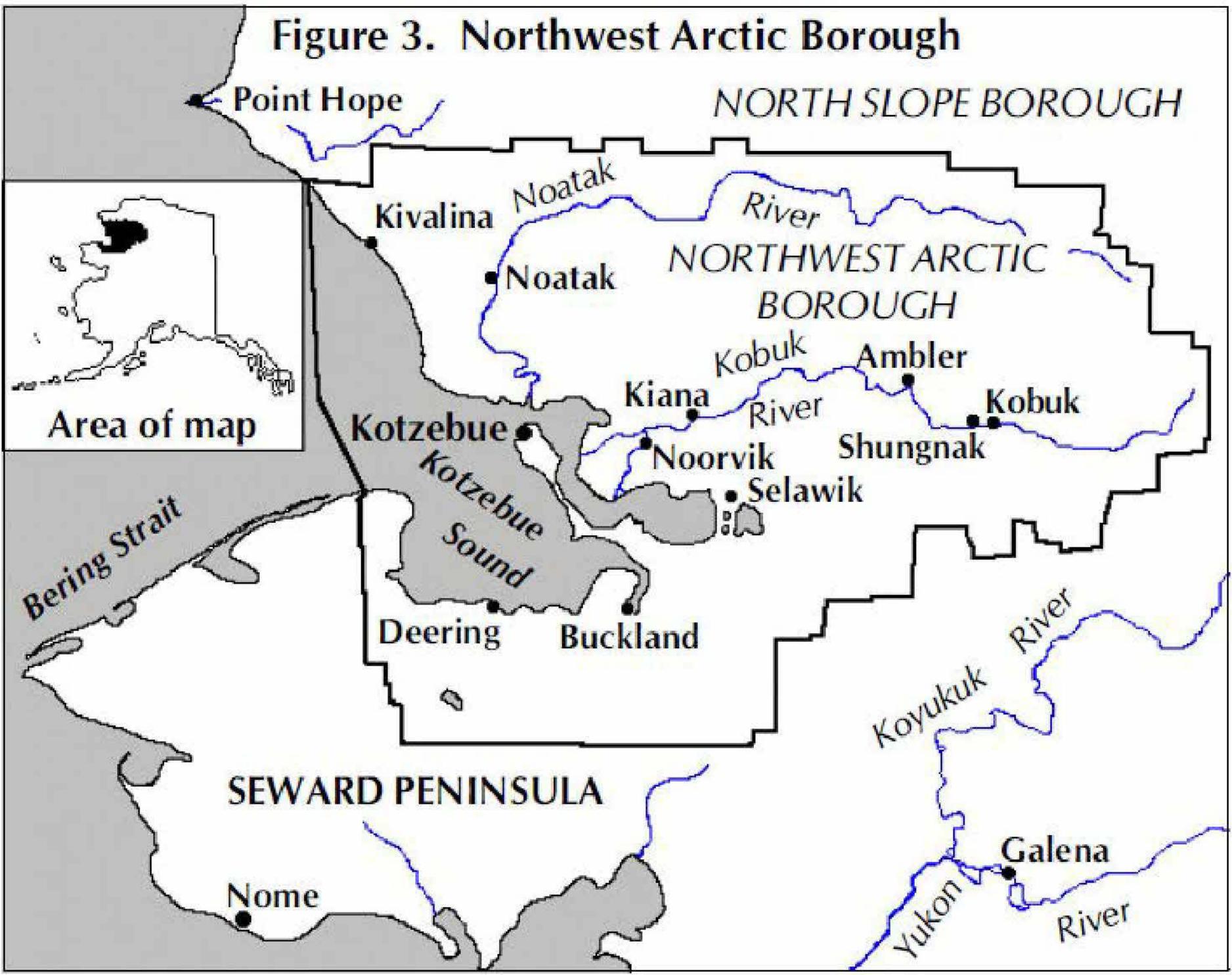
* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Figure 3. Northwest Arctic Borough



ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Joy Williams"/>	TITLE <input type="text" value="Superintendent"/>
APPLICANT ORGANIZATION <input type="text" value="Northwest Arctic Borough School District"/>	DATE SUBMITTED <input type="text" value="05/28/2016"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text"/>	7. * Federal Program Name/Description: <input type="text" value="Indian Education -- Special Programs for Indian Children"/> CFDA Number, if applicable: <input type="text" value="84.299"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
 * Last Name Suffix

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

NWABSD_GEPA427.pdf

Add Attachment

Delete Attachment

View Attachment

G.E.P.A.

(General Educational Provisions Act) NWABSD

Northwest Arctic Borough School District (NWABSD) serves an academically, culturally, and socio-economically diverse population of children and families. However, because of geographic remoteness, it is noted that the population is predominately Alaska Native (Inupiaq). The district and the Board of Education are strongly committed to equal access and treatment for all students, families, employees, and the general public.

NWABSD's policies of nondiscrimination guides and governs decision making at all levels. Such policies incorporate principles of not discriminating against children, parents or guardians of children, employees, applicants, contractors, or individuals participating in board and/or agency sponsored activities. The district and board are committed to the provision of equal access in all child/family/employment and business programs, activities, services and operations that are deployed or provided directly by the board, as well as those operated or provided by another entity on behalf of the board under contractual or other arrangements. This policy is established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation.

NWABSD's Human Resources and Personnel Department monitors, coordinates, and recommends action to ensure compliance with the above policies. To effectively

and fairly resolve conflicts should they arise, the district has established grievance procedures related to equal access for applicants, employees and/or children and their families alleging discrimination. These procedures are accessible for use by consumers, employees, and the general public. The district also offers in-service training to increase staff effectiveness in recognizing and correcting biased attitudes.

NWABSD and its partners are committed to implementing specific strategies for ensuring equal access to and participation within all grant activities, staff of partnering agencies, and employees. The following steps will be carried out with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability, and age to maximize participation in the grant program:

1. Develop and coordinate advisory stakeholder meetings to guide and refine the work throughout the grant.
2. All grant program-related sessions/activities should be held in Americans with Disabilities Act (ADA) accessible and compliant facilities. As needed, the grant staff will further develop and implement a 'plan of action' that will address the identified special access needs indicated by program registrants that go over and beyond the access provisions of the ADA facilities, themselves.
3. Coordinate and offer cultural sensitivity and ADA training for program staff, as recommended by NWABSD and the partners.
4. Hire, recruit, and involve individuals from a variety social and groups, multi-lingual individuals, consumers, and individuals with disabilities to plan, implement, and evaluate program services, to the greatest extent possible.

5. Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds.
6. Provide access for advisory members of the program and participants to attend grant meetings, activities, and workshops, as needed and if available.
7. Offer multi-lingual services for consumers and others as needed and appropriate.
8. Arrange for assistive technology to provide information and access through on-site and district media.
9. Post information materials, schedules of events, and program assessments on the internet, through radio and on-site – which will enable access to all stakeholders.

NWABSD policies, procedures and practices are designed to help to ensure that principles are reflected in our work with children and the community: valuing diversity and similarities among all peoples; understanding and effectively responding to cultural differences; willingness to continually engage in cultural self-assessment at the individual and organizational level; making adoptions to the delivery of services; and institutionalizing cultural knowledge and avenues for improvement in programming and service delivery.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Northwest Arctic Borough School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.

* First Name: Annmarie

Middle Name:

* Last Name: OBrien

Suffix:

* Title: Superintendent

* SIGNATURE: Joy Williams

* DATE: 05/28/2016

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Bridging the GAP: Pre-K and Middle School (BTG)

Northwest Arctic Borough School District (NWABSD)

The proposed 4-year project Bridging the GAP: Pre-K and Middle School (BTG) will target two student populations, Pre-K and Middle School. Pre-K classes currently exist in NWABSD. They have proven to be effective, but cost constraints have paraprofessionals teaching most of the classrooms. Research indicates the benefit of Pre-K classes having specifically designed curriculum and trained early childhood teachers. The project design includes an Early Childhood Specialist – duties to include the oversight of all Pre-K instructors, classroom observations, curriculum development, related PD, community outreach and other tasks. Ultimate goal is to increase the social and academic readiness of students to succeed throughout their schooling. NWABSD has developed a strong CTE curriculum for high school within the STAR of the Northwest Magnet school that focuses on 4 pillars – culinary arts, education, process technology and health. This grant would focus on middle school students to prepare them for career and college readiness through participation in Junior Achievement and ANSEP, a model STEM program for Alaska Native students supported by University of Alaska. Barriers have existed because of monies to design and support the initial phases of both programs. Community, local entities and businesses support the efforts as demonstrated by previous discussions and designation of priorities. The proposed sites include all of Northwest Arctic Borough School District's (NWABSD) schools. Sites serving students K-12 include Ambler, Buckland, Deering, Kivalina, Kiana, Kobuk, Noatak, Noorvik, Shungnak and Selawik. Kotzebue houses two schools; June Nelson Elementary and Kotzebue Middle/Senior High. All sites outside of Kotzebue are served by air transport daily, the only way to regularly access the sites. The region is a remote geographic region.

The BTG **goals and objectives are specific and measurable (full descriptions in narrative):**

Goal 1: Prepare 4-year olds (Pre-K students) for successful entry into Kindergarten socially and academically. Objectives include enrolling a minimum of 70% of eligible 4 year olds (with increases each year); assessment measured increased academic and social achievement;

maintaining attendance at 80% to increase each year of the grant. Goal 2: Pre-K teachers and paraprofessionals will receive appropriate professional development throughout the year.

Objectives include on-site and district wide PD to 100% Pre-K educators with additional opportunities throughout the year; educator survey/questionnaire to ascertain refinement to

processes, curriculum, community, etc. Goal 3: Pre-K: Opportunities for family and community involvement will be provided through activities and communication. Objectives include

quarterly communication with all parents related to Pre-K curriculum, activities, success; 70% of parents will attend semester conferences and attend quarterly family activity nights;

surveys/questionnaires to community family to refine program. **Goals for the middle school**

program include (Middle school is determined as grades 6-8): Goal 1. Preparing middle school students socially and academically for career and college readiness; Objectives to include

middle school participation in Junior Achievement and ANSEP; development of career and college readiness plans for all students. Goal 2. To support middle school educators with

appropriate PD for career and college readiness: Objectives include 100% of all MS educators to receive PD related to all aspects of the grant. Goal 3. To involve the community and business

partners in middle school activities to support career and college readiness. Objectives to include parent/community nights; distribution of newsletters and web based information; contact with

local entities and businesses.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Bridging the Gap: Pre-k and Middle School (BTG)

BTG

Northwest Arctic Borough School District

Application for New Direct Grants Under The

Indian Education Demonstration Grants Programs

CFDA 84.299A

May 29, 2016

Northwest Arctic Borough School District

**Indian Education Discretionary Grants Programs – Demonstrating Grants for Indian
Children Program**

Step Up to Success: NWABSD Pre-K Program

BTG

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NEED FOR PROJECT (15 PTS) –

In careful consideration for this proposal, Northwest Arctic Borough School District (NWABSD) provides support for the project need based on geographical remoteness, poverty levels within the district, academic achievement gaps as noted on State assessments, attendance rates, graduation rates, local employment opportunities and other related implications.

NWABSD has also demonstrated with the success of previous grants, the ability to initiate programs within a period of grant support and sustain the programs developed in the years to follow. The grant addresses Absolute Priority “to fund Native Youth Community Projects.” Northwest Arctic Borough is a rural local community and addresses Competitive Priority 1 (2 pts.) Competitive Priority 2 is addressed by having an eligible Indian as a partner, The Native Village of Kotzebue. Competitive Preference Priority 3 (4pts.) is addressed because NWABSD received an Alaska Native Education Program grant FY 16 (CFDA 84.356A) Bridging the Gap: Pre-K and Middle School (BTG) addresses the structuring of innovative programs related to the educational needs of educationally disadvantage children; early childhood and kindergarten programs, that emphasize school readiness and parental skills; projects designed to assist and encourage Indian children to consider workplace skills and academics necessary for career and college readiness, and consequently to increase the rate of high school graduation for Indian children. BTG also acknowledges and provides for the Professional Development of teaching professionals and paraprofessionals who may be part of the program. It also recognizes the significance of contributions by local entities, employers and the cultural community.

Over the past several years, NWABSD has involved the community, the twelve local nationally recognized tribes, parents, elders, regional and local businesses, school personnel, NWALT (Northwest Arctic Leadership Team), and the school board in discussions for strategic

planning. The process is one of continuous review and setting of priorities for the district. Various state and federal grants over the past several years have also provided the avenue for longitudinal quantitative research for attendance, graduation rates, student academic success rates, kindergarten profile data, etc. Qualitative data has also been derived from pre-K teacher surveys and questionnaires, classroom observation forms, parent comments, and discussions in Northwest Leadership Team (NWALT), NWABSD School Board, local advisory boards and NWABSD Leadership Team Meetings. A June 2016 NWABSD School Board retreat confirmed the Pre-K program as a priority to help strengthen the academic, social and cultural basis for NWABSD students; consequently, increasing the future opportunities for student career and college readiness. NWABSD currently offers all high school students career courses and readiness opportunities through STAR of the Northwest Magnet School in the areas of culinary arts, education, process technology, and health. These pillars were established after lengthy communication with communities and local employers. It is the second prong of this proposal that will expand concepts of finances, workplace skills and career readiness to middle school students. The proposal also supports middle school student attendance at ANSEP (Alaska Native Science and Engineering Program) STEM training for students. Consequently, the grant proposal focuses on a strong Pre-K program and a future focused middle school program.

The Northwest Arctic Borough is one of the most remote and sparsely populated areas in Alaska. It is located within the Arctic Circle along the coast of the Chukchi Sea and inland 200 miles. The closest urban centers of Anchorage and Fairbanks, accessible only by plane, are located 500+ miles from the borough. The population numbers only 7,200 people in 11 communities spread out over 37,000 square miles of tundra and scrub, an area roughly the entire size of Indiana. With more than 86 percent of the region's people being Alaska Native Inupiat

Eskimo, although varying tribes, the Northwest Arctic Borough is home to one of the highest concentrations of Alaska Natives in the State. Over one-third of the Borough's residents are school-aged children (34%). NWABSD provides education to approximately 2080 students.

The Village of Kotzebue is the region's commercial and transportation hub and includes nearly half the Northwest Arctic residents with a population of 3,201 (2010 Census). Kotzebue has a shallow sea harbor that is ice-free for only 4 months of the year. **The only year round access to the region is by air.** The headquarters of the Northwest Arctic Borough School District (NWABSD) is Kotzebue. It houses 3 of the 12 borough schools. NWABSD also provides pre-K classes and presently services 80% of the eligible 4-year-olds. It is the only Alaskan School District that houses facilities for grades Pre-K to 14 with education beyond high school at the Alaska Technical Center (ATC). ATC is designed to provide Career and Technical Education for select high school students as well as two years of post-secondary CTE offerings.

The Red Dog Mine provides significant career opportunities in the Kotzebue area. Subsistence hunting and fishing provide the main source of livelihood for the majority of the region's residents. The Borough's average annual unemployment rate is approximately 16.2 percent with the Alaska State average being 7 percent (March 2012 unemployment rate Northwest Arctic Borough, www.labor.State.ak.us). However, this number is misleading as 42.1 percent of the region's adults are not even part of the work force (U.S. Bureau of the Census). Consequently, the region has one of the highest poverty rates in the State. 100% of the students are eligible for free and reduced lunches. All of NWABD's schools are Title I designated school-wide.

The other half of the Northwest Arctic population resides in the ten outlying villages that range in population from approximately 125 (Deering) to 829 (Selawik) and are located from 43

to **156 air miles from Kotzebue. There are no roadways connecting the villages**, nor any roads connecting any part of the region with the rest of Alaska. In most of the villages there are no roads. Four-wheelers, snowmobiles, or “foot” transportation suffices within the villages. Travel within the borough is by small bush plane and seasonal transportation, e.g. boat, in the summer and snowmobile or dogsled in the winter. The geographic isolation makes the cost of basic necessities very high and restricts access to educational resources and opportunities. In addition, the average NWABSD village student lives in a two to three room house that can be characterized by lacking complete plumbing facilities (22.4 percent) or lacking complete kitchen facilities (20.7 percent). In addition, over 85% of the students live within families who are at or below the poverty level, ranging from 70-96% at the sites.

In the Northwest Arctic one out of every four adults over the age of 25 has neither a high school diploma nor a high school equivalent degree. This is twice the State’s average. Of that adult population, 14 percent dropped out of school before ninth grade, a rate that is almost four times the State average. In a NWABSD GEAR-UP survey of parents whose children attended a village school, over 30 percent indicated they did not believe their children would graduate from high school. Sixty percent did not believe their children would ever achieve a four-year college degree.

The NWABSD student population is over 95 percent Alaska Native. As of October 1, 2013 there were 1882 students of whom 382 were identified as limited in English proficiency. Often students come from an environment where a language other than English has had a significant impact on standard oral English language use. Usually, the other language is a form of Inupiaq; but over generations, the use of a standard Inupiaq language has also dissipated.

Now there is no strong foundation for either language growth, including English. This significantly impacts successful academic participation and performance.

As noted above, the District student academic proficiency percentages are below the State's targets. The State Literacy rates for state testing indicate that less than 10% of students grades 3-10 scored as meeting all literacy standards. As of spring 2015 the official graduation rate was 74.77%. Attendance rate was 87.87%. Attendance is a positive indicator as the district approaches the 90% attendance rate that is indicative of improved academic success. Strong early years of academic success will contribute to stronger academic growth throughout graduation and entering into the work force and related schooling. It is also noted that the graduation rate for Limited English Proficient students is 34.38%. So early intervention and opportunities to improve language will also benefit career and college readiness.

Through examination of data, discussions and research, NWABSD has identified the following Barrier, Supporting DATA, Existing Opportunities and Support, and relevance to this grant request:

Barriers for preparing 4-year olds for successful entry into Kindergarten socially and academically and for preparing middle school students for career and college readiness include remoteness of the geographic region and isolation of villages, student attendance rates, inconsistent curriculum among pre-k classrooms, lack of middle school curriculum for preparing students for the work place future, lack of systematic PD for pre-K teachers/paraprofessionals, lack of student assessments to systematically inform pre-K instruction, inconsistent involvement of parents within their children's educational program, need for more childhood development parent training, the need for more focused

discussion with middle school students as to career and college requirements and opportunities. (Supporting relevant research in next section.)

