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 # S299A160086

Gramts.gov Tracking#: GRANT12175925

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.).

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
05/31/2016	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Lower Kuskokwim School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
920056756	0862535070000

d. Address:

* Street1:	1004 Ron Edwards Way
Street2:	PO Box 305
* City:	Bethel
County/Parish:	
* State:	AK: Alaska
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	99559-0305

e. Organizational Unit:

Department Name:	Division Name:
Early Childhood Department	

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

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

Title: Assist. Superintendent of Instructional Prog.

Organizational Affiliation:

* Telephone Number:	(907) 543-4858	Fax Number:	

* Email: Carlton_kuhns@lksd.org

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Public School District

*** 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.):

Add Attachment | Delete Attachment | View Attachment

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

Lower Kuskokwim Early Learner Project (LKELP: Partnership of Lower Kuskokwim School District with the tribes of the Native villages of Kasigluk, Kwethluk, Kwigillingok, Kongig, Mekoryuk and Bethel

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT12175925 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 02:58:10 PM EDT

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: AK-001
* b. Program/Project: AK-001

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 07/01/2016
* b. End Date: 09/30/2020

18. Estimated Funding ($):

* a. Federal	968,052.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	968,052.00

*** 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: Mr. * First Name: Daniel

Middle Name:

* Last Name: Walker

Suffix:

* Title: Superintendent of Schools

* Telephone Number: 907-543-4858 Fax Number:

* Email: daniel_walker@lksd.org

* Signature of Authorized Representative: Carlton Kuhns * Date Signed: 05/31/2016

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	TITLE
Carlton Kuhns	Superintendent of Schools
APPLICANT ORGANIZATION	**DATE SUBMITTED**
Lower Kuskokwim School District	05/31/2016

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

Tracking Number:GRANT12175925 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 02:58:10 PM EDT

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:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Lower Kuskokwim School District

** Street 1* 1004 Ron Edwards Way *Street 2* P.O. Box 305

** City* Bethel *State* AK: Alaska *Zip* 99559-0305

Congressional District, if known:

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

6. * Federal Department/Agency:
Education

7. * Federal Program Name/Description:
Indian Education -- Special Programs for Indian Children

CFDA Number, *if applicable:* 84.299

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *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:** Carlton Kuhns

***Name:** *Prefix* Mr. ** First Name* Daniel *Middle Name*

** Last Name* Walker *Suffix*

Title: **Telephone No.:** **Date:** 05/31/2016

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT12175925 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 02:58:10 PM EDT

NOTICE TO ALL APPLICANTS

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.

GEPA 427.pdf | Add Attachment | Delete Attachment | View Attachment

Section 427 of General Education Provisions Act

The Lower Kuskokwim School District, in partnership with six Native tribes, proposes the Lower Kuskokwim Early Learning Program (KELP). This project addresses the need of Native students in three areas:

1. Implementing promising strategies designed to improve emerging literacy for pre-school students
2. Totally involving the community and tribe in educating young children
3. Initiating a program for trauma-affected children.

The project will take place in a school district where 95% of the students are Alaska Natives. Every single one of the people working on this project has experience in rural Alaska schools, and the teaching of Native children; further, most the people engaged in the project are Alaska Natives.

While reading is reading and math is math, the materials used in the academic improvement part of the project use, to the extent available, examples from the local Yup'ik culture. This particular grant does also create new, Yup'ik centric cultural materials applied to emerging literacy.

Our trauma-affected preschool children initiative, which is part of this project, is assisted by one of our support partners, the Association of Village Council Presidents (AVCP). AVCP plays a major role in providing social services to Native people in the Lower Kuskokwim region, and is very experienced in the charactaristics and needs of Adverse Childhood Experiences (ACE) youth. Almost all of their staff is Native, and they have an excellent understanding of the culturally appropriate way to address such a serious issue.

AVCP will conduct the *Knowing Who You Are (KWYA)* training for school staff and the communities in which they teach as part of creating trauma-aware preschools. *KWYA* is a learning space for exploring racial and ethnic identity that provides:

- Ideas for helping students achieve a positive and healthy sense of racial and ethnic identity.
- Opportunities to investigate the impact of stereotypes, messages, and social influences on racial and ethnic identity.
- Data about the impact of institutional racism on various racial and ethnic groups.
- Strategies for addressing racism in the school classroom.

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

Lower Kuskokwim School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Daniel Middle Name:

* Last Name: Walker Suffix:

* Title: Superintendent of Schools

* SIGNATURE: Carlton Kuhns * DATE: 05/31/2016

Tracking Number:GRANT12175925 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 02:58:10 PM EDT

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: Part 3 - Abstract.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT12175925 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 31, 2016 02:58:10 PM EDT

Lower Kuskokwim Early Learner Project (LKELP)

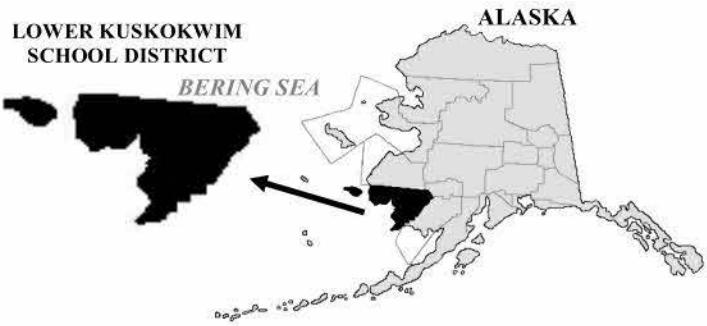
ABSTRACT

Project Partners: The Tribes of the Native Villages of Kasigluk, Kwethluk, Kwigillingok, Kongiganak, Mekoryuk and Bethel (Orutsararmiut Native Council), and the Lower Kuskokwim School District (LKSD).

Lead Partner: LKSD has been designated as the lead partner per the Partnership Agreement.

Purpose and Expected Outcome: The purpose of the *Lower Kuskokwim Early Learner Project (LKELP)* is to accelerate the acquisition of literacy skills in preschool ages students, thus giving them an early, strong start in school. The major outcome is the creation of seven Community Preschools that thoroughly involve parents, the community and the tribes in learning about emerging literacy and then working directly with preschoolers, both in and out of the school setting. Secondary outcomes are a highly skilled preschool staff using research-based practices, a community equipped with essential emerging literacy teaching skills and many opportunities to use them, and a tribal leadership role in education.

Geographic Area Served: This project is located in the Lower Kuskokwim river delta area of Alaska. It encompasses about 22,000 square miles - the size of West Virginia- of coastal wetlands and interior treeless tundra. The delta has virtually no roads and travel is by Bush plane or by river boats in summer and snowmobiles in winter.



Barriers and Opportunities: Barriers are early death by disease, accidents and intentional trauma; poor school performance; and the poor economic outlook for most villages, which blunts efforts to promote career and college readiness. Opportunities are that the villages are culturally homogenous, with just about everyone being Yupik'; the culture has not been lost and much pride is taken with promoting it; most Yupik' people speak their language and due to years of dual-language instruction in the schools it is thriving. A cultural value of Yupik' people is that of sharing, caring, and hard work, so community-oriented projects are generally well-supported.

Community-based Strategies and Measurable Objectives Goal 1: Improve preschool students' oral language abilities, receptive language, phonological awareness skills, print knowledge, alphabet knowledge, comprehension skills, problem solving and motivation to learn to read. Goal 2: Increase the level of literacy knowledge and skills of all staff by providing comprehensive professional development in the area of early literacy, assessments, and cognitive development and learning. Goal 3: Implement age appropriate screenings, progress monitoring, diagnostic (when appropriate), and outcome assessments for children to inform instruction. Goal 4: Build the skills of the parents, community members, and village Elders to be an integral partner in the daily acquisition of early literacy skills in the preschool setting and the village. See pages 10 – 13 of the proposal for objectives.