- Three year's state assessment data shows for FY 12, 13, 14 the percent of students proficient in Reading were 44.7, 39.2 and 44.6; Writing 38.9, 37.6 and 38.6; Mathematics 40.0, 40.3 and 41.1; Science 17.6, 18.0, 19.8. The assessment changed and current state testing shows students well below 20% for meeting all student standards. This recent state data does not have the consistency for longitudinal analysis.
- Kindergarten Profile Data – indicates that students who attended pre-K did better on the assessment. This data is derived from state annual data.
- Kindergarten Profile Data shows individual NWABSD sites vary greatly for student success.
- Attendance rates vary greatly between sites. Attendance varies with weather and daylight conditions. Overall attendance Pre-K FY 15 was 82.9% with sites varying from 70.16-96.22%.
- Pre-K academic curriculum has not been updated for 6 years. Classroom observations indicate varying degrees of classroom instruction.
- Pre-K teachers/paraprofessionals requested additional systematic training on classroom management, teaching strategies and curriculum.
- Pre-K is mostly taught by paraprofessionals. Highly trained early childhood teachers may increase student success. It is important to note that the paraprofessionals are relevant to the cultural connection and will be an integral part of the program.
- The relevant time for counselors, students and parents to plan for academic courses needed for a chosen career or college pathway should be in middle school to allow for prerequisites and scaffolding of courses.

Opportunities and Existing Support:

- Existing NWABSD Pre-K program in each site. Some sites have certified teachers; some sites utilize paraprofessionals. Training is conducted annually in August. No follow-up PD.
- NWALT – Northwest Arctic Leadership Team. Leadership team that consists of Northwest Arctic Borough (home rule borough and local political sub-division of the State of Alaska), NANA Regional Corporation (1 of the 13 Regional Alaska Native Corporations), Maniilaq Association (represents 12 federally-recognized tribes located in Northwest), Northwest Arctic Borough School District. Representatives meet regularly to discuss and set priorities. NWALT representatives hold village meetings to support NWABSD, students, parents and communities. Connections are made with the local tribal entities.
- NWABSD structure – Advisory Boards, site school board representation, NWABSD School Board – review of data, goals, priorities.
- STAR of the Northwest Magnet School provides high school through grade 14 courses to prepare students within process technology, health, education and culinary arts pillars. These were established after research into available careers in the region. Dual credit courses and pathways are firmly established.

BTG Grant Activities and Strategy areas:

- Pre-K Specialist to oversee academic and social curriculum, cultural connections, systematic professional development for teachers/paraprofessionals (in person and through STARnet- a teleconferencing system), and provide parent/community activities for successful child development. Pre-K Coordinator would visit all sites each semester and spend several days on site. The visits where paraprofessionals are responsible for the teaching would be twice

per semester for several days at each visit. **Traveling to sites is also requested via air as it is the only transportation to/from sites.**

- Hiring of five additional early childhood Pre-K teachers. Paraprofessionals would still be working with students at the smaller sites.
- The assessment system will include CPAA (Children Progress Academic Assessment) for early literacy and mathematic skills – designed at Columbia University and MIT – the assessment can be given 2 times per year and provides scaffolding targeted support.
- Research and institute research based curricula for Pre-K. Waterford Language was researched and piloted in one Pre-K FY 15 with successful results. Instituting that program at all sites and supplying appropriate PD. Also coordination with district adopted curricular purchases.
- Over the years of the grant, researching and instituting additional mathematics, science and social curricula in a staged systematic method with supporting PD.
- Parent meetings and activities – scheduled a minimum of 4 times per year at each site. To provide parent information for successful child development and cultural connections.
- Coordination with partners, Advisory Board, employers and NWABSD Leadership Team to support each site.
- Institution of Junior Achievement activities within middle school to assist with getting local business leaders into the classrooms and provide the basis for personal and business finances and concepts.
- Coordination with school councilors in academic advising for career and college readiness.
- Opportunities for middle school students to attend ANSEP, a two-week residential program for middle school students to explore STEM curriculum, activities and career opportunities.

Students will complete applications and submit to NWABSD for this opportunity. They will share the results of their experience through district media.

NWABSD is dedicated and believes it is accountable for making the necessary improvements for educating students to live successful lives. Currently, systemic changes (pre-K-12) include the adoption of district-wide research-based programs, professional development in Grade Level Expectations and Standards Based Education, curriculum-based measurements for progress monitoring, and outcome-based education for proficiency in reading, writing and mathematics, including vocational proficiencies.

In summary, NWABSD faces many challenges stemming from the geographical characteristics of the district. NWABSD recognizes the needs that the district population faces. This proposal will outline the opportunities, activities, goals and objectives for enhancing and preparing 4 year olds for successful entry into Kindergarten socially and emotionally. Middle school students' needs will also be addressed to assist in preparing them socially and academically for career and college opportunities. BTG will also outline the educational plans for incorporating the materials into the communities and educational system. By building a firm foundation for early learning, and working to prepare middle school students, career and college readiness will be increased. The concept of the logic model has been used to develop, refine and will be used throughout the grant period to engage in on-going processes, refinements and adjustments.

QUALITY OF PROJECT DESIGN (30 points) –

”If we make high-quality preschool available to every child, not only will we give our kids a safe place to learn and grow while their parents go to work; we'll give them the start that they need to succeed in school, and earn higher wages, and form more stable families of their own.

By the end of this decade, let's enroll 6 million children in high-quality preschool. That is an achievable goal that we know will make our workforce stronger." *Barack Obama*

“Career awareness activities can and should be planned early in the students’ careers.” Karl D. Likeke

As outlined in the previous section, **NWABSD** is a large, remote geographic region that encompasses 11 communities **accessible by air**. Details were explored in the previous section. The process for developing the goals and objectives has been shaped over years through discussions among the partners and within the communities. Pre-K is a strategic goal of high priority. The goals are within three general areas: 1. Preparing 4 years olds for successful entry in Kindergarten socially and academically; 2. To support the Pre-K teachers/paraprofessionals with systematic, sustained Professional Development (PD), and; 3. to involve community and family in activities and training to enhance student success. At the high school level, firm foundations are in place for career and college readiness. They are being supported by the district and an Alaska Native Education Grant. It is time to build awareness socially and academically within the middle school age students. Goals for the middle school program include: 1. Preparing middle school students socially and academically for career and college readiness; 2. To support middle school educations with appropriate PD for career and college readiness; 3. To involve the community and business partners in middle school activities to support career and college readiness.

Partners are key players within the community – economically, culturally, and educationally. Partners are NWALT – Northwest Arctic Leadership Team. Leadership team that consists of Northwest Arctic Borough (home rule borough and local political sub-division of the State of Alaska), NANA Regional Corporation (1 of the 13 Regional Alaska Native Corporations), Maniilaq Association (represents 12 federally-recognized tribes located in Northwest), Northwest Arctic Borough School District, and executive director of the Native Village of Kotzebue. All entities have a history of supporting and working together for the benefit of our students. A signed agreement pledges support for the 4-year duration of the grant. All partners have been involved in discussions and meetings for many years in relation to the concepts presented.

Child development theories and research are important to Pre-K education and parent/community involvement. Piaget believed that “children are like little scientists.” They actively try to make sense of the world around them. Language acquisition is most crucial between the ages of two to six. (Cherry, 2010) Behaviorists focus on how the environmental interactions influence children’s behavior. Social Child Development theories focus on early relationships with family and caregivers. Bandura emphasized that “children learn new behaviors from observing other people.” (Cherry, 2010) While Vygotsky’s *sociocultural theory* suggests that “children learn actively through hands-on experiences.” (Cherry, 2010) All theories point to the importance of early childhood for learning language and relationships to the world around them as being important for future development and successes. Cheryl states, “Modeling appropriate behaviors is essential. Observation plays a vital role in how young children learn new things. If your child sees you sharing, expressing gratitude, being helpful, and sharing feelings, your child will have a good solid understanding of how to interact with other people

outside the home.” She also emphasizes *empathy, cooperation, and social problem solving skills* as being developed early in childhood. Every parent wants what is best for their children. Early schooling for 4 year olds can help with vital activities and influences for the children and families.

Family, education, peers and culture play roles in child development. “No matter what the child’s surrounding culture might be, the parental strategies used are designed to produce children who can meet the goals and expectations of the culture in which they live.” (Cheryl) NWABSD acknowledges that the Native Language is no longer actively spoken in the home. As mentioned earlier, the district is actively developing lessons and activities involving elders, the language and traditional activities.

In a report published in February 2012, Jim Hull, a senior analyst for Center for Public Education notes several **advantages of Pre-K programs**:

- Higher-level reading skills are crucial for a student’s future success in and outside of school. The probability data shows that children overall improve their chances at reaching higher reading levels when they attend pre-k.
- Research has consistently shown that quality pre-kindergarten programs benefit not only individual students, but school districts and communities. A national study of children who attended a center-based pre-k program scored significantly higher on reading and math tests than children who were in the care of their parents (Magnuson, et al. 2004). The benefits were even more pronounced for minority and low-income children who typically start kindergarten 12 to 14 months behind their peers, highlighting the value high-quality pre-k has for efforts to close achievement gaps (Stark 2009).

- Society benefits, too. Nobel-Prize-winning economist James Heckman estimates that every dollar spent on early childhood education returns 10 cents annually over the life of a child (Heckman 2011).

Attendance and the importance of parents feeling welcome within the school are noted in a report from attendancesworks.org. These concepts are important to both target groups of the BTG proposal. The report notes:

- Early absences correlate with reading difficulties and poor attendance patterns in later years.
- The effects of poor attendance are particularly pronounced among low-income children, who need more time in the classroom to master reading and are less likely to have access to resources outside of school to help them catch up. Unfortunately, low-income children are four times more likely to be chronically absent.
- Students can begin to reverse their academic difficulties if they improve their attendance.
- Parents are often unaware of the corrosive effects of absenteeism and how quickly absences add up to academic trouble in the early grades. Some face challenges with health, transportation or housing that contribute to absences.
- Attendance rates are better in schools where parents feel welcomed and engaged and where they trust their children are safe.

The above research clearly lays out the framework for a NWABSD's Pre-K program and the BTG grant. Academic and social success as a 4-year-old will lead to being better prepared for college and career readiness.

The importance of the middle school experience for students is echoed in many reports. According to Kasak, “Many [students] make that decision to drop out—either consciously or unconsciously—during those middle grades years.” According to a US Department of Education panel on the middle school issue, noted Johns Hopkins University Researcher Dr. Robert Balfanz detailed the loss of students during the middle school years and the early warning signs for these students. Balfanz expounds that the middle grades may be the most important years in a child’s education, the “most fertile years.” It is during this time that students ask and answer for themselves, “Is schooling for me?” Because of this, Balfanz urges all to understand that the middle grades are the one place where educators “really have a chance to reform outcomes.”

ANSEP programs are specifically designed for middle school students housed on University of Alaska, Anchorage (UAA) campus. In that program the middle school students learn more about STEM, work on science and engineering projects with professional scientists and engineers, learn how math and science are used in real world careers, build a computer, live like a college student on campus (something many rural students know nothing about), explore STEM related careers, engage in a variety of hands on STEM activities. The components for ANSEP are continuously evaluated by the Urban Institute via qualitative and quantitative measures. Urban Institute is based in Washington DC and considered the gold standard for social policy research and external evaluation. The Middle School Academy is a two-week residential based program that provides unequalled experiences for rural students in the career and college readiness experiences and activities.

The grant also supports systematic, interactive **Professional Development** for all Pre-K and middle school educators. Ben Johnson relates, "If we want students to learn, the most critical element is the teacher. So professional development is the overall most important thing

we can do to help students learn." As recently as May 2015, Simon Quattlebaum notes, "Educators must understand the concepts in processing professional development and what it means to education. The National Staff Development Council (2007) created a set of nine standards that all professional development should follow. They include content knowledge and quality teaching, research-basis, collaboration, diverse learning needs, student learning environments, family involvement, evaluation, data-driven design, and teacher learning." Professional development and time to share as an educational community for the Pre-K teachers and paraprofessionals are built into the BTG grant proposal.

A summary of the project includes: 4-year-old program – a full time Pre-K program taught at each site. The larger sites having certified early childhood teachers. Pre-K teachers will teach Pre-K with accommodations 3 times per week for 3-year-old contact times in a group situation at school. Pre-K teachers will also have daily times to work individually with students with special areas of need. The EC specialist will oversee all curriculum for 3 and 4 year olds, coordinate with NWABSD directors, observe each certified teacher once per semester, observe each paraprofessional who direct a Pre-K class 2 times per semester, arrange PD, arrange parent nights, provide district wide communication to parents/communities. Curriculum development will focus on the arts (year 1), literacy (year 2), mathematics (year 3), sciences/social studies (year 4). The curriculum taught will be inclusive each year, but new focus will be cyclic and systematic. The focus may also be adjusted depending on continuous refinement. The Middle School Program will involve all students with career and college readiness activities through Junior Achievement and ANSEP opportunities (STEM). Students will begin planning with counselors to help scaffold future academic and social plans. The CTE coordinator will assist

with coordination, introduction and smooth transitions into STAR of the Northwest Magnet School opportunities. Specifics are included in the goals and objectives.

The BTG **goals and objectives are specific and measurable:**

- **Goal 1: Prepare 4-year olds (Pre-K students) for successful entry into Kindergarten socially and academically.**
 - Objective 1: Enroll 70% of eligible 4-year olds into the Northwest Arctic Borough School District (NWABSD) Pre-K Program. To increase by 5% each year to 85% year 4.)
 - Objective 2: Utilizing the Children’s Progress Academic Assessment (CPAA) administered 2 times per academic year, 70% of the students will achieve at or above expectations on the Listening, Reading, Phonics and Phonemic Awareness sections with a minimal increase of 2% for each additional year of the grant. (70%, 72%, 74%,76%)
 - Objective 3: Utilizing the CPAA administered 2 times per academic year, 70% of the students will achieve at or above expectations on the Measurement, Numeration, and Pattern Functions of Mathematics’ sections- with a minimal increase of 2% for each additional year of the grant. (70%, 72%, 74%,76%)
 - Objective 4: Pre-K attendance will be at a minimum of 80% for the first year, 83% for Year 2; 86% for Year 3; and 90% for Year 4.
- **Goal 2: Pre-K teachers and paraprofessionals will receive appropriate professional development throughout the year.**
 - Objective 1: 100% of the Pre-K teachers/paraprofessionals will attend beginning of the year training related to curricula and classroom strategies.

- Objective 2: 100 % of the Pre-K teachers/paraprofessionals will receive on-site mentoring at least once per quarter for paraprofessionals and once per semester for certified teachers.
- Objective 3: 95% of the Pre-K teachers and paraprofessionals will participate in STARnet (video-conferencing) monthly meetings and trainings.
- Objective 4: 100% of the Pre-K teachers/paraprofessionals will attend end of the year wrap-up meetings.
- Objective 5: 95% of the Pre-K teachers/paraprofessionals will participate in an end of the year survey to assess future curricula and training needs.
- **Goal 3: Opportunities for family and community involvement will be provided through activities and communication.**
 - Objective 1: Quarterly communication will be distributed to parents and the community related to Pre-K activities and successes.
 - Objective 2: A minimum of 70% parent/guardian attendance will be achieved at the semester Pre-K parent conferences.
 - Objective 3: A minimum of 70% of the families will be represented at the quarterly Pre-K family activity nights.
 - Objective 4: A minimum of 50% of the families will respond to opportunities, questionnaires, and/or surveys to help assess and define focus for subsequent activity nights and newsletter information.

Goals for the middle school program include (Middle school is determined as grades 6-8):

- Goal 1. Preparing middle school students socially and academically for career and college readiness;
- Objective 1: 100% of middle school classes will participant in full Junior Achievement Programs;
- Objective 2: a minimum of 52 students will attend the ANSEP training in Anchorage for two weeks;
- Objective 3: 100 % of the MS students will have a career readiness academic plan developed in conjunction with the student, parent and counselor;
- Goal 2. To support middle school educations with appropriate PD for career and college readiness;
 - Objective 1: 100% of the educators will receive PD training from the CTE coordinator related to STAR of the Northwest Career Pillars
 - Objective 2: 100% of all MS educators will receive training for Junior Achievement programs
- Goal 3. To involve the community and business partners in middle school activities to support career and college readiness.
 - Objective 1: 100% of the MS schools will parent information nights for career and college readiness information.
 - Objective 2: NWABSD website will include information to parents on CTE related concepts.
 - Objective 3: CTE coordinator will connect with local entities and businesses to create opportunities for NWABSD students.

In summary, the **strategies** assisting the 4 year olds to be successful academically and socially stem from a solid foundation in Pre-K; a well-balanced academic and social program; systematic assistance and PD for the teachers/paraprofessionals; communication and organization maintained from a dedicated Pre-K Coordinator; systematic communication and knowledge sharing with community/parents; and cultural modeling and activities to assist students in the grounding of the Inupiaq values. The basic infrastructure is in place for the Pre-K program. This grant will enable the solid basis and fine tuning to help students begin a successful academic career to be prepared for college and career training in the future. NWABSD has a firm foundation for career and college readiness within the STAR of the Northwest Magnet School. By moving a beginning focus to middle school, scaffolding will allow for early academic and social planning and motivation. As discussed previously, the logic model has provided the guidelines to look at needs, opportunities, tasks and goals while involving stakeholders at all levels of the process. This will continue throughout the grant.

QUALITY OF PROJECT PERSONNEL (10 points)

NWABSD encourages applications for employment from persons who are members of groups that have been traditionally underrepresented based on race, color, national origin, age gender and disability. The previous Director of Grants and Federal Programs and FY 17 Curriculum Director (Joy Williams), Special Programs (Cheryl Schweigert), CTE Director, (Zonda Martin), and Outside Evaluator (Karen McCain) have worked with the district for many years.

District Personnel: Resume for Project Director, Joy Williams, will oversee the project and Project Coordinator. Superintendent Dr. Annmarie O'Brien will be involved with the

oversight of various aspects of the grant as appropriate. The above personnel have collectively extensive Rural and Native Alaska population teaching and administrative experience, all are on the NWABSD strategic planning team and other district and state committees. None of the above positions will be charged to the grant. The Early Childhood Specialist will be a new position to coordinate and oversee all Pre-K classrooms throughout the district. Increased classroom observation will lead to improved instruction. The position will require Early Childhood degree. Duties will include day to day operations; interagency and school district coordination of services and curricula; support of Pre-K teachers/paraprofessionals with focused visits; professional development and scheduling; coordination of parent activities and newsletters; and coordination with purchases, direct services, etc. 100% of the Early Childhood Specialist's time will be devoted to the grant. Five certified teachers will be hired out of the grant to teach the Pre-K program in two NWABSD sites as determined by need. All teachers will meet NWABSD and State of AK licensure requirements. This will expand the opportunities for all the larger sites to be taught by certified teachers. Job descriptions for the Project Coordinator and Certified Teachers are attached.

NWABSD and the noted **partners** have partnered on many projects. The following descriptions are from the partners' websites. All have agreed to support the project for the 4 years of the grant and are committed to success. As Maniilaq Association describes itself, "Maniilaq Association provides health and social services to residents of Northwest Alaska. A non-profit corporation, Maniilaq Association represents twelve federally-recognized tribes located in Northwest Alaska. The Association manages social and health services for about 6,500 people within the Northwest Arctic Borough and the village of Pt. Hope. Maniilaq also coordinates tribal and traditional assistance programs, and environmental and subsistence

protection services. With approximately 550 in its workforce, Maniilaq Association is also the largest employer.” Native Village of Kotzebue IRA “is the Federally-recognized Tribal government representing the Qikiktagrukmiut, the original inhabitants of the area of northwest Alaska surrounding modern day Kotzebue (Qikiktagruk). The Tribe, a sovereign entity, is commonly called **the** Native Village of Kotzebue/Kotzebue IRA due to its organization pursuant to the 1934 Indian Reorganization Act and as amended for Alaska in 1936.” **NWALT** is “a partnership among Maniilaq Association, NANA Regional Corporation, the Northwest Arctic Borough and the Northwest Arctic Borough School District, will maximize resources and reduce duplication of efforts to address issues affecting the people of northwest Alaska, while honoring and perpetuating our Iñupiat cultural heritage.” NWALT currently partners with the district to visit school sites in a joint effort at least once per year to partner in education. Northwest Arctic Borough School District (**NWABSD**) has been described earlier. Its **Mission Statement** is “to graduate students with the skills and knowledge to be good citizens. The **Vision Statement** is “to be a leader in PreK-14 education based on student achievement and graduation rates.” NWABSD is committed to being lead on the project.

NWABSD has identified and selected **McCain Services** to conduct the third- party evaluation. Ms. McCain, MAT, is a licensed (certified) Alaskan educator since 1969. She has been actively involved with many Alaskan school districts and organizations providing workshops, educational consulting services and grant evaluation. She has had a private consulting business since 1985. Ms. McCain has experience in the university setting in both the public and private sector. She is currently an Assistant Professor and Director of the Master of Arts Program at Alaska Pacific University. She has also been involved with Alaska Native Education (ANE) projects for over 17 years. She has worked closely with many NWABSD

village sites and personnel. The Independent Evaluator will work closely with the Project Director, Coordinator, and related staff to provide information and direction for the life of the grant. All procurement law has been complied with in this process.

ADEQUACY OF RESOURCES (10 points)

NWABSD will provide safe and warm facilities, including utility services, within the existing schools for the eleven Pre-K classrooms. School breakfasts and lunches will be provided. All curricula services and services will be provided by NWABSD personnel. The district will provide internet services and computers at sites. The district will continue to fund the existing Pre-K teachers and paraprofessionals. The infrastructure is in place for the project and lines of communication and direction are established within NWABSD and among partners.

The goal is to serve 160 4-year olds each year students, 160 3-year olds for introductory groups 3 times per week, 405 middle school students per year for the 4 year grant period. This is an approximate total of 725 students. The numbers are conservative. The amount requested is adequate to fund the activities with the additional support of district funds and partner involvement. Teachers of the designated grade levels will also be served, as well as the parents and communities. As previously indicated, the statistics indicate communities and students in need of support. BTG provides communities and students with “home-grown” solutions and involvement in meeting the challenges.

As indicated previously and in the partner agreement. Each partner has experience in the region, a vested interest, and a history of working together for the benefit of the region. All partners are dedicated to the goals and outcomes of the BTG grant.

NWABSD has demonstrated its commitment with previous Alaska Native Education (ANE) grants. In every case, the district has continued the efforts and supported personnel first initiated within the grant. In all cases, the grant has provided stimulus for continuation and refinement.

The framework for BTG is well grounded. NWABSD has been providing the Northwest region local school-based education since 1976. During that time the district has worked closely with Alaska Native communities to incorporate the Native culture and values. This is characterized by active participation in school site-based Inupiaq Days and involvement in community activities. NWABSD has previously used U.S. Department of Education Grants to support the academic growth and success of students. NWABSD has successfully managed 21st Century, Academic Remediation and Enrichment of Skill (ARES), and GEAR-UP grants in recent years. Previous ANEP grants include the following: *Getting Ready to Learn* helped to lay the ground work for early childhood education and parent participation; *Step Up to Learning (SUTL)* provided academic and social learning for 4-year-olds in order to be better prepared for kindergarten and successful learning; *Expanding Horizons (EH)* provided extended vocational education opportunities for juniors and seniors to move into college and/or occupational training after high school graduation. This grant provided the firm basis for the further development of STAR. *School Climate, Safety and Academic Success (CSAS)* - was awarded October 2012. This grant focuses on Positive School Climate and academic success. Through a district-wide initiative, all district personnel, students, parent and community are involved in training, discussions and activities to promote positive school and community involvement. This will also directly relate to academic and social achievement; and, *STAR* – STAR of the Northwest Magnet School was awarded Fall 2014. STAR is a residential magnet school that expands the

educational opportunities of all Alaskan students to include career training in process technology, culinary arts, education and health services.

It is important to note that all of the grant concepts awarded previously through grants are still in operation and supported by NWABSD. This demonstrates that grants are carefully designed, planned, and implemented with maximum effectiveness and longevity.

Throughout the grant writing process meetings and discussions were held with all key personnel and stakeholders to gather and refine input and budget items. NWABSD supports the grant with NWABSD personnel and facilities. NWABSD has also partnered with other entities to further support and develop opportunities for its students and educators. Most significantly, NWABSD is involved with Northwest Alaska Leadership Team (NWALT), a partnership among Maniilaq Association, NANA Regional Corporation, the Northwest Arctic Borough, and the School District, to maximize resources and reduce duplication of efforts to address issues affecting the people of Northwest Alaska while honoring and perpetuating the Inupiat cultural heritage. The grant proposal also has the support and commitment of all partners for the four-year duration of the grant.

The development of this grant request has basis in existing support of NWABSD educational programs, previous grant work, and requests from borough and Native organizations. Borough and School Board meetings with Superintendent Dr. Annmarie O'Brien pinpointed the need to refine and re-energize the Pre- K Program as well as expand student support in the middle school area for career and college readiness and to coordinate with STAR of the Northwest Magnet School.

The request for this grant is a culmination of prior planning, meetings and guidance from the community and NWABSD School Board. The decision to request the grant was discussed, outlined and received priority from the Leadership Committee and School Board.

ADVISORY BOARD:

The Advisory Board will provide support and guide the project through open dialogue within the District Educational Leadership Team, Native community stakeholders, local and regional employers and institutions of higher education. The make-up of the board will consist of representatives of regional Native organizations, NWABSD leadership, educators, parents, representatives of local and regional employers and stakeholders. The Advisory Board will meet twice annually in a face-to-face meeting. This may take the form of an Educational Summit. Subsequent audio or teleconferences will be held. As an integral part of the communication system the NWABSD School Board and local school councils will be involved with the particulars of the grant. It is imperative to receive guidance as to next steps for appropriate implementation, distribution and significant access to the developed materials.

NWABSD LEADERSHIP TEAM:

NWABSD engages in a leadership team approach to all projects and aspects of administration. District Directors meet monthly to discuss, plan and implement programs, curricula and projects. With these approach directors are involved with all aspects of present and future projects. The physical distance between the feeder schools, other district sites, is great. Each site is assigned an advocate that is one of the NWABSD Directors. This helps to assure that all district stakeholders communicate about students and issues that may reflect the schools.

This sustains lines of communication for district personnel, students and parents/guardians and provides clear access to information and personal attention.

QUALITY OF THE MANAGEMENT PLAN (30 points)

The project timeline, tasks, person responsible, milestones and type of data collected are outlined in the chart below under each goal and objective. Please note: the timeline is annually unless otherwise noted. (Tasks/Responsibilities, Responsible Person, Timeline, Data, Budget Implications) Because of page restrictions, the goals and objectives are in a linear format.

Goal 1: Prepare 4-year olds (Pre-K students) for successful entry into Kindergarten socially and academically.

Objective 1: Enroll 70% of eligible 4-year olds into the Northwest Arctic Borough School District (NWABSD) Pre-K Program. To increase by 5% each year to 85% year 4.

(Advertisement & recruitment of EC specialist; 5 EC teachers; announcements to parents, community via website and media; Project Director: annually Spring to Fall routine after year 1 of grant; year 1 dependent on date of award; enrollment data collected via NWABSD Powerschool; school sites, partner outreach, media; enrollment data compared with region births for appropriate year; budget implications – EC specialist, EC teachers.

Objective 2: Utilizing the Children’s Progress Academic Assessment (CPAA) administered 2 times per academic year, 70% of the students will achieve at or above expectations on the Listening, Reading, Phonics and Phonemic Awareness sections with a minimal increase of 2% for each additional year of the grant. (See Objective 3 – tasks, responsible person, data, and budget will be the same timetable and guidelines.)

Objective 3: Utilizing the CPAA administered 2 times per academic year, 70% of the students will achieve at or above expectations on the Measurement, Numeration, and Pattern Functions of Mathematics' sections- with a minimal increase of 2% for each additional year of the grant.

(Purchase CPAA; PD for teachers; Administration of CPAA to students; refinement of lesson/curricula based on assessment results: Pre-K Coordinator under direction of Curriculum Director: Prior to Aug annually for set up and timeline; PD monthly; scheduling of assessments set as of year 1; data review and curricula adjustments twice annually: purchase orders; agendas, sign-in sheets, feedback for PD – PD monthly during academic year and at site visits, teacher/paraprofessional/parent feedback, lesson plans, school board and stakeholder responses, site observation logs, refinement of curricula for mathematics, language arts, social skills, social sciences, the arts and culture, designated NWABSD adoption cycle for curricula with research investigation, feedback from all stakeholders, adoption and purchase; school board and stakeholder meeting agendas and minutes: Budget items – purchase orders, supplies, materials, travel to sites, stakeholder/parent/community meetings. As previously noted, each year of the grant will include all areas, but have a designated curricula focus area.

Objective 4: Pre-K attendance will be at a minimum of 80% for the first year, 83% for Year 2; 86% for Year 3; and 90% for Year 4. (verify attendance; specific site plans based on community, district and site; NWABSD attendance data system Powerschool, EC specialist: monthly: increased attendance, involvement, better student readiness, parent meetings, individual conferences; partner/stakeholder meetings; tribal support: Budget – supplies, materials.

Goal 2: Pre-K teachers and paraprofessionals will receive appropriate professional development throughout the year.

Objective 1: 100% of the Pre-K teachers/paraprofessionals will attend beginning of the year training related to curricula and classroom strategies. (August annually for district PD: EC specialist, Curriculum Director: August – if teacher unable to attend, EC specialist will provide training: agenda, attendance, PD feedback forms: Budget – personnel, travel, materials)

Objective 2: 100 % of the Pre-K teachers/paraprofessionals will receive on-site mentoring at least once per quarter for paraprofessionals and once per semester for certified teachers. (Systematic visits by EC specialist – monthly onsite with paraprofessionals, semester site visits with certified EC teacher sites; additional monthly meetings via telecommunication; EC specialist as overseen by Curriculum Director: site reports, follow up with Outside Evaluator with specialist, teachers/paraprofessionals quarterly; PD report agendas, materials, attendance, etc. monthly: Budget – personnel, travel, evaluation, contracts)

Objective 3: 95% of the Pre-K teachers and paraprofessionals will participate in STARnet (video-conferencing) monthly meetings and trainings. (monthly meetings among all Pre-K teachers/paraprofessionals/EC specialist – onsite and STARnet for teleconferencing; planning of yearly schedule; delivery of PD: EC Specialist: Monthly agendas outlined Aug & April of each year for annual planning: PD on classroom management, curricula, safe and civil schools, social and emotional childhood development, parent involvement, culture; verification with attendance, agendas, materials, participant feedback: Budget – materials, presenters, personnel, PD supplies)

Objective 4: 100% of the Pre-K teachers/paraprofessionals will attend end of the year wrap-up meetings. (April/May annually, PD: EC specialist, Curriculum Director; April/May annually; agendas, materials, attendance, feedback forms, preplanning following academic year: Budget – personnel, travel, materials)

Objective 5: 95% of the Pre-K teachers/paraprofessionals will participate in an end of the year survey to assess future curricula and training needs. (Design of survey – drafted by Nov, Survey reviewed by leadership team by Feb, administered by April/May coordination with District Office, etc.: Survey will be drafted, reviewed by stakeholders, approved and administrated via electronic format. Outside evaluator will compile data and share with district office. Dissemination of results will come from the Superintendent adhering to district guidelines, policies and procedures: conducted annually; anonymity of participants and responses will be maintained: Budget – outside evaluator.

Goal 3: Opportunities for family and community involvement will be provided through activities and communication.

Objective 1: Quarterly communication will be distributed to parents and the community related to Pre-K activities and successes. (NWABSD website report: EC Specialist in coordination with Curriculum Director and IT: Semester updates to website for Pre-K activities: Sept –first announcements – dates; Feb – district newsletter, updates, special events; April – end of the successes, updates, sharing; monthly newsletters – EC specialist and site teachers/paraprofessionals – monthly site newsletters by the 20th of each month for district info and site info added by 27th of each month for distribution by the beginning of each month during the academic year; data as to actual newsletters and dissemination schedule compliance: Budget – personnel, materials)

Objective 2: A minimum of 70% parent/guardian attendance will be achieved at the semester Pre-K parent conferences. (parent teacher conferences at school site – home visits as needed– scheduled each quarter as per NWABSD: Parent feedback, sign in sheets: Budget – personnel)

Objective 3: A minimum of 70% of the families will be represented at the quarterly Pre-K family activity nights. (Scheduling & Planning to coordinate with EC Specialist onsite visits to include relevant topics and cultural activities: Quarterly: activity nights – attendance, feedback, agendas, coordination with local partners and administration: Budget – personnel, supplies, materials)

Objective 4: A minimum of 50% of the families will respond to opportunities, questionnaires, and/or surveys to help assess and define focus for subsequent activity nights and newsletter information. (Processes for development, review and administering as outlined above for other surveys, Nov- development, Feb – approval by stakeholders, April – administered electronically and by hard copies as needed: May – compilation, data analysis by Outside Evaluator: Anonymity to be guaranteed; Dissemination following district guidelines, policies and procedures: OE.)

Goals for the middle school program include (Middle school is determined as grades 6-8): (Tasks/Responsibilities, Responsible Person, Timeline, Data, Budget Implications) Because of page restrictions, the middle school goals and objectives are in a linear format.

Goal 1. Preparing middle school students socially and academically for career and college readiness;

Objective 1: 100% of middle school classes will participant in full Junior Achievement Programs; (ordering of materials, coordination with JA and arrangement with business partners for instruction, arrangements of flights and coordination with school sites, collection of agendas, collection of student data for participation and comments; CTE Coordinator, OE will collect and organize data; once the grant is in process this will be scheduled spring of each year for the

following academic year, contact and connection with business partners will be in Aug of each year to coordinate instruction, teaching will take place at each site as individually arranged throughout the academic year; purchase orders, scheduling, site and student reports on instruction; OE, purchase of materials, air travel.)

Objective 2: a minimum of 52 students will attend the ANSEP training in Anchorage for two weeks; (applications of students to ANSEP through district, arrangements for students & teacher chaperons for weeklong session in Anchorage, travel and lodging arrangements, student preparations for STEM activities prior to departure; per ANSEP guidelines – usually Feb/Mar annually; CTE Coordinator; success rate at week-long ANSEP, travel logs; all ANSEP costs of session, travel, educator chaperons.

Objective 3: 100 % of the MS students will have a career readiness academic plan developed in conjunction with the student, parent and counselor; (Aug of each year beginning planning with counselor to confirm previous year’s scheduling, adjustment to plan at the beginning and end of each semester; counselors, verified by CTE coordinator; student individual plans; no budgetary costs to grant.

Goal 2. To support middle school educations with appropriate PD for career and college readiness;

Objective 1: 100% of the educators will receive PD training from the CTE coordinator related to STAR of the Northwest Career Pillars (planning of PD is done each spring for the following year, year one will be done within one month of grant award; CTE director; agendas, meetings, schedule of coordination with each site; OE will review data; budget cost OE only.

Objective 2: 100% of all MS educators will receive training for Junior Achievement programs (purchase orders, coordination with JA and business partners who will help to provide instruction to students; after the first year of the grant, teachers will receive JA training in August district-wide in-services annually; data includes district wide evaluations; OE, purchase of materials, in-service is provided through the district – no specific grant cost.

Goal 3. To involve the community and business partners in middle school activities to support career and college readiness.

Objective 1: 100% of the MS schools will parent information nights for career and college readiness information. (coordination of scheduling with sites in August of each year, preparation of content and materials by Sept 15 of each year; CTE coordinator; August/Sept scheduling of each year, sites to be scheduled Sept-Mar; agendas, minutes, content materials; OE to compile – no direct cost to grant for other items.

Objective 2: NWABSD website will include information to parents on CTE related concepts. (quarterly throughout the year in coordination with district IT and publicity; CTE coordinator; actual publications; OE report)

Objective 3: CTE coordinator will connect with local entities and businesses to create opportunities for NWABSD students. (Within one month after grant award – year 1; focus in the spring of each year for the following year, but this is an on-going continuous process; CTE coordinator; agendas, minutes, discussion points, stakeholders meeting agenda's and minutes; OE will use for report, no additional other costs to grants.

GPRM Measures will also be addressed as outlined in grant specifications.

Overall Tasks:

- Establishment of BTG Advisory Board: Superintendent – Dr. Annmarie O’Brien; Oct 2016 and each subsequent year in Spring prior: Establishment of advisory board to represent all stakeholders; meeting to review progress and dissemination of materials to Northwest Region; meeting twice per academic year: Establishment of membership representative of all stakeholders; meetings – minutes, agendas, attendance: Budget – travel, supplies for advisory board meeting: Development and meetings of curriculum committees for Pre-K and MS; Project Director; Oct 2016 and each subsequent year in Spring prior: minutes, agendas, attendance; Budget – travel, supplies: Actual meetings to occur a minimum of twice annually.)
- Outside Evaluator (OE) Independent Contractor: Superintendent and Project Director to coordinate: contract; minimal of 3 visits annually to review data, coordinate, compile tasks, data, progress and reports: visits to occur in Aug, Oct/Nov, Feb/Mar, May/June annually – first year to be adjusted with date of grant notification: Budget - contract

As mentioned previously guidance from the Advisory Board and NWABSD Leadership Team is also integral to the grant proposal. Mechanisms for ensuring high-quality products will include the review of processes and products by the Advisory committee and NWABSD Leadership Team; content review by the NWABD School Board; observations and review of materials and lessons taught; and the systematic total review of the processes and products as outlined in the Management Plan by the Project Director. The Outside Evaluator in conjunction with the Project Director and Coordinator will organize a timeline and chart annually, and collect and review data throughout the year and within four focused visits. At each focused visit, the Outside Evaluator will meet with district administration to discuss progress and stumbling blocks. Twice annually a written report will be shared with the Superintendent, Project Director

and other personnel. The information can then be shared by the district with boards and committees. Discussions and written assessments will allow for dialog and updates of plans and procedures. The Outside Evaluator is also available electronically and by phone throughout the grant's duration.