Competitive Preferences Addressed Competitive Preference Priority One: Our Partnership includes an LEA that serves rural communities. The LEA -Lower Kuskokwim School District- meets this Preference evidenced by its eligibility under the Rural and Low Income School (RLIS) program. Competitive Preference Priority Three: The lead applicant of this project (LKSD) has received grants under the Alaska Native Education Title VII, Part (C) program within the past four years.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** Part 4 - Full LKELP Narrative.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

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

Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File

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Lower Kuskokwim Early Learner Project (LKELP)

Submitted by the Lower Kuskokwim School District in a Partnership
--With The Tribes of the Native Villages of --
Kasigluk, Kwethluk, Kwigillingok, Kongiganak, Mekoryuk and Bethel

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(a) Need for Project *(Maximum 15 points). The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factor:*

(1) The extent to which the project is informed by evidence, which could be either a needs assessment conducted within the last three years or other data analysis… ***(Required of all applicants.)***

We used two primary sources of information to inform our Needs Assessment:

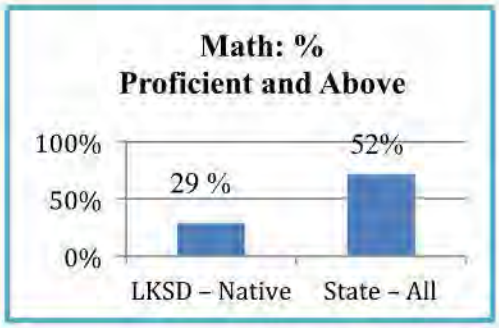
- Existing data about the Lower Kuskokwim School District (LKSD) and geographic area, such as academic performance, trauma, health, and
- Project-specific survey to community members about what College and Career Success means to them, which strategy (to them) is preferred to achieve that success, and what the community can contribute to the selected strategy.

i) The greatest barriers both in and out of school to the readiness of local Indian students for college and careers; ***(Required of all applicants.)***

Low Graduation Rates: Only 38% (4 of every 10 students) of LKSD students graduate within four years –some of the lowest rates in the state and nation. *(Source: AK EED, 2013-14 District Report Cards[i])*

English Language Learners: A great majority (65%) of LKSD Alaska Native students are assessed as English Language Learners compared to the state average of 11%. In the smaller village schools, the percentage of ELL students approaches 100%. *(Source: AK EED, 2013–14 District Report Cards)*

Academic Achievement Gap: There is a large Reading and Math academic achievement gap when comparing LKSD Native students to other Alaska students. *(Source: AK EED, 2013-14 State Report Card, and LKSD District Report Card)[ii]*



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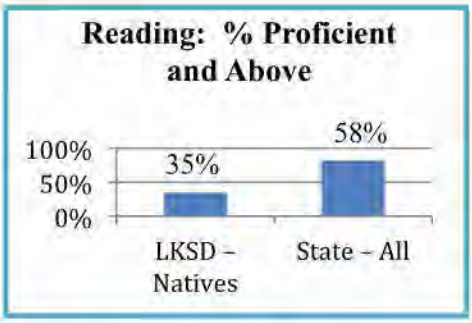
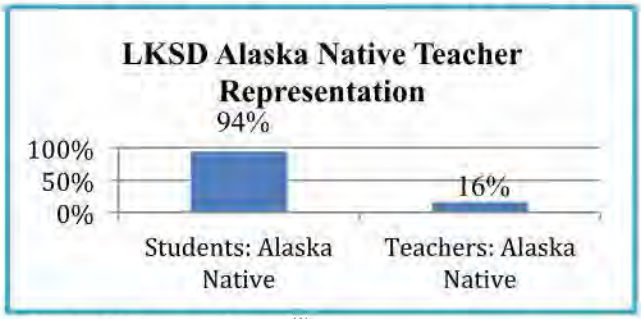
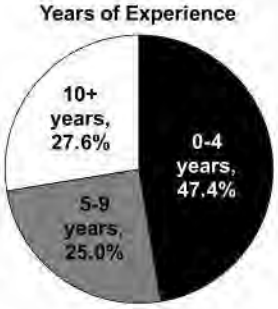


Number of Inexperienced Teachers and Cultural Disparity:

There is a great disparity between the ethnic composition of teachers and students in LKSD schools. Most of these teachers **(77%)** are from out of state and most are unfamiliar with the Alaska Native culture.[iii]



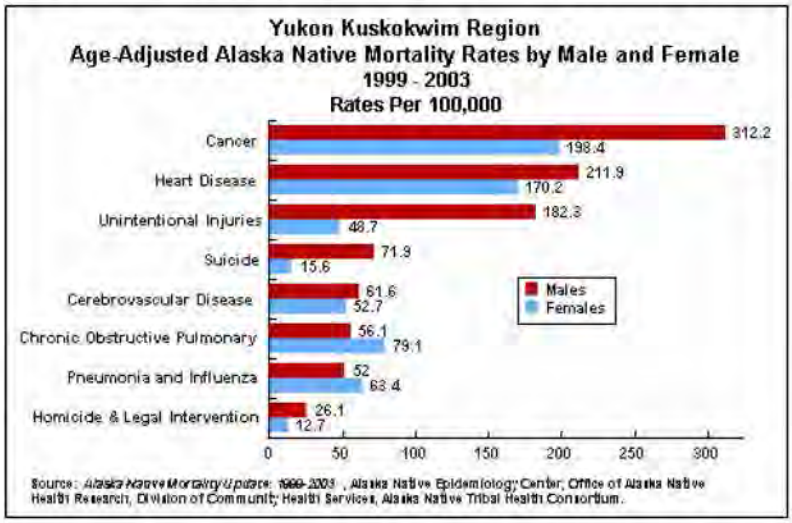


Preschool Performance: The Peabody Picture Vocabulary Test (PPVT) "measures an individual's receptive (hearing) vocabulary for Standard American English and provides, at the same time, a quick estimate of verbal ability or scholastic aptitude" (Dunn and Dunn, 1981).[iv] Pre- and post data on aggregated preschool student performance for 2015 shows:

LKSD Pre-Post Test Results for the PPVT, 2015-2016 N=344			
	Below Average	Average Range	Above Average
LKSD Pre-Test	53.9%	39.4%	6.6%
LKSD Post-Test	45.3%	50.8%	5.5%
Nationally Expected Post-Test Results	15%	70%	15%

The chart above is encouraging because it shows that LKSD preschools do result in positive gains, reducing the number of children below average and increasing the numbers of preschoolers who are average over one years' instruction. Yet, compared to national norms, LKSD students enter preschool far behind their non-LKSD peers and leave the same way.

A Risky Area To Live In It can be hazardous living in the Yukon-Kuskokwim delta. The suicide rate for a stressful big city like Boston, Massachusetts, is 8.3 per hundred thousand as compared to 71.9 for YK Delta males; the unintentional injury rate for an outdoor state like Montana is 82.1 per hundred thousand compared to 182.3 in the YK Delta; and chances of being killed by violence in California is 9.6 per hundred thousand and 26.1 for YK Delta males (death by homicide or legal intervention, which means killed by law enforcement).[v] The same is true for death through cancer, pneumonia/asthma, and accident – all of which are far above the national average.



To sum all the above up, the greatest barrier for Native youth in the Lower Kuskokwim Delta to career and college success is not living past infancy, childhood or adolescence, or not escaping debilitating diseases. This is followed by poor educational performance that greatly limits their future success.

ii) Opportunities in the local community to support Indian students; and ***(Required of all applicants.)***

Before we could develop a proposal we needed to know what our communities regarded as "career and college success", and then once that was defined, what the community could do to insure that success. We used some existing survey information and developed new surveys to get these two pieces of information:

LKELP Project Surveys R = Recent, but with useful information for LKELP; N = New, done for this project			
Survey:	**Surveyed:**	**Purpose:**	**Results Summary:**
School Climate and Connectedness Survey.[vi] (R)	Students and Parents	How welcome parents feel at school; best grade levels for maximum parent involvement	Most students not engaged at school; parents would like to help more; most parental involvement in younger grades
Community Activities Survey – Migrant Ed (R) (Appendix p. A3)	Parents, Staff Community	Identify parents/community members interest in being directly involved in early education	Parents/Community do want to be involved and list possible activities
College and Career Readiness Survey (N) (Appendix p. A7)	Parents & Community	To answer these questions: "What does it mean to be College and Career Ready?" and, "What is most important for the District/Community to do to support being C&C Ready?"	College and Career Ready: Work for area Native organizations, like YK Delta Health Corporation + support family and village: Most important way to support College and Career Ready: early & strong start through preschool
E-mail/in-person Community Preschool Support Survey (N)	Parents, Community, school staff and	More detail on why preschool is important to community, how parents/community will support	Many, many justifications for an early & strong start; community gives specific ideas on how they are going to help

(Appendix p. A9)	administrators	expanded preschools	
Tribal Council Discussions (N) for Notes (Appendix p. A18)	Tribal Council Presidents	To get input from tribes about C & C Ready; where emphasis for new C & C Ready program should go; where they commit to help	For tribal presidents, its all about staying in or close to village to keep it going; need healthy kids with a strong start; willing to help with a Community preschool

We have included copies of these surveys and the entire set of results from the E-Mail Community Preschool Support Survey in the appendices.

Discussion: In the planning for an Indian Demonstration project we first had to determine what College and Career Ready means to our communities. Our information from the above surveys and conversations found College and Career Ready to be, first and foremost, the skills to contribute to life and family in the village. Parents and community members do not see the most desirable accomplishment as leaving for college, getting educated and then never returning. Further education that leads to careers in the region and close to their homes is a wanted achievement, though. The next question then becomes, if that is the community aspiration, what do we as a community do to support that? Our surveys and discussions clearly showed a preference for "an early and strong start", or expanded preschools. This may be because respondents know that there will never be enough funds for the tiny secondary schools in each village to have their own vocational/technical teachers, or career and college counselors. But more likely this is a strategy that many in the community see as the biggest incubator of eventual success in life; this thought comes through many times on the question we asked in the Community Preschool Support Survey,

"What are the reasons you think preschool should be a priority in your village?" (See Appendix pp. A9 – A17 for examples.)

An indication of each community's support for preschool was also evidenced in the enthusiastic response to these two questions about their participation in this project: " In regards to preschool, curriculum, and activities, what would you like to see happen or become part of?", and, "What community-led events and activities would you like to be a part of for preschool children?". Even in small, isolated villages the community came up with many places they can support preschool education: leading vocabulary lessons in Yupik' and English; encouraging pre-reading by reading stories and encouraging story-telling; singing, moving and dancing; demonstrating age-appropriate crafts and skills; translating English stories to Yupik' for use in the classroom; working with students on dual-language learning software; hosting cross-age mentoring activities with older, exemplary students; being the "auntie" in the room; etc. From their answers this project is not about just getting more adults in the preschool; it's getting the more adults helping educate their children.

iii) Existing local policies, programs, practices, service providers, and funding sources. ***(Required of all applicants.)***

The Lower Kuskokwim School District has been awarded multiple federal grants that support local students within the community, including preschools. (A list of these grants can be found on pages 25 and 26.) These projects provide behavioral management, like the *Positive Behavioral Supports* program, academic improvement through *Response to Intervention and Instruction*, and strategies to help social/emotional learning, such as mindfulness education. Supplemented by District funds, these programs operate in all schools and are at the center of much professional development which is delivered by the District's extensive Video Tele-

Conferencing system (VTC). A culturally relevant approach to education is very strong in LKSD, with dual-language immersion programs at the preschool through secondary level. The dual language program is supported heavily through the creation of dual language materials and the inclusion of Yupik'-speaking teachers, aides and community members.

The permanent presence of regional service providers in these small villages is not common. However, one of our main partners, the Yukon Kuskokwim Health Corporation (YKHC), does maintain a basic medical clinic in all villages staffed by a Community Health Aide. The aide provide acute, chronic, emergency, dental, behavioral health and preventative health care services at the village level. YKHC is an important community partner because they address the "front line" needs so well expressed in the chart on Native Mortality Rates above.

(b) Quality of the Project Design *(Maximum 30 points). The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:*

(i) (Up to 3 points) The extent to which the project is focused on a defined local geographic area. ***(Required of all applicants.)***

The Lower Kuskokwim Delta is located in Southwestern Alaska, approximately 400 air miles from Anchorage. It encompasses about 25,000 square miles - the size of West Virginia- of coastal wetlands and interior treeless tundra. The delta has virtually no roads and travel is by Bush plane or by river boats in summer and snowmobiles in winter. The delta has about 22,000 residents, of which **85%** are Alaska Natives, with most of them being Yup'ik. Many people live a traditional subsistence lifestyle of hunting, fishing and gathering. The Lower Kuskokwim School District (LKSD) serves roughly all villages in the Lower Kuskokwim Delta. This includes the town of Bethel and 22 villages along the coast of the Bering Sea and on the banks of the Kuskokwim River and its tributaries. Three of the four LKELP villages are almost 100% Alaska Natives of Yupik' origin, with one village, Mekoryuk, being closely-related Chupik'. Some statistics about the particular communities we will serve:[vii]

Community	Population	# Students
Kasigluk	569	150
Kwethluk	721	273
Kwigillingok	321	122

Community	Population	# Students
Kongiganak	439	182
Mekoryuk	191	51
Bethel	6,080	1,410

Just as the geographic region served is uniform, so mostly is the cultural and language charactaristics of its Native people. The word Yup'ik represents not only the language but also the name for the people themselves (yuk, 'person,' and pik, 'real'). Central Alaskan Yup'ik is the largest of the languages spoken by Alaska Natives in terms of ethnic population and in number of speakers.[viii] As of 2010 it was also the second largest spoken aboriginal language in the United States.[ix] Of a total Yup'ik population of more than 23,000 people, more than 14,000 are speakers of the language.[x] Children can and do grow up speaking Yup'ik as their home language.

ii. (Up to 3 points) The extent to which the proposed project is based on scientific research, where applicable, or an existing program that has been modified to be culturally appropriate for Indian students ***(Required of all applicants.)***

The LKELP project will provide the research-based curriculum, professional development, effective parental involvement and mentoring that will support emergent literacy foundations. Some key elements of our project, and the research that supports them are:

1) *Bring the language literacy and cultural literacy of the parents (i.e., the home) into the classroom and special events by greatly expanding community involvement, placing*

less emphasis on the usual model seen in preschool education where teachers go into the home (Parents as Teachers, Home Visit, etc). Brain research in the last decade, including that of Marian Diamond, has revealed that our brains are customized to our homes and early environments.[xi] Language is learned first in the home and community where the child lives. The prekindergarten setting needs to reflect the literacy learning that occurs in that home plus provide opportunities for children to further develop their literacy.

2) *Teach these young children in dual language classrooms (Yupik' and English).* Dual language instruction is a type of bilingual education where students develop full conversational and academic proficiency in both languages through the use of these languages for instruction. This model, as implemented in LKSD, requires that all learners regardless of Yup'ik or English background learn certain content only in Yup'ik, while other content is learned only in English. The model's philosophy is that children can indeed learn subject matter effectively in either Yup'ik or English, given the use of appropriate instructional strategies/materials and other activities that support, in particular, the second language learner in the respective subject area. For example, mathematics is learned in English by all participants, while Science and Social Studies is learned in Yup'ik. Language Arts is provided in child's native language PK-1st grade and in both languages 2nd – 6th grade. Concepts learned first in any language are fully accessible in second, third and fourth languages as long as vocabulary is fully developed.[xii] In other words, a student will learn 1+1=2 only once; to express it in a second language, one must only know the words for what is already understood.

The specific dual language model used is that of Gomez and Gomez. The model

was originally developed in the mid–1990's and is now being used in 689 schools in 118 school districts across eight states.[xiii] There is an existing and growing body of research that supports its effectiveness based on successful short and long-term student achievement.[xiv] While developed for Spanish speaking students, it can be used with no modification for other languages. The Gomez approach is a unique "50–50" model that divides language of instruction by content area as well as by time. This model's principles are used extensively in LKSD's district-wide Dual Language Instruction (DLI) program.[xv]

3) *Employ research-based best practices that create a strong emergent literacy foundation.* Emergent literacy is the vocabulary, alphabetic knowledge, phonological awareness, and cognitive skills to succeed in school and life. Given the predictive significance of emergent literacy skills it is clear that children who are at-risk of later difficulties are candidates for emergent literacy interventions.[xvi] This identification should precede any problems they may experience in kindergarten and/or first grade, when formal reading instruction commences. [xvii]

(iii) (Up to 7 points) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

Goal 1: Improve student's oral language abilities, receptive language, phonological awareness skills, print knowledge, alphabet knowledge, comprehension skills, problem solving and motivation to learn to read.
Objective 1.1: Children three to five years old served by the project will demonstrate a significant increase ($p < .05$) in oral language abilities, phonological awareness skills, print knowledge, alphabet knowledge **as measured by** the PPVT-4 (Peabody Picture Vocabulary

Test) and PALS (Phonological Awareness and Literacy Screening).
Objective 1.2: Children participating in the project will demonstrate a decrease in the number of measured "areas of need" **as measured by** the DIAL-4 and CELF Preschool 2.
Baseline: The fall 2016 assessments on the PPVT-4, PALS, DIAL-4 and DIAL-4 Parent & Teacher Questionnaires, and Clinical Evaluation of Language Fundamentals (CELF) Preschool 2 will be used as baseline and compared to spring results. *Outcomes:* Where reading and listening to stories is a natural occurrence in literacy rich preschool classrooms, homes and community environments: • Teachers use effective strategies that engage children in conversations and take advantage of large group, small group and informal personal exchanges to promote literacy skills. • Classrooms will have compelling evidence of positive interactions and a climate that actively engages children in conversations and promotes the mutual exchange of ideas and opinions. • Parents will read interactively to their children with books provided by the project. • Community members and parents will participate regularly in classroom activities and community educational events. • Children will improve their oral language abilities, phonological awareness skills, print knowledge and alphabet knowledge. • More children will be prepared for kindergarten.