QUALITY OF PROJECT EVALUATION (10 points) –

Methods of evaluation are multi-faceted, thorough, feasible and appropriate to the goals and objectives. Data collected will be quantitative and qualitative and from a variety of sources. The data collection tools and frequency are noted in the timeline and charts in the previous category. Surveys and quantitative data will also be verified by the Outside Evaluator, McCain Services. The goals and objectives of the grant have specific outcomes that can be measured. Throughout the process the Outside Evaluator (OE) will examine the evidence and the progress towards the goals and objectives. The OE will visit Kotzebue a minimum of 3 times a year to review the data, collect evidence and meet to report to the Superintendent and Project Director. Two times per year a written report to include progress and status on BTG and GEPA (GPRA) measures will be delivered. The reports can then be shared with the Advisory Board, NWABSB, community members and grant partners as outlined by district policies and procedures. Timely and systematic review of the goals, objectives and outcomes will help to establish workable timeframes and activities to successfully complete the grant commitments. All parties have a vested interest in the success of the grant for the current and future populations. The data collected is outlined in the previous section. All raw data will be reviewed by the OE and checked with NWABSD personnel. All testing data conforms to standard procedures and reporting. Enrollment and attendance is collected and logged on district technology and reported

monthly. Logs, teacher observations, agendas and minutes will provide qualitative and quantitative data.

Ms. McCain, MAT, is a licensed (certified) Alaskan educator since 1969. She has been actively involved with many Alaskan school districts and organizations providing workshops and educational consulting services. She has had a private consulting business since 1985. Ms. McCain has experience in the university setting in both the public and private sector. She is currently an Assistant Professor and Director of the Master of Arts Program at Alaska Pacific University. She has also been involved with Alaska Native Education (ANE) projects for over 17 years. The independent evaluator will work closely with the Project Director and related staff to provide information and direction for the life of the grant. The Advisory Board and NWABSD Leadership Team are integral parts of the overall evaluation process. Grant partners will be involved in the processes throughout the entirety of the grant.

The evaluation report will be distributed to the superintendent who will share with partners and the community. An action plan will be developed annually to guide and direct the project for sustainability and replication in other rural Alaska settings.

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Bridging the Gap: Pre-k and Middle School (BTG)

BTG

Northwest Arctic Borough School District

Part 6

Other Attachments

1. Description of the Defined Geographic Area to be Served
2. Needs Assessment of other Data Analysis
3. Evidence of Capacity
4. Signed Partnership Agreements
5. Evidence of Capacity
6. Evidence of Involvement of Indian Tribes and Parents:
7. Demonstration of Research Basis
8. Description of Continuing Activities
9. Individual Resumes for Project Directors and Key Personnel
10. Request for Competitive Preference Priority Three
11. Indirect Cost Rate Agreement:

Description of the Defined Geographic Area to be Served

The Northwest Arctic Borough is one of the most remote and sparsely populated areas in Alaska. It is located within the Arctic Circle along the coast of the Chukchi Sea and inland 200 miles. The closest urban centers of Anchorage and Fairbanks, accessible only by plane, are located 500+ miles from the borough. The population numbers only 7,200 people in 11 communities spread out over 37,000 square miles of tundra and scrub, an area roughly the entire size of Indiana. With more than 86 percent of the region's people being Alaska Native Inupiat Eskimo, although varying tribes, the Northwest Arctic Borough is home to one of the highest concentrations of Alaska Natives in the State. Over one-third of the Borough's residents are school-aged children (34%). NWABSD provides education to approximately 2080 students. The Village of Kotzebue is the region's commercial and transportation hub and includes nearly half the Northwest Arctic residents with a population of 3,201 (2010 Census). Kotzebue has a shallow sea harbor that is ice-free for only 4 months of the year. **The only year round access to the region is by air.** The headquarters of the Northwest Arctic Borough School District (NWABSD) is Kotzebue. It houses 3 of the 12 borough schools. NWABSD also provides pre-K classes and presently services 80% of the eligible 4-year-olds. It is the only Alaskan School District that houses facilities for grades Pre-K to 14 with education beyond high school at the Alaska Technical Center (ATC). ATC is designed to provide Career and Technical Education for select high school students as well as two years of post-secondary CTE offerings. The Red Dog Mine provides significant career opportunities in the Kotzebue area. Subsistence hunting and fishing provide the main source of livelihood for the majority of the region's residents. The Borough's average annual unemployment rate is approximately 16.2 percent with the Alaska State average being 7 percent (March 2012 unemployment rate Northwest Arctic Borough,

www.labor.State.ak.us). However, this number is misleading as 42.1 percent of the region's adults are not even part of the work force (U.S. Bureau of the Census). Consequently, the region has one of the highest poverty rates in the State. 100% of the students are eligible for free and reduced lunches. All of NWABD's schools are Title I designated school-wide.

The other half of the Northwest Arctic population resides in the ten outlying villages that range in population from approximately 125 (Deering) to 829 (Selawik) and are located from 43 to **156 air miles from Kotzebue. There are no roadways connecting the villages**, nor any roads connecting any part of the region with the rest of Alaska. In most of the villages there are no roads. Four-wheelers, snowmobiles, or "foot" transportation suffices within the villages. Travel within the borough is by small bush plane and seasonal transportation, e.g. boat, in the summer and snowmobile or dogsled in the winter. The geographic isolation makes the cost of basic necessities very high and restricts access to educational resources and opportunities. In addition, the average NWABSD village student lives in a two to three room house that can be characterized by lacking complete plumbing facilities (22.4 percent) or lacking complete kitchen facilities (20.7 percent). In addition, over 85% of the students live within families who are at or below the poverty level, ranging from 70-96% at the sites.

Needs Assessment of other Data Analysis

Through examination of data, discussions and research, NWABSD has identified the following Barrier, Supporting DATA, Existing Opportunities and Support, and relevance to this grant request:

Barriers for preparing 4-year olds for successful entry into Kindergarten socially and academically and for preparing middle school students for career and college readiness include remoteness of the geographic region and isolation of villages, student attendance rates, inconsistent curriculum among pre-k classrooms, lack of middle school curriculum for preparing students for the work place future, lack of systematic PD for pre-K teachers/paraprofessionals, lack of student assessments to systematically inform pre-K instruction, inconsistent involvement of parents within their children's educational program, need for more childhood development parent training, the need for more focused discussion with middle school students as to career and college requirements and opportunities. (Supporting relevant research in next section.)

- Three year's state assessment data shows for FY 12, 13, 14 the percent of students proficient in Reading were 44.7, 39.2 and 44.6; Writing 38.9, 37.6 and 38.6; Mathematics 40.0, 40.3 and 41.1; Science 17.6, 18.0, 19.8. The assessment changed and current state testing shows students well below 20% for meeting all student standards. This recent state data does not have the consistency for longitudinal analysis.
- Kindergarten Profile Data – indicates that students who attended pre-K did better on the assessment. This data is derived from state annual data.
- Kindergarten Profile Data shows individual NWABSD sites vary greatly for student success.

- Attendance rates vary greatly between sites. Attendance varies with weather and daylight conditions. Overall attendance Pre-K FY 15 was 82.9% with sites varying from 70.16-96.22%.
- Pre-K academic curriculum has not been updated for 6 years. Classroom observations indicate varying degrees of classroom instruction.
- Pre-K teachers/paraprofessionals requested additional systematic training on classroom management, teaching strategies and curriculum.
- Pre-K is mostly taught by paraprofessionals. Highly trained early childhood teachers may increase student success. It is important to note that the paraprofessionals are relevant to the cultural connection and will be an integral part of the program.
- The relevant time for counselors, students and parents to plan for academic courses needed for a chosen career or college pathway should be in middle school to allow for prerequisites and scaffolding of courses.



Leading the Way

Northwest Arctic Borough School District

“Educating Our Children to Lead Successful Lives”

P.O. Box 51 • Kotzebue, Alaska, 99752 • Phone (907) 442-3472 • Fax (907) 442-2392

Indian Education Demonstration Grant CFDA 84.299A

Bridging the Gap: Pre-k and Middle School (BTG)

Partnership Agreement

The Northwest Arctic Borough School District, Maniilaq Association, NANA Regional Corporation, and the Northwest Arctic Borough, believes in the importance of increasing the social, academic, career and college readiness of all students within the Northwest Arctic Region. Through the Bridging the Gap: Pre-k and Middle School Indian Education Demonstration Grant students in the region will have the benefit of quality early childhood education and middle school students will engage in programs and activities that will develop both career and college readiness.

By our signatures below, we commit to partnering together to provide expertise and resources to meet the goals and objectives identified in this project we commit to the following:

Northwest Arctic Borough School District

- provide administrative and fiscal management of project activities and ensuring it is carried out in accordance with grant requirements;
- coordinate and oversee activities of the project;
- collaborate with all partners;
- ensure delivery of proposed services;
- coordinate training for school staff;
- establish clear communication procedures between partners, students, parents & community;
- collect and provide data necessary to show evidence of success of the project;

NANA Regional Corporation, Maniilaq Association, and the Northwest Arctic Borough

- participate in efforts to gather feedback to on proposed project and stakeholders advisory board;
- help facilitate clear communication between partners, students, parents and community members;
- assist in identifying potential students, cultural activities, and related concepts.

Serving the Villages of

Ambler • Buckland • Deering • Kiana • Kivalina • Kobuk • Kotzebue • Noatak • Noorvik • Selawik • Shungnak

PR/Award # S299A160040

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Grant Partner Signatures:

The said authorizing official agrees to the above on behalf of their organization:

(b)(6)

Timothy Schuerch, Chief Executive Officer
Maniilaq Association

5/20/16
Date

Clement Richards Sr., Borough Mayor
Northwest Arctic Borough

Date

Wayne Westlake
President/CEO of NANA Corporation

Date

(b)(6)

Dr. Annmarie O'Brien, Superintendent
Northwest Arctic Borough School District

5/20/2016
Date

Grant Partner Signatures:

The said authorizing official agrees to the above on behalf of their organization:

Timothy Schuerch, Chief Executive Officer
Maniilaq Association

Date



Clement Richards Sr., Borough Mayor
Northwest Arctic Borough

5-25-2016
Date

Wayne Westlake
President/CEO of NANA Corporation

Date



Dr. Annmarie O'Brien, Superintendent
Northwest Arctic Borough School District

05/25/2016
Date

Grant Partner Signatures:

The said authorizing official agrees to the above on behalf of their organization:

Timothy Schuerch, Chief Executive Officer
Maniilaq Association

Date

Clement Richards Sr., Borough Mayor
Northwest Arctic Borough

Date

(b)(6)

Wayne Westlake
President/CEO of NANA Corporation

5-27-2016
Date

Annmarie O'Brien

Dr. Annmarie O'Brien, Superintendent
Northwest Arctic Borough School District

5-27-2016
Date



Leading the Way

Northwest Arctic Borough School District

“Educating Our Children to Lead Successful Lives”

P.O. Box 51 • Kotzebue, Alaska, 99752 • Phone (907) 442-3472 • Fax (907) 442-2392

Indian Education Demonstration Grant CFDA 84.299A
Bridging the Gap: Pre-k and Middle School (BTG)
Partnership Agreement

The Northwest Arctic Borough School District and The Native Village of Kotzebue believes in the importance of increasing the social, academic, career and college readiness of all students within the Northwest Arctic Region. Through the Bridging the Gap: Pre-k and Middle School Indian Education Demonstration Grant students in the region will have the benefit of quality early childhood education and middle school students will engage in programs and activities that will develop both career and college readiness.

By our signatures below, we commit to partnering together to provide expertise and resources to meet the goals and objectives identified in this project we commit to the following:

Northwest Arctic Borough School District

- provide administrative and fiscal management of project activities and ensuring it is carried out in accordance with grant requirements;
- coordinate and oversee activities of the project;
- collaborate with all partners;
- ensure delivery of proposed services;
- coordinate training for school staff;
- establish clear communication procedures between partners, students, parents & community;
- collect and provide data necessary to show evidence of success of the project;

The Native Village of Kotzebue

- participate in efforts to gather feedback to on proposed project and stakeholders advisory board;
- help facilitate clear communication between partners, students, parents and community members;
- assist in identifying potential students, cultural activities, and related concepts.

Serving the Villages of

Ambler • Buckland • Deering • Kiana • Kivalina • Kobuk • Kotzebue • Noatak • Noorvik • Selawik • Shungnak

PR/Award # S299A160040

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Grant Partner Signatures:

The said authorizing official agrees to the above on behalf of their organization:

(b)(6)

Nicole Stoops, Executive Director
Native Village of Kotzebue

05/26/2016
Date

Annmarie O'Brien
Dr. Annmarie O'Brien, Superintendent
Northwest Arctic Borough School District

05/26/2016
Date

Evidence of Capacity

The framework for BTG is well grounded. NWABSD has been providing the Northwest region local school-based education since 1976. During that time the district has worked closely with Alaska Native communities to incorporate the Native culture and values. This is characterized by active participation in school site-based Inupiaq Days and involvement in community activities. NWABSD has previously used U.S. Department of Education Grants to support the academic growth and success of students. NWABSD has successfully managed 21st Century, Academic Remediation and Enrichment of Skill, and GEAR-UP grants in recent years. Previous ANEP grants include the following: Getting Ready to Learn helped to lay the ground work for early childhood education and parent participation; Step Up to Learning provided academic and social learning for 4-year-olds in order to be better prepared for kindergarten and successful learning; Expanding Horizons provided extended vocational education opportunities for juniors and seniors to move into college and/or occupational training after high school graduation. This grant provided the firm basis for the further development of STAR. School Climate, Safety and Academic Success - was awarded October 2012. This grant focuses on Positive School Climate and academic success. Through a district-wide initiative, all district personnel, students, parent and community are involved in training, discussions and activities to promote positive school and community involvement. This will also directly relate to academic and social achievement; and, STAR – STAR of the Northwest Magnet School was awarded Fall 2014. STAR is a residential magnet school that expands the educational opportunities of all Alaskan students to include career training in process technology, culinary arts, education and health services. It is important to note that all of the grant concepts awarded previously through grants are still in

operation and supported by NWABSD. This demonstrates that grants are carefully designed, planned, and implemented with maximum effectiveness and longevity.

Evidence of Involvement of Indian Tribes and Parents

Northwest Arctic Leadership Team

Leadership Team :

NANA Regional Corporation, Maniilaq Association, the Northwest Arctic Borough and the Northwest Arctic Borough School District form the Northwest Arctic Leadership Team (NWALT).

Goal:

The NWALT has been directed to examine various region-wide issues, find solutions and recommend policy and resource allocation to their respective Board/Assembly. The members of the NWALT work together to service the people of the region, maximize resources and minimize duplication, and promote strategies through grassroots involvement.

Brief History:

In June of 2003 the Northwest Arctic Higher Education Consortium drafted a resolution that created the Northwest Arctic Leadership Team. This resolution evolved from the need of the Consortium to integrate the leadership from the major regional organizations into a concise advisory team. The purpose of the new team was to take the regional organizations goals and seek common ground and support between them. A meeting of the Assembly for the Northwest Arctic Borough, and the Boards for the Northwest Arctic Borough School District, NANA Regional Corporation, and Maniilaq Association, was held on September 29, 30, and October 1, 2004, in Kotzebue. The NANA Regional Elders Council and student representatives from each

village were in attendance and participated. The purpose of the meeting was to strengthen cooperative efforts between the organizations and provide a forum where the regional policy-making bodies would hear information together and have an opportunity to discuss a collaborative approach to addressing critical focus issues. NWALT meetings have continued at least twice a year since its conception.

Membership of NWALT :

NWALT is composed of Superintendent Norman Eck and Board President Sandy Shroyer-Beaver for the Northwest Arctic Borough School District; Mayor Roswell Schaeffer, Sr. and Assembly President Larry Westlake, Sr. for the Northwest Arctic Borough; President/CEO Helen Bolen and Board Chair Guy Adams for Maniilaq Association; and President/CEO Marie Greene and Board Chair Don Sheldon for NANA Regional Corporation. The Co-Chairs of NWALT are Helen Bole, President /CEO of Maniilaq Association and Marie Greene, President/CEO of NANA Regional Corporation.

Demonstration of Research Basis

Child development theories and research are important to Pre-K education and parent/community involvement. Piaget believed that “children are like little scientists.” They actively try to make sense of the world around them. Language acquisition is most crucial between the ages of two to six. (Cherry, 2010) Behaviorists focus on how the environmental interactions influence children’s behavior. Social Child Development theories focus on early relationships with family and caregivers. Bandura emphasized that “children learn new behaviors from observing other people.” (Cherry, 2010) While Vygotsky’s *sociocultural theory* suggests that “children learn actively through hands-on experiences.” (Cherry, 2010) All theories point to the importance of early childhood for learning language and relationships to the world around them as being important for future development and successes. Cheryl states, “Modeling appropriate behaviors is essential. Observation plays a vital role in how young children learn new things. If your child sees you sharing, expressing gratitude, being helpful, and sharing feelings, your child will have a good solid understanding of how to interact with other people outside the home.” She also emphasizes *empathy, cooperation, and social problem solving skills* as being developed early in childhood. Every parent wants what is best for their children. Early schooling for 4 year olds can help with vital activities and influences for the children and families.

Family, education, peers and culture play roles in child development. “No matter what the child’s surrounding culture might be, the parental strategies used are designed to produce children who can meet the goals and expectations of the culture in which they live.” (Cheryl) NWABSD acknowledges that the Native Language is no longer actively spoken in the home. As

mentioned earlier, the district is actively developing lessons and activities involving elders, the language and traditional activities.

In a report published in February 2012, Jim Hull, a senior analyst for Center for Public Education notes several **advantages of Pre-K programs**:

- Higher-level reading skills are crucial for a student's future success in and outside of school. The probability data shows that children overall improve their chances at reaching higher reading levels when they attend pre-k.
- Research has consistently shown that quality pre-kindergarten programs benefit not only individual students, but school districts and communities. A national study of children who attended a center-based pre-k program scored significantly higher on reading and math tests than children who were in the care of their parents (Magnuson, et al. 2004). The benefits were even more pronounced for minority and low-income children who typically start kindergarten 12 to 14 months behind their peers, highlighting the value high-quality pre-k has for efforts to close achievement gaps (Stark 2009).
- Society benefits, too. Nobel-Prize-winning economist James Heckman estimates that every dollar spent on early childhood education returns 10 cents annually over the life of a child (Heckman 2011).

Attendance and the importance of parents feeling welcome within the school are noted in a report from attendanceworks.org. These concepts are important to both target groups of the BTG proposal. The report notes:

- Early absences correlate with reading difficulties and poor attendance patterns in later years.

- The effects of poor attendance are particularly pronounced among low-income children, who need more time in the classroom to master reading and are less likely to have access to resources outside of school to help them catch up. Unfortunately, low-income children are four times more likely to be chronically absent.
- Students can begin to reverse their academic difficulties if they improve their attendance.
- Parents are often unaware of the corrosive effects of absenteeism and how quickly absences add up to academic trouble in the early grades. Some face challenges with health, transportation or housing that contribute to absences.
- Attendance rates are better in schools where parents feel welcomed and engaged and where they trust their children are safe.

The above research clearly lays out the framework for a NWABSD's Pre-K program and the BTG grant. Academic and social success as a 4-year-old will lead to being better prepared for college and career readiness.

The importance of the middle school experience for students is echoed in many reports. According to Kasak, "Many [students] make that decision to drop out—either consciously or unconsciously—during those middle grades years." According to a US Department of Education panel on the middle school issue, noted Johns Hopkins University Researcher Dr. Robert Balfanz detailed the loss of students during the middle school years and the early warning signs for these students. Balfanz expounds that the middle grades may be the most important years in a child's education, the "most fertile years." It is during this time that students ask and answer for themselves, "Is schooling for me?" Because of this, Balfanz urges all to understand that the middle grades are the one place where educators "really have a chance to reform outcomes."

ANSEP programs are specifically designed for middle school students housed on the University of Alaska, Anchorage (UAA) campus. In that program the middle school students learn more about STEM, work on science and engineering projects with professional scientists and engineers, learn how math and science are used in real world careers, build a computer, live like a college student on campus (something many rural students know nothing about), explore STEM related careers, engage in a variety of hands on STEM activities. The components for ANSEP are continuously evaluated by the Urban Institute via qualitative and quantitative measures. Urban Institute is based in Washington DC and considered the gold standard for social policy research and external evaluation. The Middle School Academy is a two-week residential based program that provides unequalled experiences for rural students in the career and college readiness experiences and activities.

The grant also supports systematic, interactive **Professional Development** for all Pre-K and middle school educators. Ben Johnson relates, "If we want students to learn, the most critical element is the teacher. So professional development is the overall most important thing we can do to help students learn." As recently as May 2015, Simon Quattlebaum notes, "Educators must understand the concepts in professional development and what it means to education. The National Staff Development Council (2007) created a set of nine standards that all professional development should follow. They include content knowledge and quality teaching, research-basis, collaboration, diverse learning needs, student learning environments, family involvement, evaluation, data-driven design, and teacher learning." Professional development and time to share as an educational community for the Pre-K teachers and paraprofessionals are built into the BTG grant proposal.

A summary of the project includes: 4-year-old program – a full time Pre-K program taught at each site. The larger sites having certified early childhood teachers. Pre-K teachers will teach Pre-K with accommodations 3 times per week for 3-year-old contact times in a group situation at school. Pre-K teachers will also have daily times to work individually with students with special areas of need. The EC specialist will oversee all curriculum for 3 and 4 year olds, coordinate with NWABSD directors, observe each certified teacher once per semester, observe each paraprofessional who direct a Pre-K class 2 times per semester, arrange PD, arrange parent nights, provide district wide communication to parents/communities. Curriculum development will focus on the arts (year 1), literacy (year 2), mathematics (year 3), sciences/social studies (year 4). The curriculum taught will be inclusive each year, but new focus will be cyclic and systematic. The focus may also be adjusted depending on continuous refinement. The Middle School Program will involve all students with career and college readiness activities through Junior Achievement and ANSEP opportunities (STEM). Students will begin planning with counselors to help scaffold future academic and social plans. The CTE coordinator will assist with coordination, introduction and smooth transitions into STAR of the Northwest Magnet School opportunities. Specifics are included in the goals and objectives.

Description of Continuing Activities

The four year grant period will allow for the infrastructure and training necessary to sustain the programs after the grant. The **Pre-K program** will have the teachers in place with Professional Development, parent/community training, and revitalized curricula in place. The Early Childhood Specialist position will have supported and trained existing teachers to support and continue the program. Early Childhood is a priority within the NWABSD strategic plan. The focused four years will provide the infrastructure and training necessary for “in-house” district and community support. The Middle School Program will also benefit from the four years of focused support for CTE and STEM training. The additional time will support the expansion and integration of Middle School into the introductory phases of the STAR of the Northwest Magnet School. The time will also allow for the integration of business and community sponsors for Junior Achievement and the support of ANSEP sessions. Once the procedures and practices are firmly established, communities and Tribal Organizations can take a broader role in supporting the programs and helping to find additional sponsors for the need travel and lodging. The programs are designed with heavy emphasis on developing infrastructure and curriculum for refinement and continuation.

Annmarie O'Brien, ED.D.



Academic Background

- 1994 Portland State University, Portland, Oregon
Degree: ED.D in Educational Leadership
- 1976 Queens College, Flushing, New York
Degree: MS in Education
- 1971 Boston University, Boston, Massachusetts
Degree: BS in Education

Employment

- 2014 –present Northwest Arctic Borough School District, Kotzebue, Alaska. Superintendent
- 2013 – 2014 University of Alaska Anchorage, Anchorage, Alaska, Assistant Professor
- 2005 – 2013 Northwest Arctic Borough School District, Kotzebue, Alaska. Assistant Superintendent
- 2005 - 2012 University of Alaska Anchorage, Anchorage, Alaska. Adjunct Faculty
- 1999 - 2005 Northwest Arctic Borough School District, Kotzebue, Alaska. Director of Curriculum and Instruction.
- 2002 - 2005 Alaska Pacific University, Anchorage, Alaska. Adjunct Faculty
- 1999 - Present University of Alaska Fairbanks, Chukchi Campus, Kotzebue, Alaska. Adjunct Faculty.
- 1996-1999.1 Kodiak Island Borough School District, Kodiak, Alaska. Principal Old Harbor School. (K-12).
- 1993-1996 University of Alaska Anchorage, Institute of Social Economic Research, Anchorage, Alaska. Research Associate.
- 1992 Continuing Education/School of Education, Portland State University, Portland, Oregon. University Supervisor.
- 1989 - 1992 Center for Urban Research in Education, Portland State University, Portland, Oregon. Graduate Assistant.
- 1986-1987 Resource Center for Parents and Children, Fairbanks, Alaska. Child Sexual Abuse Prevention Project Coordinator/Trainer.
- 1977-1985 Lower Kuskokwim School District, Bethel, Alaska. Elementary Teacher.
- 1972-1976 St. Gerard Majella Elementary School, Hollis, New York. Elementary Teacher.

Publications

The Elementary School Class Size Reduction Pilot Project: Progress Report, First Year Evaluation, (August 1994); Second Year Evaluation, (June 1995); Progress Report, (Jan. 1996); and Final Report (July 1996). University of Alaska Anchorage, Institute of Social and Economic Research, 3211 Providence Drive, Anchorage, AK 99508

Elementary School Class Size Reduction Pilot Project: Exploring Strategies to Reduce Class Size. (Winter 1994-1995). Alaska Educational Research Journal, 1 (1), 23-47.

Persistence Influences on the Minority Student Attending a Predominantly White Postsecondary Urban Institution: The Student Perspective. (1994). Doctoral Dissertation, Portland State University, Portland, Oregon.

Kinnick, K. & O'Brien, A. *The Academy for the Future Educators Guidebook.* (1992). Portland State University School of Education, P.O. 751, Portland, Oregon 97202

A Child Sexual Abuse Prevention Training Manual for Educators and Parents. (June 1986). Resource Center for Parents and Children, 1550 Gilliam Way, Fairbanks, AK 99701

College Classes

University of Alaska Anchorage School of Education

- ED 508 Education Research: Theory and Practice
- ED 627 Educational Research
- EDL 672 Student Performances: Academic and Developmental

Alaska Pacific University

- ED 692 Mentoring: Supporting Professional Interactions
- ED 692 Foundations of Learning
- ED 692 Standards Based Curriculum Review

University of Alaska Fairbanks Chukchi Campus

- EDUC 593 Focus on Reading
- EDUC 593 Evaluating Effective Teaching Practices
- EDUC 593 Skills and Strategies for Teaching Reading
- EDUC 593 Focus on School Improvement
- EDUC 593 Focus on Standards and Assessments

Board of Directors/Advisory Committee

- 2014- Alaska Association of School Administrators (AASA) Governing Board
- 2014 - Citizens for the Educational Advancement of Alaska's Children (CEAAC)
- 2013- Center for Alaska State Policy Research Alliance Advisory Group
- 2008-2010 Alaska Association of School Administrators
- 2005-2008 Alaska Arts Education Consortium

Professional Organizations and Committees

- 2007 - 2015 Alaska Staff Development Network District Representative
- 2010 - 2104 RAPPS District Leadership Team
- 2006- 2104 UAF/Chukchi Campus Advisory Council
- 2002- American Association of School Administrators
- 2009-12 Alaska Teacher Quality Review
- 2008-10 Alaska Performance-Based Teacher Preparation Program Design Team
- 2002-09 Phi Delta Kappa International
- 2002-04 Alaska Performance Standards Committee
- 2002-04 Alaska Mentoring Program Standards Review
- 1999-07 Association for Supervision and Curriculum Development
- 1999-02 Arctic Regional AISES Science Review Committee
- 1999-06 Alaska Science Consortium District Representative
- 1999-06 Northwest Arctic Borough Higher Education Consortium
- 1996-99 Safe and Drug-Free Schools and Community Advisory Board
- 1994-96 Alaska Education Research Association

Awards

- 1991 Portland State University, School of Education, Scholarship Recognition Award.

Professional Certificates

State of Alaska

- November 2018 Type A (K-8) Teaching Certificate
- November 2018 Type B (K-12) Administrative Certificate
- November 20178 Type B Superintendent Certificate

Joy Williams

(b)(6)

Education

Masters in Educational Leadership University of Alaska Southeast (2010)
Bachelors of Science in Early Childhood Education Oklahoma Baptist University (1997)

Credentials

Administrative--Type B Principal GR PreK-12
Professional--Type T Early Childhood Education PRE K-GR 3
Highly Qualified Elementary Education

Teaching Experience

Northwest Arctic Borough School District	07/2015–Present	Director of Federal Programs
Northwest Arctic Borough School District	08/2012–05/2015	Educational Specialist
Northwest Arctic Borough School District	08/2003–05/2012	Pre-school/Kindergarten/2 nd
Iditarod Area School District	08/1999–05/2003	K, 1, 2 Multi-age Classroom
North Slope Borough School District	08/1997–05/1999	3 and 4 year olds/Kindergarten

Additional Professional Experience

Iditarod Area School District Quality School Model Standards and Assessment Writing Committee
Summers 2000 and 2002

Iditarod Area School District Quality Schools Mentor Training
Fall 2001

Alaska Reform in the Classroom through Technology Integration and Collaboration (ARCTIC)
Spring 2001 and Summers 2001 and 2002

Alaska Standard Based System Symposium
Summer 2000, Spring 2003

NWABSD Standards Based Curriculum Revision Committee
2003-2004

NWABSD Reading Curriculum Adoption Committee
Spring 2005

Alaska State K-2 Grade Level Expectations Revision Committee
Spring 2006

NWABSD Response to Intervention Mentor Training
Fall 2007

Alaska State Kindergarten Developmental Profile Revision Committee
Fall 2007

CURRICULUM VITA

Karen McCain

2510 Kilkenny Circle
Anchorage, AK 99504
Office: 907-564-8243
mccain@alaskapacific.edu

EDUCATION

- Master of Arts in Teaching Alaska Pacific University, 1990
- Related Graduate Level Courses University of Alaska, Anchorage
Pacific University
Portland State University
Marylhurst College
Sheldon Jackson College
University of San Francisco
University of Alaska, Fairbanks
University of Alaska, Southeast
- Bachelor of Science in Education Towson University, Maryland, 1969
Cum laude

TEACHING EXPERIENCE

Type A Teaching Certificate 1969-present

Assistant Professor of Education Alaska Pacific University 2000-present

(1991- 2000 Instructor in Education, 1989-91 Adjunct in Education)

Teaches in the campus program and on-line (Graduate and undergraduate levels)

Courses taught include: Observation and Participation, Foundations of Education, Literature for Children and Adolescents, TM Creative Expression, TM Language Arts, TM Primary Reading, TM Intermediate Reading, TM Literacy and Communication I & II, TM Science, Math and Society I & II, Exploring the Learning Community, Community Involvement – Sharing the Vision of Education

Advisor for Masters of Arts students

Advisor for Undergraduate Education Students

Department Liaison with Alaska Department of Education, Certification Unit

Field Supervisor for Student Teachers

Grant Manager for DOE/APU “Reinventing Teacher Education Grant”

Grant Director for AK DOE/APU Special Education Module Classes

Director of Master of Arts Program July 2007 - present

Direct, advise and coordinate MAP with departments, faculty, administration, advisors and candidates

Revise current practices and forms

Organize and conduct 4 colloquiums per academic year

Adjunct Instructor University of Alaska Anchorage 1992-97

Taught ED 421: ED 422 – Reading and Language Arts Methods – 6 credits each

Educational Consultant and Presentations

Scholastic, Inc. (1996-2005)

DC Heath Publishing Co. (1990-1995)

Quality School Facilitator State of AK

NWABSD - School Improvement Process, Differentiated Instruction, Outside Evaluator for Federal Grants
KPBSD – Coaching, Literacy, Reading Instruction, Differentiated Instruction, Teacher Collaboration
MATSU- Mentoring
KGBSD – Instructional Strategies, Literacy
Presentations and staff development at state and local levels

Educational Specialist, Interface Network of Alaska, Multicultural Resource Center 1990-1995

Developed and facilitated educational workshops and materials for Alaskan rural school districts
Presented workshops at State conferences

Anchorage School District Teacher 1985-90 (Retired State of AK June 1990)

Classroom Teacher
Reading Specialist
Committee member of Pencil Full of Stars (ASD student poetry annual publication)
Co-developer for research, design, implementation, evaluation and inservice of ASD AIDS Curriculum Project
Facilitator for ASD reading, whole language, sex equity, mathematics, and skills streaming inservices
Instructor for graduate level courses in skills streaming, peer coaching, observation, questioning strategies, goal setting, conferencing strategies
Host teacher for student teachers from University of Alaska Anchorage and Alaska Pacific University
Committee Member ASD Health Curriculum
Pilot teacher for ASD Reading/Language Arts Adoption

Anchorage School District Staff Development Specialist 1984-5

Revised and implemented a new Teacher Appraisal System
Developed and facilitated district and school inservices
Taught and monitored peer coaching teams at the High Schools
Facilitated communications between administration and teachers

Anchorage School District Teacher 1969-1983

1983 selected for the first faculty for Klatt Elementary, a team teaching program
1969 selected for the first faculty of Chinook Elementary, open concept program
Host teacher for UAA student teachers
Committee member for various ASD curriculum areas

ADMINISTRATIVE EXPERIENCE

Alaska Pacific University

Master of Arts Program Director (2007-present)
Program Manager – Federal DOE grant (ANEP) – Reinventing Teacher Education (2004-2007)
Coordinates development and approval of curriculum for standards-based curriculum
Liaison with school administrators throughout the state, Education Department, and grant partners
Develops and teaches courses graduate level courses
Recruits rural Alaskan students
Monitors and reports on progress and evaluation

Program Manager – Federal DOE grant (ANEP) – Education Innovations (3 year grant beginning Sept. 2007)
Coordinates development and approval of curriculum for standards-based curriculum
Liaison with school administrators throughout the state, Education Department, and grant partners
Develops and teaches courses graduate level courses
Recruits rural Alaskan students

Monitors and reports on progress and evaluation

Alaska Education Department Liaison for Department of Education Grant: Sharing the Vision 2003-present

Coordinates development and approval of curriculum for standards-based curriculum
Liaison with school administrators throughout the state, Education Department, and grant partner—Reinventing School Coalition
Develops and teaches courses
Sets up residency programs for rural Alaskan students
Recruits rural Alaskan students
Monitors and reports on progress and evaluation

Coordinator for Continuing Education Programs 1998-present

Oversees curriculum development, review, and faculty governance approval process for all Education-related continuing education programs; provides liaison services between Education Department, Registrar, and school districts, including
Alaska Staff Development Network
Anchorage School District
Northwest Arctic Borough School District (NWABSD)
Kenai Peninsula School District
AVTEC
Monitors and reports on course evaluation, budgets, goals and evaluation

Program coordinator for Skagway/APU Teaching American History Grant (2007-2010)

Coordinate data collection and course scheduling (2009-present)
Coordinate with district representatives for student participation in various districts

Program Manager for Department of Commerce Career and Technical Education (CTE) Grant (2007-2009)

Coordinate development of CTE Associate of Arts degree and university procedures
Collection of data and compiling of annual reports
Coordinate with various departments within APU for scholarships, course approval and student registrations.

Coordinator and advisor for Special off-campus programs for degree-seeking paraprofessionals from the Anchorage School District (2002-present)

Administrator and budget officer of on-going grants from State of Alaska for curriculum and staff development (2002 – 2011)

Field Placement Coordinator for Student Teachers (1995-2002)

Consulting

Consulting with Alaska Districts in the areas of mentoring, coaching, NCLB, language arts, literacy, library procedures, processes and resources, peer coaching, math, science, etc.

Co-writer for successful ANE federal grants with Northwest Arctic Borough School District.

Step Up to Learning (SUTL), preschool focus (2008-2011)
Expanding Horizons (EH), vocational education (2009-2012)
Creating Safe and Civil Schools (CSAS) (2011-2014)
Star of the Northwest Magnet School (STAR) (2014-2017)
Preserving and Strengthening Alaska Native Language and Culture (PSAN) (2015-2018)

Outside Evaluator for NWABSD Step Up to Learning (SUTL), Expanding Horizons (EH), and Creating Safe and Civil Schools (CSAS), STAR of the Northwest Magnet School (STAR) and Preserving and Strengthening Alaska Native Language and Culture (PSAN) grants above.