Goal 2: Increase the level of literacy knowledge and skills of all staff by providing comprehensive professional development in the area of early literacy, assessments, and cognitive development and learning.
Objective 2.1: Early childhood educators participating in the project will demonstrate a significant (p<. 05) improvement in their ability to apply research-based approaches to early childhood pedagogy, child development and learning: including establishing literacy-rich classrooms **as measured by** the Early Language and Literacy Classroom Observation (ELLCO) and Supports Early Literacy Assessment (SELA).
Baseline: To be established during the first year of the project.
Outcomes: ECE educators in village schools will effectively implement the curriculum, administer assessments, and provide instruction based on assessment results. (Response to Intervention and Instruction (RTI)

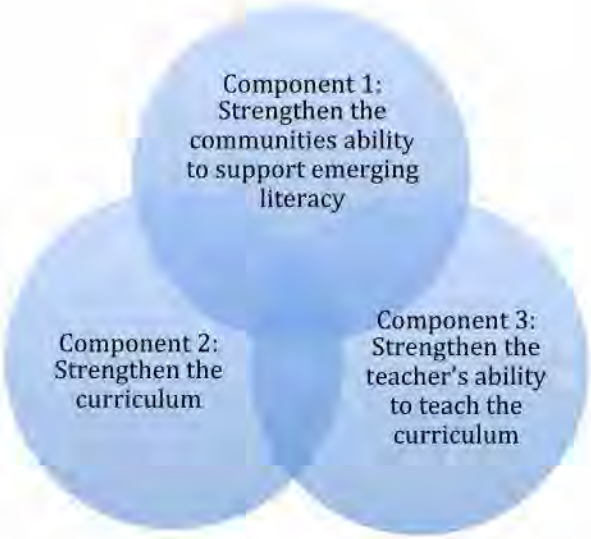
Goal 3: Implement age appropriate screenings, progress monitoring, diagnostic (when appropriate), and outcome assessments for children to inform instruction.
Objective 3.1: Early childhood educators served by the project will improve their ability to implement age appropriate screenings, progress monitoring, diagnostic (when appropriate), and outcome assessments for children to inform instruction **as evidenced through** observations and interviews
Baseline: Data will be collected during year one of project.
Outcomes: Teachers/staff skillful in their ability to collect student performance data, and to use that data to design appropriate instructional strategies and methods.

Goal 4: Build the skills of the parents, community members, and village Elders to be an integral partner in the daily acquisition of early literacy skills in the preschool setting and the village.
Objective 4.1: Parents, community members, and Elders will participate in early literacy acquisition activities in the preschool setting and the village **as evidenced by** emerging literacy community training, lesson plans, sign in logs, interview schedules, community educational activities descriptions notes, and survey results, as well as a significant increase ($p<.05$) in support for children's learning in the community environment as measured by the CELF Preschool 2 and communities educational events activity log.
Baseline: A current baseline will be established during the first year of the project.
Outcomes: Community well able to assist in children's attainment of emergent literacy skills; more children will be prepared for kindergarten.

(iv) (Up to 10 points) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

The activities designed to achieve our project objectives and produce the desired outcomes are a result of discussions among community stakeholders in the villages of Bethel, Kasigluk, Kongiganak, Kwigillingok, Kwethluk and Mekoryuk. Understand that while each village has significant needs in terms of health, sanitation, accidental death, etc, the focus of this proposal is the results of community discussions around what they agree a college and career ready youth is. Since all four villages think that an early, strong start (pre-K education) is a desirable strategy, most of the project design revolves around that.

The project design is divided into three components, each of which overlap to provide the "sweet spot" for preschool success:



Component 1: Strengthen the Communities Ability to Support Emerging Literacy

Three major actions are required to provide effective community involvement in preschool education. The first is preparation, the second implementation, and the third support. Preparation means giving the community members the skills needed to add value to children's emerging literacy. Parents and community members have an intuitive grasp of this already, having raised the children for three years and seeing what works to boost speech, cognitive ability and physical growth. We don't expect, and do not propose, to have parents and community members become teachers, but there are many techniques, methods and approaches on emerging literacy that these stakeholders can learn and put to use in systematic and effective ways.

We intend to train parents and other community members in early childhood development and strategies to help children with emerging literacy skills. This training involves knowing the key elements of preschool education, such as oral language abilities (vocabulary and grammar), phonological awareness skills, print and alphabet knowledge, motivation to learn to read, and dialogic reading. This training will be done all years of the project, and, since there is little turnover in the population of a village, each year will provide increasingly advanced skills. At the end of the project, we envision each village having numbers of knowledgeable contributors

to early education.

The curriculum used by LKSD provides ample opportunities for up-skilled community members and parents to assist. That curriculum, organized by literacy component, is seen here:

Oral Lang/ Voc Skills	Phonological Awareness	Print Knowledge	Alphabet Knowledge	Motivation	Comprehension Skills	Problem Solving

There are many points where the community can help. For example, reading aloud to children has been called "the single most important activity for building the knowledge required for success in reading" (Anderson, Hiebert, Scott, & Wilkinson, *Becoming a Nation of Readers: the Report of the Commission on Reading,* 1985). More than that, the way we read to children is just as important as how frequently we read to them. (Grover J. Whitehurst, developer of *Read Together, Talk Together)* Students, guided by trained community members, will be involved in dialogic reading, which has been validated as an effective intervention to enhance children's oral language skills (Whitehurst & Lonigan, *Child Development,* 1998). In dialogic reading the adult helps the child become the teller of the story. The adult becomes the listener, the questioner, the audience for the child; no one can learn to play drums just by watching someone else play. It is the talk that surrounds the book that gives it power, and who better to unleash that power than Elders, masters at the storytelling tradition of the culture? This technique encourages the child to become the storyteller over time.

As important as it is to thoroughly prepare the community to help in early childhood education, and craft thoughtful opportunities to assist in preschool activities in and out of the school, our project does not forget to provide on-going events to motivate the community's participation. This will be done by monthly "Community of Champions" events that combine a short training opportunity, sharing of what works by participants, and celebrating the

community's efforts.

As part of this Component we will also have high school students serve as cross-age peer mentors to preschool children. The high school students will be trained in the same skills, and at the same workshops, as the community members. To add a career component for the high school mentors, they themselves will be mentored by the preschool teachers, being introduced to the many careers in education available in the village (preschool aide, teacher, administrator) aide, and in regional hubs (curriculum developer, human resources, superintendent (!). The LKELP project assistant will organize this effort assisted by two LKSD school counselors hired under an Alaska Native Education Program grant.

Component 2: Strengthen the Curriculum

Most published curriculum materials used in LKSD preschool classrooms never were, and are not now, designed for Yupik' preschoolers. The curriculum is sound as to building emerging literacy skills, but must be heavily supplemented with place-based, culturally relevant examples, materials and multimedia. For example, when looking at building print awareness, consider that our region has no billboards, no signs depicting stores or advertisements, no McDonald's logos. It is necessary for the teacher to include environmental print that does exist, such as airplane logos, pilot bread, popular snow machine names and other cultural print. Storybooks that teach sequence, counting, colors, rhyming and cultural identity, such as *Cat In The Hat*, *A Color of My Own*, *The Napping House*, *Rhinos Go Berserk* and *Balto the Dog* need to be translated into Yupik. And, local Yupik' stories that teach the same literacy skills need to be produced in book form in both Yupik' and English.

Another resource for an enhanced preschool experience is age-appropriate educational software that teaches skills such as letter and number recognition, letter/sound association,

number facts, counting, sound discrimination, etc. Reviewed, exemplary examples of this type of software are *Elmo's Preschool Deluxe*, *Preschool Pack*, and *Away We Go!*[xviii] While virtually all of this software comes in English, it is possible to produce Yupik' versions, and have students use both to build literacy skills in two languages. The LKELP Coordinator will be tasked with working with LKSD technologists and fluent Yupik' speakers to modify the selected software. She will also be responsible, working with the curriculum department, to cross-reference all selected software to specific preschool learning outcomes.

Component 3: Strengthen Teachers' Ability To Teach The Curriculum

Professional Development for teachers is one of the most influential factors in improving student outcomes.[xix] To be most effective, it must be job-embedded, systematic (over time), and reinforced by a community of learners (i.e., "job alike" discussion and problem solving groups).[xx] We propose professional development for our preschool staff all four years of the project in these main areas:

- Curriculum, associated materials, and assessments
- Language, cognitive development and emerging literacy
- ESL children
- Yupik'/English dual immersion
- Using Community resources as partners in achieving important instructional outcomes.

More specific topics for professional development are the Gomez and Gomez dual language model, preschool curriculum mapping, literacy techniques, Mathematics, Science, Sheltered Instruction/SIOP, technology, assessments, the Alaska Prekindergarten Standards, and managing and supporting community involvement to meet literacy outcomes. As transportation and weather are the biggest challenges in our area, the majority of professional development will be

provided through district-supplied Video TeleConferencing, or VTC. Face to face trainings will occur at our support partner *Yuut Elitnaurviat* Training Center. District staff will provide the initial and ongoing training in cooperation with the University of Alaska Fairbanks providing credit courses, which will begin in October in year one and continue throughout all years of the grant.

A new strategy we will train staff and use is conscious attention to trauma-affected preschoolers. Acquisition of literacy (reading, writing, math etc.) requires attention, organization, comprehension, memory, engagement in learning, and trust. Traumatic stress from adverse childhood experiences can undermine the ability of children to form relationships, regulate their emotions, and learn the cognitive skills necessary to succeed academically. Trauma and dysregulation over-stimulates the brain and these patterns of overstimulation can dramatically impact learning and limit capacity for academic achievement and appropriate social engagement. [xxi]

A promising model we have found to address these non-cognitive factors is the "trauma informed school". This submission proposes to introduce and build trauma intervention strategies understanding and capacity to our preschool teachers and community members, then track the impact of a trauma informed preschool on school success. Here is an example of how one urban Alaska school using this model explains it:

> *At North Star School (Anchorage), teachers have learned to speak quietly to an upset child, give the child time to de-escalate, and to ask how they're doing before talking about what happened. This gentler method, which calls for seeing the frustration and hurt that's behind unwanted behaviors, prevents an already traumatized child from being re-traumatized at school. The school's staff has also learned to ask "What*

happened to you?" instead of "What did you do?" It's an important distinction. The former encourages the child to explain what's going on with them. The latter immediately places blame and can keep the child's defense's up.[xxii]

We intend to provide professional development to school leaders, preschool teachers, high school mentors and community members on using self-regulated learning strategies and techniques in classrooms, at community events and in the home. We then provide on-going support to all those trained as they implement self-regulated learning approaches in different environments. This can come on-site implementation assistance, interactive webinars, coaching, digital learning forums, video teleconferencing, etc.

(v) (Up to 7 points) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. ***(Required of all applicants.)***

LKELP services benefit from collaboration with seven primary partners and ten agencies and groups that provide important support services. Six of the primary partners are federally recognized tribes serving the villages in which LKELP will operate.

LKELP Partners
Native Village of Kasigluk
Organized Village of Kwethluk
Native Village of Kwigillingok
Native Village of Kongiganak,
Lower Kuskokwim School District
Native Village of Mekoryuk
Orutsararmiut Native Council (Bethel)

The tribes, listed to the right, are dedicated to ensuring that every tribal member leads a healthy and empowered life with access to unlimited opportunities. The Tribal Council in each village is charged with creating the vision and conditions for the growth and success of members of the tribe and the tribe as a whole. Because tribal members recognize the legitimacy of the Tribal Council and its actions, nothing substansive will happen in the village without the council's deliberation and approval.

Beginning in early March, and in anticipation of this grant opportunity, LKSD identified six villages where support for schools is high, resources exist in the community to support education, and local tribal leadership is effective. Discussions were initiated with the Tribal Councils and a survey done with community members about what college and career ready meant to them. The results of those surveys indicate a great willingness to step up community involvement in the education of children, especially at the preschool level. Collaboration with each Tribal Council helps maximize services by having them lead community conversations on the goals of the project and its activities, publicize opportunities for involvement, sponsor the out-of-school educational events, and recognize participants. They also serve as a source of collective feedback from the community.

The seventh partner is the Lower Kuskokwim School District (LKSD) and its Early Learning Program. It is an appropriate partner for a number of reasons, such as it employs certificated teachers, devises curriculum, maintains the buildings, collects and analyzes data, and has a large fiscal management department that can meet large federal grant requirements. (Tribal Council financial infrastructure is not extensive; that's why LKSD is designated lead in our Partnership Agreement.) In addition, LKSD arranges professional development, possesses the technology equipment for many of our proposed activities (e.g., Videoconferencing Centers) and creates/supplies all the dual language program materials.

The many LKELP Outcomes listed for each Goal can be grouped into three major areas: 1) academic, 2) social and emotional wellbeing, and, 3) culture. Collaboration with other groups will help the Tribal Councils and LKSD achieve our outcomes by providing key related services. For example, students cannot learn well when they are sick, hungry, or abused. Cultural resources exist beyond one village. And, children with special needs require specialists to help

meet those needs.

We call these agencies and groups our Support Partners. They can support us in one or more of the previously listed areas, plus the essential areas of safety, health, domestic violence intervention, employment, and food security.

LKELP Support Partner	Description	Support Areas
Association of Village Council Presidents (AVCP)	Provides services to 56 federally recognized tribes in 48 isolated villages Programs include village Head Start, tribal welfare and public safety	Food Security, Employment Services
Calista, Inc.	Regional for-profit Native Corporation with ancillary educational and cultural purposes, such as Calista Elder's Council	Culture
LKSD School Intervention Teams	Team meets to discuss concerns on any child referred for any reason	All Areas
LKSD Social Workers	Itinerant social services by licensed clinical social workers	Social and Emotional Wellbeing
Special Education Service	Assistance to Alaskan school	Social and Emotional

Agency (SESA)	districts and early intervention programs serving students with low incidence disabilities	Wellbeing; Academics
State of Alaska Village Public Safety Officers (VPSO)	Law enforcement presence (unarmed) in each village	Safety
Tundra Women's Center	In Bethel; safe house for abused women and children	Domestic Violence Intervention
Village Advisory School Boards (ASBs)	The group in each village that advises the school and district on education	Academics; Culture
Yukon-Kuskokwim Health Corporation (YKHC)	Health clinic in each village	Health; Social and Emotional Wellbeing
Yuut Elitnaurviat Training Center	Bethel location for centralized professional development	All

(c) Quality of Project Personnel *(Maximum 10 points).*

(i) The qualifications, including relevant training and experience, of the project director or principal investigator.

April Blevins will serve as the LKELP Project Director. She holds a B.S. in Early Childhood Education with several endorsements and has 29 years of experience as a teacher and administrator of Early Childhood programs. Almost all of her experience is in rural Alaska schools serving Alaska Native students. She holds a Type A Alaska teaching certification and will have 45% commitment to the project. Current duties and responsibilities in the past include managing a district-wide preschool program, organizing staff and schedules, ensuring preschool curriculum is appropriate and materials support the curriculum, evaluating preschool staff,

leading important preschool initiatives such as parental involvement and home visits, serving as a liaison to other agencies and groups that work with preschool-aged children and their parents, leading community meetings, evaluating the effectiveness of preschool programs, gathering and analyzing assessment data and using that analysis to guide program improvement and writing, delivering and closing out federal education grants. See Resume in Appendix , p. A24.

(ii) The qualifications, including relevant training and experience, of key project personnel.

Each of the six preschools served by the project will provide preschool teachers who are fluent in Yup'ik and English languages. They will reside in the village/community; this plus speaking Yupik' ensures them becoming part of the everyday fabric of village life. The preschool teachers are required to continuously improve their skills in the field of Early Education by attending college credit classes (paid for by the District up to 9 credits a year) and professional development throughout the grant. The preschool teachers currently, and will continue to, act as an immediate liaison to the parents, local village Advisory School Boards, the Site Administrator, and any other group or activity concerning the needs of preschool and families of the preschool children. They also coordinate with parents, elders and community members for their participation in the program; this activity will be greatly expanded as part of LKELP. He/she also is able to accomplish the timely completion of classroom reports, assessments and paperwork, conducting weekly home visits and arranging and hosting Family Literacy Activities. See attached job description in Appendix, pp. A31 – A34.

Special Education Specialists and Speech Pathologists will provide resources and intervention strategies, and may assist in pre/post assessments and screenings. There are Special Education teachers available at each site and LKSD provides Speech and Language Pathologists services monthly.

Project Assistant will be responsible for compiling data for the Coordinator and Evaluator,

ordering supplies, correspondence, making travel arrangements, completion of timesheets and requisitions, and helping prepare all reports. and other general office procedures. They will be the contact point for all student registrations and attendance. See attached job description in Appendix, p. A30.

To ensure objectivity in the evaluation of the project, we will contract with a qualified External Evaluator. Dr. Guillermo Duron is experienced in evaluating federal projects, having experience in the unique challenges of evaluating grant projects in Alaska. He has evaluated projects for the U. S. Department of Education as the evaluation team leader for universities, state education agencies, regional consortia, and local school districts. His primary evaluation responsibilities will include working with the project from its inception to designing data processes, instruments, and procedures for using evaluation results to improve the project, observing and documenting project implementation and outcomes, interviewing project teachers, administrators, university staff, parents, and other stake holders, participating in the project leadership team, analyzing data, preparing a draft and final evaluation report, and contributing data to the project coordinator for use in the performance report. It will also be expected for the grant Evaluator to meet monthly via telephonic, Skype, Facetime or VTC with the Coordinator on timelines and progress monitoring. See resume in Appendix, p. A26.

Site Administrators will support the grant through providing a classroom space, custodial, services, actively participating in family events, and supporting the cross-age peer mentoring between high schoolers and preschoolers.

Yuut Elitnarviat will provide the facility for trainings/courses and housing staff when they come to Bethel for training. They will help coordinate and work with project members to schedule trainings and instructors.