Coordinates with NWABSD for annual State of Alaska School Improvement Plans

Provides in-services and workshops for paraprofessionals and teachers in Alaska rural school districts

Independent Evaluator for Federal Grants:

Quality School Facilitator (2000-2003) State of Alaska

Coordinated, reviewed and facilitated NCLB School Improvement Plan NWABSD and State

Alaska Reading Course

Trained as facilitator April 2006

Instructor – Distance delivery format January 2007 to present

COMMITTEE APPOINTMENTS

STATE OF ALASKA

TEAC – Teacher Education Advisory Commission 2000-2004

UNIVERSITY

Registrar’s Advisory, Undergraduate Studies, Student Affairs, Space Allocation, various Search Committees, Freshman Advising, Senior Composition, Self Study Education Committee for state accreditation, NCATE Education Faculty committee for national accreditation, Graduate Studies

HONORS RECEIVED

President’s Forum Award for Outstanding Faculty Member 1994

Outstanding Educator of America 1975

EDITORSHIP/REFEREE

Sampson, Michael. Pathways to Literacy. Holt, Rinehart and Winston, Inc.; 1991

Annual Publications of ASD *Pencils Full of Stars* Poetry Book

PROFESSIONAL ORGANIZATIONS

Phi Delta Kappa

Delta Kappa Gamma – Eta Chapter

1980-83 Recording Secretary

1990-92 Chapter President

1991-93 State Parliamentarian

1994-95 Chapter Treasurer

Association for Supervision and Curriculum Development

International Reading Association

Cook Inlet Literacy Council

1996 Co-chair of Program for State Conference

1998 Co-chair of Program for State Conference

2000 Co-chair of Program for State Conference



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT

P.O. BOX 51 • KOTZEBUE, AK 99752 • (907) 442-1800 • FAX (907) 442-2172

TITLE: Early Childhood Specialist—PreK Coordinator

QUALIFICATIONS:

1. Bachelors' Degree in Early Childhood or Elementary Education
2. Valid Alaska Teaching Certificate
3. Masters' Degree in Early Childhood Education preferred but not required
4. Experience with Smartboards/Tables preferred by not required
5. Minimum of five years' experience in PreK classrooms
6. Minimum of three years' experience with rural Alaskan Native populations.
7. Ability to travel independently to village sites for an extended period of time

REPORTS TO: Director of Curriculum

JOB GOAL: To provide additional support in the ongoing professional development and to coordinate district-wide early childhood program

PERFORMANCE RESPONSIBILITIES:

Pre-K Coordinator would visit all sites each semester and spend several days on site; will oversee all curriculum for 3 and 4 year olds, coordinate with NWABSD directors, observe each certified teacher once per semester, observe each paraprofessional who directs a Pre-K class 2 times per semester, arrange PD, arrange parent nights, provide district wide communication to parents/communities; will coordinate curriculum development; will take all necessary and reasonable precautions to protect students, equipment, materials, and facilities; maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation; strives to maintain and improve professional competence; attends staff meetings and serves on staff committees as required; complies with district policy; maintains a positive working relationship with the school staff and the community.

LENGTH OF POSITION: Fulltime, 7.5 hrs./day – 205 days/year

SALARY: Salary and work year to be established by the NWABSD Board of Education.

APPLICATION PROCEDURES:

DISTRICT EMPLOYEES must submit to the Human Resources department: a completed request for transfer form; an updated resume; and a letter of recommendation from current supervisor.

OTHER APPLICANTS must submit the following items to the Human Resources department: a completed professional application; placement file from college/university; official transcripts; valid Alaska teaching certificate; and at least four (4) current references, including one from most recent supervisor. All references must have current telephone numbers.

**APPLICANT ALREADY ON FILE MUST SUBMIT A LETTER EXPRESSING INTEREST
IN THE POSITION**

**ALL OF THE ABOVE MUST BE POSTMARKED OR RECEIVED ON OR BEFORE THE CLOSING
DATE TO BE CONSIDERED FOR THIS POSITION**

DATE ANNOUNCED

DATE CLOSING Until Filled

**AN AFFIRMATIVE ACTION-EQUAL OPPORTUNITY EMPLOYER APPLICATIONS FROM
MINORITIES ARE ENCOURAGED**



**US Department of Education
Washington, D.C. 20202
GRANT AWARD NOTIFICATION**

S356A150056

1 RECIPIENT NAME Northwest Arctic Borough School District PO Box 51 744 East 3rd Ave. Kotzebue, AK 99752 - 0051	2 AWARD INFORMATION PR/AWARD NUMBER S356A150056 ACTION NUMBER 1 ACTION TYPE Administrative AWARD TYPE Discretionary									
3 PROJECT STAFF RECIPIENT PROJECT DIRECTOR Norman Eck (907) 442-1818 neck@nwarctic.org EDUCATION PROGRAM CONTACT Inas El-Sabban (202) 205-3810 inas.el-sabban@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE 888-336-8930 HELPDESK edcaps.user@ed.gov	4 PROJECT TITLE 84.356A Preserving and Strengthening Alaska Native Language and Culture (PSAN)									
5 KEY PERSONNEL <table border="0"> <thead> <tr> <th><u>NAME</u></th> <th><u>TITLE</u></th> <th><u>LEVEL OF EFFORT</u></th> </tr> </thead> <tbody> <tr> <td>Norman Eck</td> <td>Project Director</td> <td>25 %</td> </tr> </tbody> </table>		<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>	Norman Eck	Project Director	25 %			
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Norman Eck	Project Director	25 %								
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	THIS ACTION	N/A								
BUDGET PERIOD	\$470,007.00									
PERFORMANCE PERIOD	\$470,007.00									
8 ADMINISTRATIVE INFORMATION DUNS/SSN 787823277 REGULATIONS CFR PART X EDGAR AS APPLICABLE 2 CFR AS APPLICABLE ATTACHMENTS N/A										
9 LEGISLATIVE AND FISCAL DATA AUTHORITY: PL 103-382 X DEPARTMENT OF EDUCATION APPROPRIATIONS ACT PROGRAM TITLE: ALASKA NATIVE EDUCATIONAL PROGRAM CFDA/SUBPROGRAM NO: 84.356A										



**US Department of Education
Washington, D.C. 20202
GRANT AWARD NOTIFICATION**

S356A150056

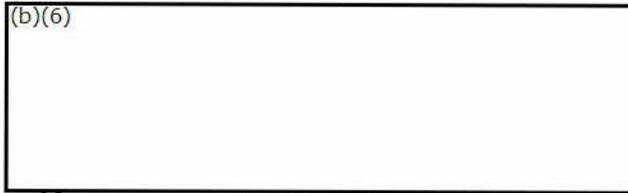
10

PR/AWARD NUMBER: S356A150056
RECIPIENT NAME: Northwest Arctic Borough School District

TERMS AND CONDITIONS

- (1) THE DEPARTMENT OF EDUCATION PROGRAM CONTACT PERSON FOR THIS PROJECT IS CHANGED TO THE PERSON NAMED IN BLOCK 3.

(b)(6)



10/8/15

AUTHORIZING OFFICIAL

DATE

Ver. 1



THE STATE
of **ALASKA**
GOVERNOR BILL WALKER

**Department of Education
& Early Development**
SCHOOL FINANCE / FACILITIES

810 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.8683
Fax: 907.463.5279
Email: Meridith.Boman@alaska.gov

April 8, 2016

Annmarie O'Brien, Superintendent
Northwest Arctic Borough School District
P.O. Box 51
Kotzebue, AK 99752

Dear Dr. O'Brien:

The Alaska Department of Education & Early Development has been delegated the authority, by the U.S. Department of Education, to approve *Restricted Federal Indirect Cost Rate Proposals* pursuant to delegation agreement number 2014-180, effective until June 30, 2016. The FY2017 approved Restricted Federal Indirect Cost Rate for Northwest Arctic Borough School District is **3.63%**. The restricted Federal rate is effective from 7/1/2016 to 6/30/2017.

If you have any questions regarding this rate or the rate approval process, please contact me at (907) 465-8683 or meridith.boman@alaska.gov.

Sincerely,

(b)(6)

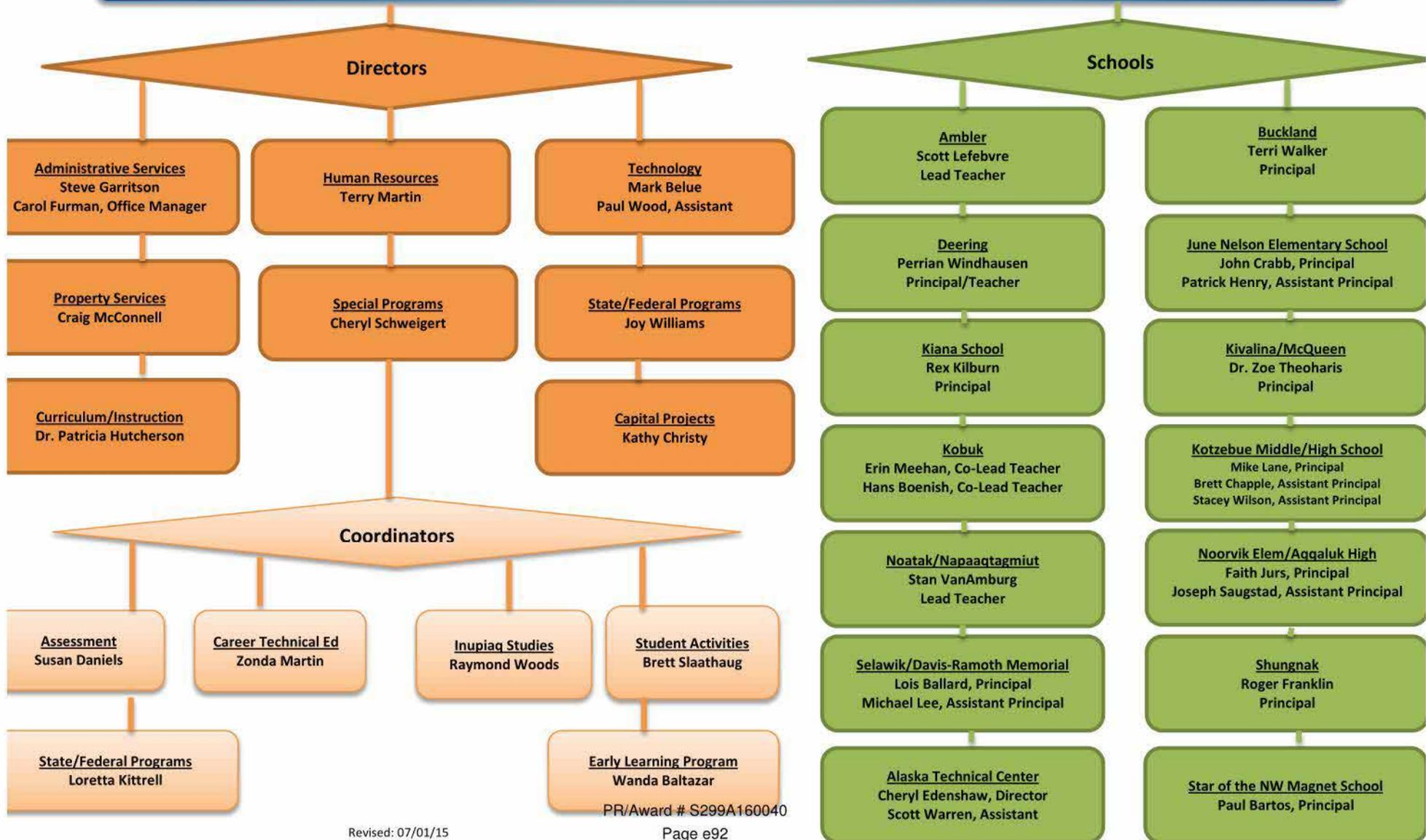
Meridith Boman
School Finance Specialist

Enclosure

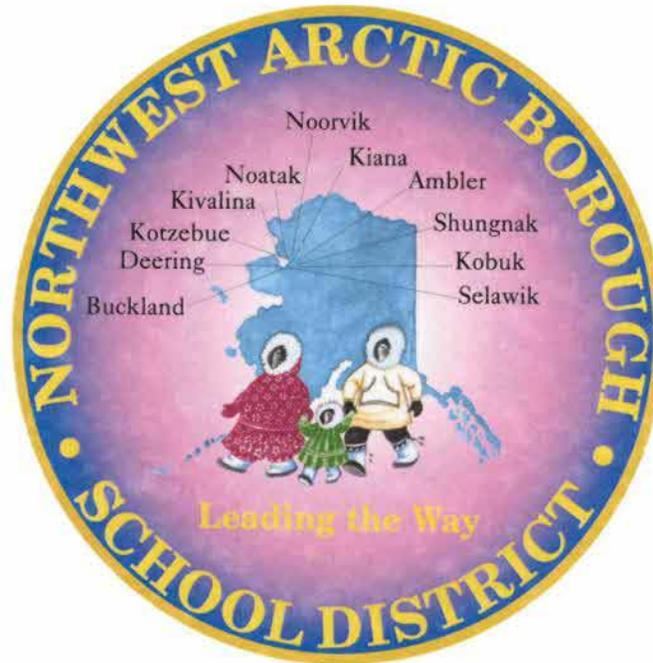
Northwest Arctic Borough Communities and Families

NWABSD Board of Education: Eunice Hadley, Margaret Hansen, Lawrence Jones, David Miller, Paula Mills, Erica Nelson, Brad Reich, Sandy Shroyer-Beaver, Tillie Ticket, Angela Washington, Robert Wells

Superintendent of Schools, Dr. Anmarie O'Brien-Assistant Superintendent, Ralph King
Secretary to the Board and Superintendent, Marie Nelson-Gregg



**NORTHWEST ARCTIC BOROUGH
SCHOOL DISTRICT**



**STRATEGIC PLAN
2016—2021**

TABLE OF CONTENTS

3	NWABSD BOARD MEMBERS NWABSD STRATEGIC PLANNING TEAM MEMBERS
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12	GOAL 3: EMPLOYEE DEVELOPMENT
13-14	GOAL 4: SUPPORT SYSTEMS
14	GOAL 5: FISCAL RESPONSIBILITY

NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

SUPERINTENDENT

ANNMARIE O'BRIEN

SCHOOL BOARD

SANDY SHROYER-BEAVER, PRESIDENT

PAULA MILLS, VICE PRESIDENT

MARGARET HANSEN, TREASURER

TILLIE M. TICKET, SECRETARY

DAVID MILLER, PARLIAMENTARIAN

NELLIE BALLOT

EUNICE HADLEY

LAWRENCE JONES, SR.

ERICA NELSON

BRAD REICH

ANGELA WASHINGTON

STRATEGIC PLANNING TEAM MEMBERS

MARGIE BAKER

GARY EAKIN

CHERYL ENDENSHAW

MARGARET HANSON

KAESYN HILL

MEGAN HOKE

RALPH KING

MIKE LANE

TERRY MARTIN

CARMELLA McCALL

ERICA NELSON-SCHAEFFER

ANNMARIE O'BRIEN

MADISON SCHAEFFER

CHERYL SCHWEIGERT

TIFFNAY SHELDON

SANDY SHROYER-BEAVER

TERRY WALKER

ANGELA WASHINGTON

JOY WILLIAMS

JERRY COVEY, FACILITATOR

FOUNDATION STATEMENTS

MISSION

**TO PROVIDE A LEARNING ENVIRONMENT THAT INSPIRES AND CHALLENGES STUDENTS
AND EMPLOYEES TO EXCEL**

VISION

**TO GRADUATE ALL STUDENTS WITH THE KNOWLEDGE, SKILLS, AND ATTITUDES NECESSARY
FOR A SUCCESSFUL FUTURE**

WE VALUE

RESPECT

HARD WORK

COOPERATION

PERSEVERANCE

ABILITY TO ADAPT

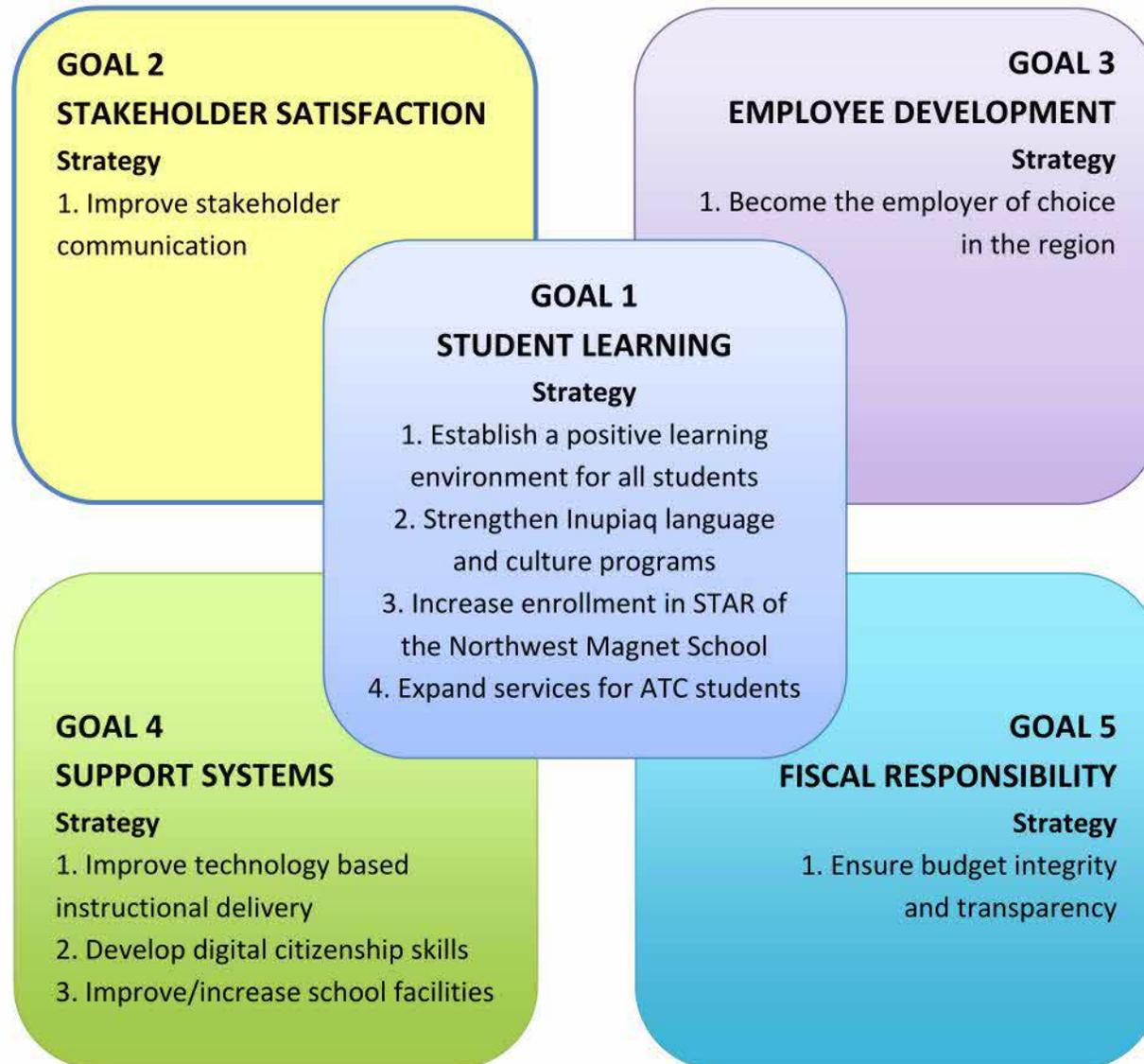
BELIEF IN YOURSELF

LEARNING

RESILIENCE

ACCOUNTABILITY

NWABSD STRATEGY MAP



GOAL 1: STUDENT LEARNING

STRATEGY 1: PROVIDE A POSITIVE LEARNING ENVIRONMENT FOR ALL STUDENTS

OBJECTIVE 1: INCORPORATE SAFE AND CIVIL SCHOOLS CURRICULUM INTO DAILY SCHEDULE FOR ALL STUDENTS

Action	Responsibility	Timeline	Metric	Report To
1. Develop student advisory component to Safe and Civil Schools curriculum.	Assistant Superintendent	Develop program during 2016-2017 school year	Completed curriculum; Feedback on implementation	Superintendent
2. Emphasize soft skills for students; standardize soft skills information.	Assistant Superintendent	Ongoing beginning in August 2016	Evidence of soft skill materials; PSAs; Information on district website	Superintendent