To ensure community input and action, the local Advisory School Board (ASB) and Tribal Councils will be involved in the project. These are local community members who are leaders able to inspire participation of community members and ensure the inclusion of larger regional support partners, such as the Association of Village Council Presidents.

(iii) The extent to which the applicant, or one of its partners, demonstrates capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources. ***(Required of all applicants.)***

Lower Kuskokwim School District is the applicant for this proposal, as identified in our Partnership Agreement with the four tribal partners. LKSD is the sole State recognized organization authorized to provide PreK-12 education in the Lower Kuskokwim delta. There are no private schools. The district does seek out other sources of funding to supplement State-funded programs. Most of those other sources come from the Alaska Native Education Grants Program (Title VII, Part (C), CFDA 84.356A).

Alaska Native Education Grants Program Projects, 2013 - 2015		
Name of Project	Related Education Outcome Areas	Partners
Accelerating Learning for Alaska Native Students (ALANS) $1,599,833 (S356A120024)	Academics, Culture, Social and Emotional Well-being	Association of Village Council Presidents (AVCP), and the Alaska Staff Development Network.
Lower Kuskokwim *Early Childhood Project* $1,500,000 (S356A120006)	Pre-K Literacy/Academics; Social and Emotional Well-being	*Yuut Elitnarviat*; Advisory School Board and Tribal Council

Yuuyaramek Elitnaurutkat $ 2,207,709 (S356A140013)	Culture (Dual Language Program materials)	Calista Elders Council, AVCP, Alaska Staff Development Network, and Southwest Region School District
The Lower Kuskokwim School District *Student and Teacher Engagement Project* $3,107,444 (S356A150067)	Social and Emotional Well-being	AVCP, Yukon-Kuskokwim Health Cooperation, Education Northwest, Alaska Staff Development Network, Casey Foundation, and Canadian Self-Regulation Initiative
Yuuyaraq - Calista Education and Culture, Inc. $2,604,751 (S356A150047)	Culture, Social and Emotional Well-being	Calista Education and Culture, Inc., Lower Kuskokwim School District (This is a partnership with Calista being the grantee.)

(d) Adequacy of Resources *(Maximum 10 points). The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:*

(i) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Under the leadership of LKSD Preschool Coordinator April Blevens, all LKELP partners have contributed to the planning and writing of this proposal. The project LKELP main and support partners are committed to improving Native students' college and career readiness in Pre-K through high school, with an emphasis on early childhood, in LKSD. They believe this project will serve as an advancement in providing resources and activities to make that improvement.

Partner	Responsibilities
Lower Kuskokwim School District; LEA & Lead Partner	Program management/administration; hire and supervise project staff; provide facilities for day preschool program, afterschool events and professional development; collect and/or provide data; lead advisory committee; communicate effectively/efficiently with all partners, staff and interested parties; provide technical assistance to teachers and/or project; coordinate, implement, and advise all aspects of program.
Tribes of Kasigluk, Kwigillingok, Kwethluk, Mekoryuk, Kongiganak, and Bethel (Orutsararmiut Native Council); Tribes	Serve on local and overall project Advisory Boards, provide guidance on best strategies to involve village residents in project activities, encourage and support participation of village residents in all activities.

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

Students, preschool teachers and parents are the primary impacted parties in LKELP. Within the District, seven preschool programs will participate in numerous expanded in school community-involved activities and minimum of eight after school events each year. (Kwethluk has two preschools, one on each side of the river.) Teachers receive a minimum of 16 hours of professional development a year, and parents and those high school students involved in cross-age mentoring of young children receive eight hours a year of preschool education skills to use as part of their activities. Based on 2015-2016 enrollment numbers, 123 Native Alaskan students, 11 teachers, 9 aides and 230 parents at seven sites will be impacted by KELP:

Village	School(s)	#Preschoolers	#Teachers	#Aides	#Parents*
Bethel	Mikelnguut Elitnaurviat,	71	4	8	142
Kasigluk	Akula Elitnaurvik & Akiuk Memorial (across river)	22	2	0	14
Kongiganak	Ayagina'ar Elitnaurvik	8	1	0	16
Kwethluk	Ket'acik/Aapalluk	10	1	0	42
Kwigillingok	Kwigillingok	5	2	1	2
Mekoryuk	Nuniwarmiut	7	1	0	14
Totals:		123	11	9	230

$968,000 request/373 participants = $2,598 This is a capacity-building project that develops a sustainable partnership over four years. As such, we see LKELP as a four-year program development investment that, once achieved, will continue in the villages with a great benefit to the young children, their parents and the community.

(e) Quality of the Management Plan (Maximum 30 points).

(i) (Up to 14 points) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

LKELP – Management Plan			
Activity	Person Responsible	Timeframe	Milestones
Hire Staff	Project Director	8/2016 – 9/2016	100% of staff in place

Order supplies and complete service contracts	Project Director	8/2016 – 12/2016	Program has supplies to begin full operations
Seven villages have identified preschool space, certificated teachers, competent aides, and adequate supplies	Project Director	August – September 2016	Preschools in seven villages
Provide culturally relevant and research-based preschool curriculum	Project Director	7/2016 and on-going	Each classroom is dual-language and fully equipped with dual language materials, plus research based materials
Create program that involves community in preschool education	Tribes, Director, staff	By 12/16	Series of design meetings with key stakeholders in seven villages completed
Give villagers skills to be involved in community preschool program	Tribes, Director, staff	Begin 9/16 then on-going	Trainings of parents, village members, cross-age peer tutors, staff; training events records
Implement involved community program	Tribes, Director, staff	Begin 1/17 then each year	Community members and parents participate regularly in classroom activities and community educational events
Teachers trained in research-based preschool	Director; LKSD Prof.	Each year	Every preschool uses research-based best practices in preschool

education approaches	Dev. Coordinator		education
Teachers trained in using data to drive responsive and effective instruction	Director; LKSD Prof. Dev. Coordinator	Each year	Children will improve their oral language abilities, phonological awareness skills, print knowledge and alphabet knowledge
Advisory Committee provides feedback and guidance on community preschools	Evaluator, ASBs, Director	4x year each year	Local communities gauge progress and advise on needed revisions
Data collection	Staff, LEAs, tribes	10/2016 and ongoing	Progress monitoring
Evaluation conducted	Evaluator, Director	Each Year	1/4ly formative data available throughout project; last year, summative data and analysis

(ii) (Up to 3 points) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The independent evaluator will be required to collect formative data, such as numbers of staff and community trainings held, number of community preschool activities conducted, and types of community members and support partners participating in preschool activities. An Advisory Committee will be formed in each village to ensure feedback and continuous improvement throughout the entire grant period; the Evaluator will prepare 1/4ly formative reports for each

village to assist the committee. The Advisory Committee will be each village's existing three member Advisory School Board (ASB) with additional members added if no ASB member has a preschool child, plus the preschool teacher, coordinator, school principal and tribal representative. Members will meet quarterly to review data and provide input in design or re-design of activities. They will review district and project-level data to determine program effectiveness at the student, school, and program level. All project LKELP support partners will be invited to Advisory Committee meetings to keep them informed of project initiatives.

(iii) (Up to 10 points) The extent to which Indian tribes and parents of Indian children have been, and will be, involved in developing and implementing the proposed activities. ***(Required of all applicants.)***

Each Native village in Alaska is its own federally recognized tribe with its own lands, Tribal Council and tribal council president. (See Federal Register Notices, Vol. 65, No. 49, Monday, March 13, 2000, pages 13302 – 13304 for a list of these tribes.) While all of the villages are Yupik', each village is different in one way or another. Therefore in preparing for this project the coordinator discussed the project one-on-one with each tribal council president. At each meeting the community preschool idea was presented with three main questions: "Is a Community preschool a good fit for this village?", "What community-driven activities and events does the tribe see happening?", and, 3) "How can the tribe help this happen?". The answer to the first question was positive and resulted in a proposal being written. The answers to the second and third were used in developing our proposed activities. The signed partnership agreement is evidence of this consultation and commitment.

The parental input for this project comes from both individual parents via monthly meetings with preschool teachers, home visits and a survey done just for this project. (See this survey in Appendix, p. A7.) The parent survey, which asked about what college and career success means

to them for their child, resulted in many parents selecting an "early, strong start". And, every parent indicated they wanted more involvement in preschool education, and most importantly, listed some specific activities they would help with. Each village Advisory School Board, made up of three parents with school-aged children, also provided input.

(iv) (Up to 3 points) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

LKSD has no Community preschool as described in this proposal at this time. This effort will assist us in achieving a major District goal, that of increasing parental involvement in our schools. This has been an elusive goal for a number of reasons. One reason is that the history of education of Native children in Alaska is not pretty: Native students were not allowed to speak their language or express their culture, and in many cases high school students were sent away from the villages for their secondary education. Another is that the teachers didn't welcome Native parents into the school because they didn't think the parents could help in any way with academic instruction. For these reasons and others "the school" was a place to be shunned and that feeling still exists today. Preschool is different in that the curriculum is much less academic and just about everybody is comfortable working with very young children. The District sees these Community preschools as a way to build our ability to involve more parents in a positive school experience. If the project is successful we intend to expand our Community preschools model to other locations in LKSD.

(f) Quality of the Project Evaluation *(Maximum 5 points). The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factor:*

(i) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

The evaluation for the project is process oriented with a design that is both practical and built for accountability. The evaluation is integrated with the project to produce quality results.

Evaluation is viewed as being an essential component, not an add-on. As such, an external evaluator has been involved in the design of the project and the evaluation helping to ensure its appropriateness, validity and reliability.

Inherent in the evaluation plan is the periodic assessment of progress toward achieving the intended outcomes of the project. This will occur through the collection of both implementation and performance data as described below. Caution was taken in designing the evaluation to ensure that each evaluation strategy was well aligned with project goals, objectives and outcomes as indicated in the following table.

Ob	Assessment Tool	Performance Indicator
1.1	PPVT-4, PALS	Pre/Posttest Mean Gains, t-tests
1.2	Dial 4 Parent & Teacher Questionnaire, CELF	Percent of children with "needs"
3.1	ELLCO and SELA	Pre/Posttest Mean Gains
3.1	Documentation of assessments, staff surveys	Analysis of documentation & surveys
4.1	Documentation parent, community members, and elder, Advisory School Board (ASB), and Tribal Council meetings; Student Attendance Records	Review/analysis of documents showing monthly direct involvement by parent, community members, and elder, Advisory School Board (ASB), and Tribal Council meetings; student attendance reports, and CELF Pre/Posttest Mean Gains, t-tests

(ii) Objective performance measures related to intended outcomes- To achieve the highest quality project evaluation both implementation and performance evaluation methods will be

integrated. The evaluation will utilize standardized assessments, surveys, structured interviews, contact logs, and project records. The evaluation of implementation and performance will measure project success over the four years of the grant to answer evaluation questions such as:

- How well is the project implementing activities that promote the children's cognitive, emotional, and social development within the context of the family and community? To determine student cognitive, emotional, and social development growth, project students will be assessed on a pre and posttest basis using the PPVT-4, PALS and DIAL-4.
- How successful has the project been in training parents, community members and the tribe to significantly contribute to emerging literacy? Parent & Teacher Questionnaire, parent surveys, focus groups and interviews with community members will be analyzed.
- How successful has the project been in involving parents, community members and the tribe in a Community Preschool as described by this project? To determine success, documentation of community involvement including project records, parent surveys, and interviews with community members will be analyzed, along with CELF results, Dial 4.
- How successful has the project been in increasing the staff's knowledge base of child development and early childhood models and processes, including best practices for working with trauma-affected children? To determine success, LKELP will collect data on the pre and post assessment using the ELLCO and SELA to assess teacher's Early Literacy skills in their instructional methods and physical environment for their students. Teachers will be evaluated up to three times yearly using the LKSD Teacher Evaluation Tool and with walk through observations two or more times using the *Observe 4 Success* software. A Trauma Informed School practices checklist will be

developed and used.

To ensure the successful achievement of each objective, outcome and effectiveness of corresponding implementation activities, the project evaluator and the project staff will develop (during the first month of the project) a Fidelity of Implementation Index (FII). The FII will identify each activity, outcome, and deliverable and incorporate the organizational process categories to assess the extent to which the project is being implemented as planned. The evaluator will assess the project with the FII at least monthly and share the results with project staff along with recommendations for keeping the project on track to meet its objectives.

The greatest results will come from the focus on school readiness and family/community involvement. As educators of young children, parents, and community members become more aware of language, learning styles and cognitive development through college courses and professional development, the children will have a more successful entry into kindergarten. Parents will be supported, as the child's first teacher and primary nurturer, and the community will have ownership in the preschool activities and progress. This leads us to preschools of excellence. Overwhelmingly, research supports effective teachers and quality preschools as having a positive effect on student achievement.

Endnotes

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[i] These stats and all following come from the *Report Card to the Public, Lower Kuskokwim School District, 2013–2014*, at http://education.alaska.gov/reportcardtothepublic/Report/2013-2014/31

[ii] at http://education.alaska.gov/reportcard/rc14.html

[iii] From LKSD Personnel Department

[iv] Dunn, LLoyd M.; Dunn, Leota M. USA: American Guidance Service:1981

[v] in Suicides and Self-inflicted Injuries in Massachusetts: Data Summary. 2013. *www.mass.gov/.../**suicide/suicide-update-spring2013.pdf***; in Injury Burden Report: Opportunities for Prevention in Montana, 2010, at *buckleup.mt.gov/docs/dphhs-injury-burden-report.pdf* ; statistics in Homicides & Legal Intervention Deaths and Political Parties, Roper, D. at http://arts.bev.net/roperldavid/politics/homicides.htm#table .

[vi] American Institute of Research for the Alaska Association of School Boards, *School Climate and Connectedness Survey Report*, Lower Kuskokwim School District, 2011. P. 6

[vii] Alaska Department of Commerce, Community and Economic Development, Division of Community and regional Affairs, Community Database Online. At https://www.commerce.alaska.gov/dcra/DCRAExternal# ,

[viii] from Wikipedia, http://en.wikipedia.org/wiki/Yupik_languages

[ix] US Census Bureau. 2011. Native American Languages Spoken in the Home, 2006-2010

[x] at *Yupiugukut*, "We are the Yup'ik people", a website created by the Anchorage Museum and the Calista Elder's Council, http://www.yupikscience.org/1intro/1-3.html

[xi] from Enriching Heredity: The Impact of the Environment on the Anatomy of the Brain. Available at http://www.cerebromente.org.br/n11/mente/diamond1.html

[xii] Succinctly put forth in a paper "Biliteracy, Empowerment, and Transformative Pedagogy" at http://iteachilearn.org/cummins/biliteratempowerment.html.

[xiii] from Dual Language Training Institute Fact Sheet, at http://dlti.us/3.html

[xiv] Thomas, W. P., & Collier, V. P. (2002). A national study of school effectiveness for language minority students' long-term academic achievement. February 9, 2005. http://www.crede.org/research/llaa/1.1_final.html ; Gómez, L., Freeman, Y., & Freeman, D. (2005). Dual language education: A promising 50-50 dual language model. Bilingual Research Journal. May. (Research done by the model originator himself, but solid assessment results in student achievement in Language Arts); Espinosa, L.M. (2008). Challenging common myths about young English language learners. FCD Policy Brief Advancing PK-3, No. 8. New York: Foundation for Child Development (http://www.researchconnections.org/childcare/resources/26087); Dual language education can close achievement gap. Washington, DC: Joint National Committee for Languages-National Council for Languages and International Studies. Access at: (http://thomasandcollier.com/JNCL-NCLIS%20White%20Paper%20on%20Dual%20Language%20Education.pdf)

[xv] LKSD is the only district in Alaska doing a dual language model district-wide. For over 20 years it has developed an extensive collection of culturally relevant dual language materials at all grade levels.

[xvi] Lonigan, C.J., Burgess, S. R., Anthony, J.L., Development of Emergent Literacy and Early Reading Skills in Preschool Children: Evidence From a Latent-Variable Longitudinal Study. Developmental Psychology. (2000)

[xvii] Lonigan, Christopher, presentation at Emergent Literacy Development Conference, 2004 Development & Promotion of Emergent Literacy: An Evidence Based Perspective. Available at http://www.fcrr.org/science/pdf/Lonigan/NiagaraEmergentLiteracyConferenceHandouts.pdf

[xviii] Discovery Software. Explanation of review process available at: http://school.discoveryeducation.com/parents/reviewcorner/softwareevaluation.html

[xix] Yoon, K. S., Duncan, T., Lee, S. W-Y., Scarloss, B., and Shapley, K. (2007). Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement (PDF). Issues & Answers Report, REL 2007–No. 033. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.

[xx] Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, N., and Orphanos, S. (2009). Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad (PDF). Stanford, CA: National Staff Development Council and the School Redesign Network at Stanford University.

[xxi] in Wolpow, R., Johnson, M., Hertel, R., Kincaid,S., The Heart of Learning and Teaching: Compassion, Resiliency and Academic Success (January 2011). At http://www.k12.wa.us/compassionateschools/heartoflearning.aspx

[xxii] Burke, J., Anchorage Dispatch News. "How one Anchorage elementary school is transforming troubled students' lives". May 11, 2016. At http://www.adn.com/article/20160511/how-one-anchorage-elementary-school-transforming-troubled-students-lives

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Part 6: Other Attachments

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Appendix 1: Required of All Applicants

A. Description of the Defined Geographic Area to be Served: Description of the defined geographic area to be served by the project, which could be a map, written description, or some other document.