OBJECTIVE 2: STRENGTHEN STUDENT PROGRESS MONITORING

Action	Responsibility	Timeline	Metric	Report To
1. Develop curriculum-based student progress monitoring and reporting system.	Superintendent	2016-17 school year	Implement district forms, procedures, and student support systems	School Board
2. Establish district grading system taskforce.	Assistant Superintendent	Develop recommendations during 2016-2017 school year; Implement fall 2017	Taskforce report and recommendations due in June of 2017	Superintendent
3. Update pre-k through 2 nd grade report cards.	Assistant Superintendent	Develop recommendations during 2016-2017 school year; Implement fall 2017	Recommendations due in June of 2017	Superintendent

GOAL 1: STUDENT LEARNING

STRATEGY 1: ESTABLISH A POSITIVE LEARNING ENVIRONMENT FOR ALL STUDENTS

OBJECTIVE 3: ENSURE STUDENT AWARENESS OF ACADEMIC AND CAREER PATHWAY OPPORTUNITIES AND THE VALUE OF EDUCATION

Action	Responsibility	Timeline	Metric	Report To
1. Inform all students of programs and activities available to them.	CTE Coordinator, Principals, Counselors	Annually August – May	Evidence of presentation to all students	Superintendent
2. Align Ready Star variable length sessions with student interests.	CTE Coordinator, STAR Principal	Annually August – May	Annual schedule	Superintendent
3. Build and implement a CTE curriculum and activities for students focusing on local resources beginning in elementary.	CTE Coordinator, Curriculum Director	2016-2017 school year	Evidence of implementation of curriculum	Superintendent
4. Place high-school graduation requirements and course of study on computers and review with parents and freshmen.	Curriculum Director, Principals	Annually beginning August 2016	Course of study signed off by parents and students	Superintendent
5. Develop informational technology units for elementary, middle-school, and high-school students in the curriculum.	Assistant Superintendent	Units finalized August 2017 school year	Evidence of completed curriculum	Superintendent
6. Create a film series of interviews with young adults in the communities and across the state emphasizing the importance of education in their lives.	Superintendent	2016-17 school year	Completed interviews and distribution of films	School Board
7. Incorporate career exploration and scholarship information into employability skills course.	Assistant Superintendent	August 2016	Evidence of information in employability skills course	Superintendent

GOAL 1: STUDENT LEARNING

STRATEGY 2: STRENGTHEN THE INUPIAQ LANGUAGE AND CULTURE PROGRAMS

OBJECTIVE 1: BUILD REGIONAL AND LOCAL PARTNERSHIPS THAT STRENGTHEN THE INUPIAQ LANGUAGE AND CULTURE PROGRAMS

Action	Responsibility	Timeline	Metric	Report To
1. Partner with organizations to strengthen Inupiaq language and culture programs that include goals and actions.	Superintendent	Summer 2016	Letters and data provided to organizations; Signed agreements with partner organizations that include goals and actions	School Board
2. Meet with partner organizations to evaluate progress and update plans.	Superintendent	Bi-annually in September and March	Program evaluation and updates	School Board
3. Partner with community-based organizations at each site to improve Inupiaq language and culture programs.	Principals, ASCs	Ongoing beginning August 2016	Documentation of partnerships	School Board
4. Develop community-based cultural calendars for schools.	Assistant Superintendent	Ongoing beginning August 2016	Completed calendars	Superintendent, School Board
5. Utilize the expertise of elders in delivery of instruction and activities.	Principals	Ongoing beginning August 2016	Feedback from ASCs	Superintendent, School Board
6. Recognize local residents who volunteer in the school.	Principals	Monthly beginning August 2016	Documentation of recognition	Superintendent, School Board
7. Work with University of Alaska system to develop a program that would produce Inupiaq language teachers.	Superintendent	Ongoing beginning August 2016	Evidence of work with UA Board of Regents and Alaska Language Commission	School Board

GOAL 1: STUDENT LEARNING

STRATEGY 3: INCREASE ENROLLMENT IN STAR OF THE NORTHWEST MAGNET SCHOOL

OBJECTIVE 1: IMPROVE THE CAPACITY AND IMPACT OF STAR OF THE NORTHWEST MAGNET SCHOOL

Action	Responsibility	Timeline	Metric	Report To
1. Collect feedback on STAR graduates from employers and education providers.	STAR Principal	Beginning fall 2016	Written feedback from employers and education providers	Superintendent
2. Engage with local employers to inspire students to choose STAR programs.	Assistant Superintendent	Beginning fall 2016	Document local employers engagement	Superintendent
3. Partner with other school districts to deliver variable length STAR programs to their students.	Assistant Superintendent	Ongoing 2016 -17 school year	Evidence of partnerships and feedback from other school districts	Superintendent
4. Extend resource knowledge base of potential STAR programs.	Curriculum and ATC Directors	August 2019	Plan for developing student-based curriculum	Superintendent
5. Engage STAR students in culturally relevant activities.	STAR Principal	Beginning fall 2017	Evidence of student participation and student feedback on activities	Superintendent
6. Coordinate the alignment of schedules between the high schools and ATC.	STAR Principal and ATC Director	Annually beginning July 2016	Evidence of aligned schedules	Superintendent

GOAL 1: STUDENT LEARNING

STRATEGY 4: EXPAND SERVES FOR ATC STUDENTS

OBJECTIVE 1: ESTABLISH NEW PARTNERSHIPS AND PROGRAMS TO BETTER MEET STUDENT AND EMPLOYER NEEDS

Action	Responsibility	Timeline	Metric	Report To
1. Expand external partnerships to provide additional training opportunities including internships, apprenticeships, and access to training opportunities for individuals currently marginalized in the workforce.	ATC Director	Ongoing beginning August 2016	Trainee participation data	Superintendent
2. Team with business and industry partners to provide all ATC trainees in core programs with work experience through employment, job shadowing, or internships.	ATC Director	Ongoing beginning August 2016	Trainee participation data	Superintendent, School Board, Department of Labor, Partner organizations
3. Partner with other organizations to expand academic, personal, and employment support services for ATC students.	ATC Director	Ongoing beginning August 2016	Documentation of partnerships	Superintendent, Partner organizations
4. Secure existing funding sources for ATC through ongoing enrollment growth, communication, marketing, and lobbying.	ATC Director	Ongoing beginning August 2016	Budget information	Superintendent, School Board, Department of Labor
5. Pursue the possibility of an ATC Job Corps program.	ATC Director	Ongoing beginning August 2016	Recommendation due August 2017	Superintendent, School Board

GOAL 2: STAKEHOLDER SATISFACTION

STRATEGY 1: IMPROVE STAKEHOLDER COMMUNICATION

OBJECTIVE 1: INCREASE TWO-WAY COMMUNICATION WITH PARENTS

Action	Responsibility	Timeline	Metric	Report To
1. Create July 1 to June 30 a monthly regional calendar with information on how to help children succeed in school.	Assistant Superintendent	June 2016; Updated annually	Calendar completed and distributed	Superintendent
2. Create site-based refrigerator magnet with information on how to help children succeed in school.	Assistant Superintendent	May 2016	Magnet completed and distributed at start of 2016-17 school year	Superintendent
3. Computer contract modified to improve parent communication and update parent contact information.	Director of Technology	Annually beginning August 2016	Completed computer contracts	Superintendent
4. Produce quarterly district newsletter and public service announcements via radio and social media to increase partnership opportunities in each community.	Assistant Superintendent	Quarterly beginning in fall 2016	Newsletters posted on website and social media	Superintendent
5. Post the strategic plan on district website and document progress annually.	Assistant Superintendent	Beginning fall 2016	Documentation of strategic plan and annual updates	Superintendent

GOAL 3: EMPLOYEE DEVELOPMENT

STRATEGY 1: BECOME THE EMPLOYER OF CHOICE IN THE REGION

OBJECTIVE 1: STRENGTHEN PROGRAMS TO RETAIN EMPLOYEES

Action	Responsibility	Timeline	Metric	Report To
1. Provide content and grade-level professional development for instructional staff.	Superintendent	August 2016; Updated annually	Annual evaluation of professional development	School Board
2. Train staff in the implementation of Infinite Visions.	Assistant Superintendent	2016-2021	Annual evaluation of professional development	Superintendent
3. Provide professional development plan for all non-instructional staff.	Assistant Superintendent	2016-2021	Annual evaluation of professional development	Superintendent
4. Establish employee recognition program.	Assistant Superintendent	Program completed by spring 2017	Implementation of program in fall 2017	Superintendent
5. Develop and implement training program for substitute teachers.	Assistant Superintendent	Complete by August 2016; Offer two times during each school year	Documentation and evaluation of training program	Superintendent
6. Develop a district-wide substitute teacher manual.	Assistant Superintendent	Complete by August 2016; Update annually	Completed manuals	Superintendent

GOAL 4: SUPPORT SYSTEMS

STRATEGY 1: IMPROVE TECHNOLOGY BASED INSTRUCTIONAL DELIVERY

OBJECTIVE 1: CAPITALIZE ON COMMERCIAL TECHNOLOGY BUILD-OUT TO INCREASE DELIVERY OF ACADEMIC CONTENT

Action	Responsibility	Timeline	Metric	Report To
1. Continually update each school's wireless capacity.	Technology Department	2016-2021	Technology committee reports	Superintendent
2. Increase course offerings via distance delivery systems.	Assistant Superintendent	2016-2021	Evidence of increased delivery	Superintendent
3. Provide professional development to instructional staff involved with distance delivery.	Assistant Superintendent	2016-2021	Evaluations from professional development participants	Superintendent

GOAL 4: SUPPORT SYSTEMS

STRATEGY 2: DEVELOP DIGITAL CITIZENSHIP SKILLS

OBJECTIVE 1: INCREASE DIGITAL CITIZENSHIP AWARENESS FOR STUDENTS, STAFF, AND PARENTS

Action	Responsibility	Timeline	Metric	Report To
1. Update NWABSD policies regarding social media use.	Superintendent, Technology Director	Complete by November 1, 2016	Draft policy for School Board	School Board approval
2. Create partnerships to promote responsible use of social media.	Superintendent, Technology Director, Student Government, ASCs	2016-17 school year	Completion of materials promoting responsible use of social media	School Board
3. Require middle-school students to complete digital citizenship certification prior to taking computers home upon entering high school.	Assistant Superintendent, Technology Director	Annually beginning August 2016	Evidence of completed agreements	Superintendent
4. Update digital citizenship curriculum.	Assistant Superintendent	Begin development August 2016	Implement pilot program in August 2017	Superintendent

GOAL 4: SUPPORT SYSTEMS

STRATEGY 3: IMPROVE/INCREASE SCHOOL FACILITIES

OBJECTIVE 1: MAINTAIN EMPHASIS ON CURRENT AND NEW CONSTRUCTION PRIORITIES

Action	Responsibility	Timeline	Metric	Report To
1. Work with Alaska Legislature, Northwest Arctic Borough, U.S. government, and Kivalina to build a school on new site.	Superintendent	Ongoing project	Evidence of school district actions to support construction	School Board
2. Support CIP request for Selawik School.	Superintendent	Ongoing project	Evidence of school district actions to support construction	School Board
3. Build 100-student dormitory for STAR of the Northwest Magnet School.	Superintendent	Begin project development summer 2016	Evidence of school district actions to support construction of dormitory	School Board
4. Build family housing for ATC students.	Superintendent	Begin project development summer 2016	Evidence of project planning and development	School Board

GOAL 5: FISCAL RESPONSIBILITY

STRATEGY 1: ENSURE BUDGET INTEGRITY AND TRANSPARENCY

OBJECTIVE 1: COMMUNICATE BUDGET INFORMATION TO STAKEHOLDERS

Action	Responsibility	Timeline	Metric	Report To
1. Provide financial information on district website.	Superintendent	Ongoing beginning summer 2016	Budget information on website; Public feedback	School Board
2. Maintain adequate fund balance.	Superintendent	2016-2021	Annual audit	School Board
3. Align budget with strategic plan.	Superintendent	Ongoing	Budget linked to strategic plan	School Board



2014-2015 School Report Card

Northwest Arctic Borough School District

2014-2015 School Report Card Data

Serving over 2100 children in western Alaska, just north of the Arctic Circle, the Northwest Arctic Borough School District employs over 160 teachers in the regions eleven villages. Connected by rivers and air routes, but no roads, the villages typically are home to a subsistence lifestyle built on hunting and fishing. By supporting both Iñupiaq and Western standards of success in our classrooms, we are preparing children to take an active role in this quickly changing corner of the last frontier.

The primary function of each of the Northwest Arctic Borough School District departments is to support the overall educational process of our students. Departments work together and with individual schools to improve the services offered to our students. A continuing goal has been to broaden our curriculum by incorporating the arts into our classrooms and to offer Career Technology Education courses to our secondary students.



Northwest Arctic Borough School District
PO Box 51
Kotzebue, AK 99752
Phone: (907) 442-1800
Fax: (907) 442-2392
Superintendent: Dr. Annmarie O'Brien
Asst. Superintendent: Ralph King
www.nwarctic.org

Additional Report Card information is available at <https://education.alaska.gov/stats/>

Northwest Arctic Borough School District: Student Membership – 2,126

PARENT INVOLVEMENT

Parent involvement is an essential element in student success at all schools. A parent's role in getting a child to school every day is a key component of student and school success. Principals are required to share their school achievement data with parents and actively seek parents' suggestions, comments, and feedback in setting yearly school goals. Contact your school's principal for information on how you can get involved in these activities.

SCHOOL DISTRICT PARTNERSHIPS

Northwest Arctic Borough	NANA
KOTZ Radio	Maniilaq Association
OTZ Telephone	Red Dog/Teck
GCI	



Dr. Annmarie O'Brien
Superintendent

COMMUNITY VOLUNTEERS

Elders, parents, and community leaders regularly volunteer at all schools by helping in the classroom, joining the Advisory School Councils, and in after-school activities.

DISTRICT REPORT CARD for 2014-2015 SCHOOL YEAR

District: Northwest Arctic Borough School District

This District Report Card presents information about the district’s performance for the 2014-2015 school year. The new Alaska Measures of Progress assessments in English language arts and mathematics were given for the first time in spring 2015. These two new assessments replaced the former Standards Based Assessments (SBAs) in reading, writing and mathematics.

A new reporting category beginning in 2014-2015 is the “Active Duty” category. This category identifies whether the student has a parent/guardian on active duty in any branch of the uniformed services of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force. In 2014, the Legislature amended AS 14.03.120 as part of HB 278. The State Board of Education subsequently amended regulations 4 AAC 06.895(l) and 4 AAC 06.899 creating and defining the subgroup for “students from families on active military duty” and requiring reporting by this subgroup on school, district, and state report cards.

For 2014-2015, districts received an Accountability Indicators Report that reports the percentage of full-academic year students in the district and state that met the standards (at achievement Levels 3 and 4) in English language arts and mathematics, along with the participation rates, attendance rates, and graduation rates for all students and subgroups. A copy of that report is found at the end of this District Report Card.

More information about the accountability system for schools and districts can be found on the Department of Education & Early Development website at: <https://education.alaska.gov>.

- Click on the green Accountability star, then the 2014-2015 Accountability tab to find the Accountability Indicators Reports.
- Click on the orange Support star to find information about how schools and districts are supported in writing and implementing school improvement plans.

The District Report Card and individual School Report Cards are available:

from the school or district at: Northwest Arctic Borough School District
PO Box 51 | Kotzebue, AK 99752 | (907) 442-1800

or on the district website at: www.nwarctic.org

Information on Qualifications of Teachers in the District

Teacher Qualifications				
Number of Teachers With Highest Degree:	Bachelors	Masters	Ed Specialist	Doctorate
	91	49	2	0

Percentage of Classes Taught by Highly Qualified Teachers		State Target: 100%
All District Schools	Low-Poverty Schools	High-Poverty Schools
91%	N/A	85%

The percentage of teachers in the district teaching with an Emergency Teacher Certificate is 0%. Alaska does not issue emergency certificates to teachers.

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals, and, if so, their qualifications.

Information about Student Achievement Results

The charts on the next two pages show the achievement results of all students who took the English language arts, mathematics, and science assessments in 2015.

Number of newly arrived LEP students exempted from taking the English Language Arts test:	0
--	---

NOTES: The Family Educational Rights and Privacy Act (FERPA) prohibits publishing test scores where there are so few students in a category that the data could be attributed to a specific student, therefore:

1. Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement.
2. When a school/district doesn't test any students in a given grade during a test administration, no data for that grade level will appear.
3. Percentages are based on the number of students tested, not the number of students enrolled.
4. Asterisks are used when results cannot be published without releasing personally identifiable information.
5. Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

All Students Tested Grades 3 – 10 in English Language Arts

ENGLISH LANGUAGE ARTS	% Level 4		% Level 3		% Level 2		% Level 1		All Tested	Percentage Tested	
	District	State	District	State	District	State	District	State		District	State
ALL STUDENTS	0.9	4.5	6.7	30.2	23.0	36.1	69.4	29.2	1141	99.0	95.6%
Female	0.9	5.5	8.3	33.3	27.8	35.8	62.9	25.4	564	99.5	95.5%
Male	0.9	3.6	5.0	27.3	18.4	36.3	75.7	32.7	577	98.5	95.6%
African American	40% or <	2.1	40% or <	21.4	60% or >	42.3	40% or <	34.2	*	100.0	96.5%
Alaska Native/American Indian	0.2	1.0	5.0	12.5	22.6	32.2	72.2	54.2	1075	99.0	97.5%
Asian/Pacific Islander	*	2.9	*	24.4	*	41.2	*	31.5	*	75.0	97.5%
Caucasian	16.2	7.0	45.9	40.5	21.6	35.5	16.2	17.1	37	100.0	93.8%
Hispanic	NA	2.9	NA	28.5	NA	41.4	NA	27.2	NA	100.0	96.7%
Multi-Ethnic	10.0	4.5	20.0	32.5	35.0	37.6	35.0	25.4	20	100.0	97.1%
Economically Disadvantaged	0.2	1.6	3.5	18.6	23.4	36.6	72.9	43.2	862	99.0	96.4%
Students with Disabilities	0.0	0.8	0.0	7.1	6.8	26.7	93.2	65.4	176	98.3	96.0%
LEP Students	5% or <	0.3	5% or <	3.9	5% or <	19.9	95% or >	75.9	252	98.1	98.2%
Migrant students	0.4	1.5	4.8	19.9	28.8	36.9	66.0	41.7	500	99.0	97.8%
Active Duty	NA	7.1	NA	40.6	NA	35.1	NA	17.2	NA	NA	95.5%

All Students Tested Grades 3 – 10 in Mathematics

MATHEMATICS	% Level 4		% Level 3		% Level 2		% Level 1		All Tested	Percentage Tested	
	District	State	District	State	District	State	District	State		District	State
ALL STUDENTS	0.9	5.5	8.6	25.7	42.2	46.1	48.4	22.7	1141	99.0	95.4%
Female	0.4	4.8	9.4	25.7	45.2	47.3	45.0	22.2	564	99.5	95.3%
Male	1.4	6.1	7.8	25.7	39.2	45.0	51.6	23.2	577	98.5	95.6%
African American	0.0	1.9	33.3	17.7	33.3	51.9	33.3	28.5	6	100.0	95.9%
Alaska Native/American Indian	0.4	1.4	6.7	12.5	43.0	48.9	50.0	37.2	1075	99.0	97.5%
Asian/Pacific Islander	*	4.4	*	25.6	*	48.5	*	21.5	*	75.0	97.5%
Caucasian	16.2	8.2	48.6	32.9	24.3	42.9	10.8	16.0	37	100.0	93.6%
Hispanic	NA	3.7	NA	22.2	NA	50.9	NA	23.2	NA	100.0	96.7%
Multi-Ethnic	0.0	5.4	25.0	27.7	40.0	47.4	35.0	19.4	20	100.0	96.9%
Economically Disadvantaged	0.3	2.1	5.9	16.7	43.2	50.7	50.5	30.6	861	98.8	96.3%
Students with Disabilities	0.0	1.2	1.1	6.7	33.5	46.2	65.3	45.8	176	98.3	95.7%
LEP Students	0.0	0.8	1.2	7.1	35.7	48.1	63.1	44.1	252	98.1	98.2%
Migrant students	0.6	2.5	8.2	19.4	48.1	49.6	43.1	28.6	499	98.8	97.6%
Active Duty	NA	8.1	NA	34.0	NA	44.7	NA	13.2	NA	NA	95.3%

All Students Tested Grades 4, 8, & 10 in Science

SCIENCE	% Advanced		% Proficient		% Below		% Far Below		All Tested	Percentage Tested	
	District	State	District	State	District	State	District	State		District	State
ALL STUDENTS	4.7	26.3	13.5	30.8	28.2	23.2	53.7	19.8	451	98.5	93.1%
Female	5.1	24.3	14.8	31.6	32.4	24.6	47.7	19.4	216	98.6	92.9%
Male	4.3	28.1	12.3	30.0	24.3	21.8	59.1	20.1	235	98.3	93.2%
African American	*	11.7	*	28.2	*	31.0	*	29.1	*	100.0	92.5%
Alaska Native/American Indian	2.8	9.4	12.4	21.1	29.1	28.6	55.7	41.0	429	98.4	94.6%
Asian/Pacific Islander	*	15.7	*	29.9	*	28.3	*	26.1	*	100.0	96.3%
Caucasian	57.1	38.5	28.6	35.1	0.0	17.8	14.3	8.6	14	100.0	91.5%
Hispanic	NA	19.6	NA	33.0	NA	28.3	NA	19.1	NA	NA	94.1%
Multi-Ethnic	16.7	26.6	50.0	33.0	33.3	25.7	0.0	14.7	6	100.0	93.8%
Economically Disadvantaged	2.9	13.3	12.9	26.3	27.9	28.4	56.2	32.0	340	98.5	93.4%
NOT Economically Disadvantaged	9.9	35.9	15.3	34.1	28.8	19.3	45.9	10.7	111	98.2	92.8%
Students with Disabilities	1.6	6.5	4.8	18.0	11.3	27.2	82.3	48.3	62	96.8	92.7%
Students WITHOUT Disabilities	5.1	29.1	14.9	32.6	30.8	22.6	49.1	15.7	389	98.7	93.1%
LEP Students	0.0	1.0	3.8	7.4	24.6	26.9	71.5	64.7	130	95.5	95.0%
NOT LEP Students	6.5	29.5	17.4	33.8	29.6	22.7	46.4	14.0	321	99.7	92.8%
Migrant students	3.4	15.2	15.7	27.2	33.8	27.8	47.1	29.8	204	98.1	95.3%
NOT Migrant students	5.7	27.3	11.7	31.1	23.5	22.8	59.1	18.9	247	98.8	92.9%
Active Duty	NA	33.9	NA	35.4	NA	21.2	NA	9.4	NA	NA	95.8%
NOT Active Duty	4.7	25.7	13.5	30.4	28.2	23.3	53.7	20.6	451	98.5	92.9%

Two-Year Trend for District Students Scoring Proficient or Above by Grade Level on the SCIENCE Standards Based Assessment (SBA)

A two-year trend for students meeting standards on the new English language arts and Mathematics assessments is not applicable for 2014-2015 as these are new assessments. Two-year trends for English language arts and Math will be reported starting in 2015-2016.

(2013-2014 & 2014-2015)
STUDENTS SCORING PROFICIENT OR ABOVE BY GRADE LEVEL

Grade	Percent Proficient Science	
	Previous	Current
All Grades	21.99%	18.34%
Grade 4	15.11%	15.82%
Grade 8	22.90%	12.41%
Grade 10	29.46%	26.32%

National Assessment of Education Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the only national test of what students know and can do. The Elementary and Secondary Education Act requires state participation in NAEP reading and mathematics assessments in grades 4 and 8 every other year so that NAEP can serve as the common measure of student achievement.

NAEP does not test each fourth or eighth grader in the state. A representative sample of schools is chosen to participate in the NAEP. No NAEP individual results are given for students or schools; only statewide results are reported. NAEP scores can be used to compare Alaska to the nation and to other states.

NAEP assessments are designed to assess NAEP standards, also known as NAEP frameworks. NAEP does not assess students on the Alaska reading or mathematics standards. The Alaska Measures of Progress (AMP) assessments are designed to assess Alaska reading and math standards, and are administered to all students. More information about the NAEP in Alaska can be found in <http://education.alaska.gov/tls/assessment/naep.html>.

There are three achievement levels for each grade assessed by NAEP: Basic, Proficient, and Advanced. Proficient on the NAEP indicates students “have demonstrated competency over challenging subject matter.” The following definitions apply to all subjects and all grades assessed by NAEP:

Achievement-Level Policy Definitions	
Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. Students who do not reach this level of proficiency are reported as Below Basic.
Proficient	Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Advanced	Superior performance.

The charts on the following pages show how Alaska students’ scores on the NAEP assessments compared to the public school students’ scores nationally.

Note: NAEP data is available on the Department of Education & Early Development website at: <http://education.alaska.gov/tls/assessment/naep.html>.

NAEP 2015 Grade 4 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska						
All students	8	6	27	24	33	31	32	39
White	11	10	34	32	33	33	21	24
Black	2	6	16	19	33	32	49	44
Hispanic	3	5	17	23	33	34	46	38
Asian/Pacific Islander	19	5	34	18	28	34	19	43
American Indian/Alaska Native	4	1	17	9	31	24	47	66
Eligible for National School Lunch Program	10	5	29	25	34	35	28	35
Students with Disabilities	3	2	18	15	34	28	44	54
English Language Learners	2	3	10	6	21	14	67	78

Rounds to zero

NAEP 2015 Grade 4 Reading Participation Rate Percentages	National Public	Alaska
Students with Disabilities	87	93
English Language Learners	93	96

NAEP 2015 Grade 8 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska						
All students	3	3	29	29	42	39	25	29
White	4	5	38	41	42	40	16	14
Black	1	#	14	13	43	49	42	37
Hispanic	1	1	19	30	45	45	35	25
Asian/Pacific Islander	9	1	41	19	35	46	15	33
American Indian/Alaska Native	2	#	21	8	42	31	36	60
Eligible for National School Lunch Program	4	3	31	36	41	42	23	20
Students with Disabilities	1	1	19	16	44	38	36	45
English Language Learners	#	#	7	6	28	24	64	69

Rounds to zero

NAEP 2015 Grade 8 Reading Participation Rate Percentages	National Public	Alaska
Students with Disabilities	87	89
English Language Learners	90	93

NAEP 2015 Grade 4 Math	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska						
All students	7	6	32	29	42	43	19	22
White	10	9	41	38	39	41	10	11
Black	1	1	17	13	46	47	35	39
Hispanic	3	4	23	26	47	48	27	22
Asian/Pacific Islander	22	5	39	22	29	46	10	28
American Indian/Alaska Native	2	1	21	16	47	41	30	42
Eligible for National School Lunch Program	9	8	35	34	41	43	15	14
Students with Disabilities	2	2	22	19	48	47	28	33
English Language Learners	2	1	14	10	38	35	46	55

Rounds to zero

NAEP 2015 Grade 4 Math Participation Rate Percentages	National Public	Alaska
Students with Disabilities	89	91
English Language Learners	95	97

NAEP 2015 Grade 8 Math	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska						
All students	8	7	24	25	38	39	30	29
White	10	11	32	35	39	41	19	14
Black	1	2	11	15	35	41	53	42
Hispanic	3	5	16	21	41	45	40	29
Asian/Pacific Islander	25	4	33	22	28	41	14	34
American Indian/Alaska Native	3	2	16	11	38	33	43	54
Eligible for National School Lunch Program	9	8	26	27	38	39	28	26
Students with Disabilities	2	2	15	15	40	39	42	44
English Language Learners	1	1	6	5	24	24	68	70

Rounds to zero

NAEP 2015 Grade 8 Math Participation Rate Percentages	National Public	Alaska
Students with Disabilities	90	89
English Language Learners	93	93

2014-2015 Accountability Indicators Report
Alaska Department of Education & Early Development

District: Northwest Arctic Borough School District

Alaska Measures of Progress (AMP) - 2015 Summative Assessment
Percentage of FAY¹ Students Achieving Level 3 or Level 4 - District and State Achievement²

Subgroup	English Language Arts		Mathematics	
	District	State	District	State
All Students	7.55%	35.38%	9.49%	31.86%
African American	40% or fewer	23.86%	40% or fewer	20.13%
Alaska Native/American Indian	5.26%	14.01%	7.02%	14.38%
Asian/Pacific Islander	*	28.21%	*	30.84%
Hispanic	*	31.35%	*	26.17%
Two or More Races	27.78%	37.57%	22.22%	33.80%
White	65.63%	47.87%	71.88%	41.64%
Economically Disadvantaged	3.85%	20.55%	6.51%	19.20%
Students with Disabilities ³	5% or fewer	8.05%	5% or fewer	8.15%
Limited English Proficient ³	5% or fewer	4.55%	1.24%	8.17%

Subgroup	Participation Rate			Attendance Rate		Graduation Rate		
	Enrolled	Rate (%)	Target Met? ⁴	Rate (%)	Target Met? ⁵	4-Year Rate	5-Year Rate	Target Met? ⁶
All Students	1,159	99.14%	Yes	87.87%	No	74.77%	78.15%	No
African American	6	100.00%	Yes	94.27%	No	N/A	N/A	N/A
Alaska Native/American Indian	1,092	99.18%	Yes	87.64%	No	74.53%	77.19%	No
Asian/Pacific Islander	4	75.00%	N/A	88.92%	No	N/A	100.00%	Yes
Hispanic	1	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	19	100.00%	Yes	90.99%	No	100.00%	100.00%	Yes
White	37	100.00%	Yes	91.39%	No	75.00%	100.00%	Yes
Economically Disadvantaged	877	99.09%	Yes	87.40%	No	75.00%	74.32%	No
Students with Disabilities ³	186	98.39%	Yes	87.30%	No	72.22%	71.43%	No
Limited English Proficient ³	261	98.85%	Yes	85.67%	No	60.00%	60.00%	No

Notes:

1. Full Academic Year (FAY) = Students enrolled continuously from October 1 through the first day of testing.
 2. Due to the recent passage of the Every Student Succeeds Act, this report will provide a comparison of district achievement on the AMP assessment to statewide achievement for all students and for all subgroups for the 2014-2015 and 2015-2016 school years. Students achieving at Levels 3 and 4 are considered to be meeting the standards.
 3. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
 4. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
 5. The attendance rate target is 95 percent for the district as a whole and each subgroup with at least five students enrolled.
 6. The graduation rate target is 90 percent for the district as a whole and each subgroup with at least five members if the district enrolls students in grade 12. A district or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduate. A district meets this target if either the four- or five-year rate meets these criteria.
- * - Cells with an asterisk represent at least one and no more than four students assessed. These data are suppressed to protect individual student confidentiality.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Budget Information Narrative---Years 1-4

Grant Proposal: CFDA # 84.299A

Program Descriptive: Bridging the Gap: Pre-K and Middle School (BTG)

Name of Organization: Northwest Arctic Borough School District

1. PERSONNEL SERVICES: A Total of \$457,200 is requested.

Project Director/Curriculum Director (Joy Williams): A total of \$00.00 is requested, as the Project Director is already an active member of the District's Leadership Team and wages are paid by other revenue sources. The Project Director will act as a liaison between district leadership staff and site administrators concerning the needed documentation and program timelines. The Project Director will also oversee the acquisition, allocation, and expenditure of funds within the guidelines of the federal government.

Early Childhood/Pre-K Coordinator: (1 FTE/205-day contract): The total of \$100,000 is requested, specialist will work with current under the direction of the Project Manager and Curriculum Director. Specialist will coordinate with outside evaluator as needed. Will oversee academic and social curriculum, cultural connections, systematic professional development for teachers/paraprofessionals and provide parent/community activities for successful child development. Pre-K Coordinator will visit all sites each semester and spend several days on site. The visits where paraprofessionals are responsible for the teaching would be twice per semester for several days at each visit. Salary based on 205 day contract.

Early Childhood/Pre-K Classroom Teacher: (5 FTE/191-day contract): The total of \$350,000 is requested, Salary based on 191 day contract.

Certified Teacher Extra Duty for Middle School Academy: The total of \$7,200 is requested, Certified staff (8) will chaperone middle school students while participating in Middle School Academy estimated based on daily rate for days (2) spent chaperoning outside of regular contract.

2. FRINGE BENEFITS: A total of \$210,000 is requested.

These funds are to cover \$35,000 for the cost of wage benefits and insurance for (1) Specialist and (5) Early Childhood/Pre-K Classroom Teachers. Estimated \$18,500 for health insurance and \$16,500 for retirement benefits per certified employee.

3. STAFF TRAVEL: A total of \$33,200 is requested.

**Because of Alaska's enormous size and lack of road system, air travel is the only option available to/from Kotzebue to village sites.*

Specialist travel to 10 village sites: Specialists will travel to each village 3 times each school year. 1 Specialists x 3 visits x 10 villages @ 500 = \$15,000, per diem 1 Specialists x 3 visits @ 3 days each x 10 villages @ 50 = \$4,500 for a total of \$19,500. No lodging needed for village travel. Professional Development: Specialist will travel the state Early Childhood Conference once a year. 1 flight @650 = \$650, lodging 5 days@250 = \$1250, per diem 1 x 5 days@50 = \$250, conference fees 1 @800 = \$800 for a total of \$2,950. Teacher travel to Kotzebue from villages for professional development: 10 teachers x 1 visit per year @500 = \$5,000, lodging 5 days@65 x 10 teachers = \$3250, per diem 10 x 5 days@50 = \$2,500 for a total of \$10,750

3. STUDENT TRAVEL: A total of \$22,000 is requested.

**Because of Alaska's enormous size and lack of road system, air travel is the only option available to/from Kotzebue to village sites. Chaperone travel is included as a student travel cost.*

Student travel from village sites to Kotzebue: (25) students @ 400 = \$10,000, 4 chaperones @400 = \$1,600 for a total of \$11,600. (8) chaperone travel to Anchorage for Academy @ 650 = \$5,600, per diem 8 x 12 days @50 = \$4,800 a total of \$10,400.

4. SUPPLIES: A Total of \$52,000.00 is requested

Consumable Pre-K-curriculum materials for 150 students @\$150 = \$22,500, supplies for teacher training = \$500, supplies/materials for Pre-K Parent Meetings 11 schools x 4 times a year @100 = \$4,400 for a total of \$27,400. Parent nights for middle school parents 11 schools @100 = \$1,100, 6-8 grade classroom materials \$10,000, middle school teacher training 10 teacher @450 = \$13,500 for a total of \$24,600.

5. EQUIPMENT: Total Requested \$0 (no equipment)

6. CONTRACTUAL: A total of \$156,000 is requested.

ANSEP Middle School Academy, cost is per student and includes airfare from Kotzebue,

52 students @ \$3000 = \$156,000, for a total of \$156,000.

7. CONSTRUCTION: Total Requested \$0 (a non-construction program)

8. OTHER: A total of \$18,450 is requested.

Project Outside Evaluator: An Outside Evaluator will be contracted to evaluate the program and submit reports to the Federal Department of Education at a cost of \$12,000 = 15 days @ \$800/day. Project evaluation includes development of the evaluation plan, oversight of the process evaluation, data entry and analysis, and outcome evaluation. In addition, travel reimbursement provided for 3 trip each year, for a total of (4) 3.75 day trips during the project period. The air flight @ \$650 x 3 = \$1950, plus \$50/day x 15 days = \$750 for food, + hotel @ \$250/day x 15/days = \$3,750, for a total of \$18,450.00

TOTAL DIRECT COSTS:	\$948,850.00
TOTAL INDIRECT COSTS @ 3.63%:	\$34,443.26
TOTAL COSTS per year for years 1-4	\$983,293.26

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mrs.	Joy		Williams	

Address:

Street1:	PO 51
Street2:	
City:	Kotzebue
County:	
State:	AK: Alaska
Zip Code:	99752-0051
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
907-442-1800	

Email Address:

jwilliams@nwarctic.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Northwest Arctic Borough School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	457,200.00	457,200.00	457,200.00	457,200.00		1,828,800.00
2. Fringe Benefits	210,000.00	210,000.00	210,000.00	210,000.00		840,000.00
3. Travel	55,200.00	55,200.00	55,200.00	55,200.00		220,800.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	52,000.00	52,000.00	52,000.00	52,000.00		208,000.00
6. Contractual	156,000.00	156,000.00	156,000.00	156,000.00		624,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	18,450.00	18,450.00	18,450.00	18,450.00		73,800.00
9. Total Direct Costs (lines 1-8)	948,850.00	948,850.00	948,850.00	948,850.00		3,795,400.00
10. Indirect Costs*	34,443.26	34,443.26	34,443.26	34,443.26		137,773.04
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	983,293.26	983,293.26	983,293.26	983,293.26		3,933,173.04

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 3.63%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 3.63%.

PR/Award # S299A160040

Name of Institution/Organization Northwest Arctic Borough School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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