See page 7 of proposal, and this map:

B. Needs Assessment of other Data Analysis: Evidence of need, drawn from a needs assessment or other analysis of data, showing --

(1) The greatest barriers, both in and out of school, to the readiness of local Indian students for college and careers;

See pages 1-3 of proposal.

(2) Opportunities in the local community to support Indian students; and

See pages 3-6 of proposal, plus the attached copies of LKELP specific Needs

Assessments:

- Community Activities Survey – Migrant Ed
- College and Career Readiness Survey
- Community Preschool Support Survey
- Tribal Council Discussions

Migrant Education 2016 Parent Survey

Parent Survey from the Alaska Migrant Education Program

The Alaska State Migrant Program is conducting our annual study of the needs of Migrant families. We hope you will answer these questions as honestly and completely as you can. Your answers will help improve the educational support your children receive from the Alaska State Migrant Program. If you have more than one child in the Migrant Program, please answer in general for all your children. The deadline for completing and returning this survey is March 31, 2016.

Migrant Education 2016 Parent Survey

1. Which school district does your child(ren) attend (select only ONE district. If your children attend more than one district, please complete a separate survey for each district)?

Migrant Education 2016 Parent Survey

2. What are the grades (preschool through grade 12) of school-age students in your home (check all that apply):

- [ ] Preschool
- [ ] K-3
- [ ] 4-8
- [ ] 9-12
- [ ] Other (please provide comment)

Migrant Education 2016 Parent Survey

3. Do you know what services are available to your child through the Migrant Education Program?

- ◯ Yes
- ◯ No
- ◯ Unsure

4. Would you like to be contacted by the local Migrant education Program to learn more about services available to your children?

- ◯ No
- ◯ Yes (please provide your name and contact phone number in the comments)

Migrant Education 2016 Parent Survey

5. Academic Needs: My children need the MOST help with (check all that apply):

- ☐ Reading
- ☐ Writing
- ☐ Math
- ☐ Staying in school (dropout prevention)
- ☐ Transition programs from middle school to high school
- ☐ Classes to help make up missing credits and/or online classes
- ☐ High School graduation planning
- ☐ Study skills/homework help/tutoring
- ☐ College preparation (AP classes, ACT/SAT)
- ☐ College & career counseling (applications, financial aid)
- ☐ More reading materials at home
- ☐ Summer school opportunities/educational resources for summer
- ☐ Other (please comment)

6. Which items or services would MOST help your children get the most out of school (check all that apply)?

- [ ] Access to physicals for enrollment
- [ ] School supplies
- [ ] Greater access to dental, vision, or health care
- [ ] Nutrition
- [ ] Transportation
- [ ] Clothing/winter gear
- [ ] Water safety (cold water safety, life jackets)
- [ ] First aid/CPR courses
- [ ] Access to computers/internet
- [ ] Extracurricular/school activity costs
- [ ] Job skills
- [ ] Counseling/lifeskills
- [ ] Other (please comment)

Migrant Education 2016 Parent Survey

7. Parent Involvement: Which of the following programs or services would MOST help YOU to support your child's education (check all that apply)?

- [ ] More education materials/activities at home
- [ ] More opportunities to discuss my child's education progress/grades with school staff
- [ ] Access to parenting education programs
- [ ] Information about drug/gang awareness
- [ ] More information about getting young children ready for school
- [ ] Additional opportunities to participate in migrant parent meetings
- [ ] More information about how to help my child with reading, math, and writing
- [ ] More ideas about how to help my child with homework
- [ ] Information about the new standards, new curriculum, and required tests
- [ ] Other (please comment)

Migrant Education 2016 Parent Survey

8. What feedback/comments/suggestions would you like to provide to your DISTRICT Migrant Education Program?

9. What feedback/comments/suggestions would you like to provide to the STATE Migrant Education Program?

Migrant Education 2016 Parent Survey

Thank you for taking the time to complete this survey! The information you have provided is important in making the Migrant Program better for students.

LKSD Native Youth Community Project

College and Career Readiness

1. In your opinion, what does it mean to be college and career ready? Rate the following examples:

	Not Very Important	Important, But Not the Top	Very Important
They are prepared to work for AVCP, LKHC, etc	○	○	○
They are prepared to attend Law School	○	○	○
They can pass the Military Entrance Exam (ASVAB)	○	○	○
They learn to operate heavy equipment	○	○	○
They are prepared to assume the responsibilities of feeding and clothing their family and the village	○	○	○

Other ways we might know a youth is college and career ready? (Optional)

2. If you had a hundred dollars to bet on one way to help out college and career readiness, which way would you bet on? (Pick One)

- ○ Send our high school students to Mt. Edgecombe
- ○ Expand our preschool education
- ○ Give all students who graduate four free years at the University of Alaska
- ○ Improve K-12 education

3. To help out our young people, I think we should be spending more time and money on: (Pick One)

- ○ Preschool Education
- ○ Grades K-6 students
- ○ Middle and High School Students

4. One idea for this project is for more community-led events and activities that help the children in healthy living and being positive contributors to their families and communities. Can you give us an example of one type of event you would like to be a part of for middle and high school youth?

5. This is the same question as the one above, but this time we'd like to ask what community-led events and activities you would like to be a part of for preschool children?

6. This project wants to have the community add to the education of the children. In your opinion, what is a big strength of this community (...or, what does this community do really well that...) we could tap into to help the youth?

Compiled on 4/14/2016

Indian Demonstration Grants – Native Youth Community Projects Needs Assessment Questions

Who	Do you think preschool education should be a priority in your village?	What are the reasons for this to be a priority in your village?	What are some activities that you would like to have or be part of?
School Site Administrator	Yes.	When the previous preschool program was cancelled, our Kindergarten Instruction and all staff saw a significant drop in student school readiness. Students did not know ABC's, numbers or how to count their social skills were reduced. Teachers spent significant amounts of time at the beginning of the year working through separation issues. Teaching students to follow simple directions - sit in a chair, sit in a circle, walk in a line, listen to your teacher etc. Teachers also spent time working on basic motor skills, cutting, coloring etc. With a preschool program, students and parents are introduced to these important pre-school skills.	Activities for preschool should include : story time, coloring and or drawing/writing, socialization games, fine and gross motor skills.
School Site Administrator	Yes.	Students come to our school with limited vocabulary due to cultural norms that value significantly less verbal expression that their age-level peers in other areas of the Nation. When students enter our school at the age of three or four, they are often communicating with one-word sentences or in some cases simply grunting to achieve their desires. With early exposure into school-expectations, students enter Kindergarten ready for the rigorous focus on reading, writing, speaking, and listening that is necessary to achieve our school's mission of, "Our school will provide an interactive education for students, strengthening them in both English and Yup'ik while preparing them to be bilterate and bicultural citizens."	Continued explorations into the hallway themes we had this year ("What does it mean to be Yupik, living in our village, attending school?"). Some of the things we explored (yes, even in Kindergarten) were what was the original location of the village, who are you named after (who is your name sake how are you like them? how are you not like them?), freeze up safety (how do you prepare for inclement weather?), what are family traditions that are unique to you, who is in your family tree?, what are your family roles (what do members of your family do? and how do you contribute to the success of your family? what do YOU do?). These explorations have helped students to become more self-aware and have set the stage for teaching empathy.
School Site Administrator	Yes	pre-school education is a priority in our community because it	I would like to see pre-school involve students in song, dance,

Who	Do you think preschool education should be a priority in your village?	What are the reasons for this to be a priority in your village?	What are some activities that you would like to have or be part of?
		introduces "school" to children. It affirms who they are and helps shape the school to meet their needs before academic activities begin.	music, and art while introducing students to books as a source of ideas and fun.
School Site Administrator	Yes	I absolutely think preschool should be a priority in our community. It will get students an early intro to school and help close the learning gap that is present even before they begin school.	I'm satisfied with the activities our teacher is using
Preschool Teacher	Yes	preschool should be priority in the school system especially in the remote areas or villages. There are some parents in general do not have the awareness to teach their child of the basic education and transitioning from home to school. Preschool provides a foundation for learning both socially and academically that will help the child succeed in high level of education. Children deserve to have a better future To have a preschool in the village, town and city can offer a various of services depending on the needs of the children, families and community.	The people in the, community, the families and school district should work hand in hand to provide effective education and learning experience all the children in Yupik or English language.
Parent	Yes	Preschool education is an absolutely essential piece of successful and effective education for future successful individuals in the school system. AND it is especially essential for those parents who want to immerse their child In the Yup'ik language. My first son had the privilege of having afternoons in Yup'ik and for unknown reasons, that was eliminated.	
Parent	Yes	Low Reading Scores across the region.	
Parent	Yes	Kids will learn more communication skills, and coping skills. At the same time I think that they will be learning how to get ready for the future, especially to kindergarten.	I don't think I would want anything to change, because the previous school had taught my daughter more learning skills that they had for the preschool.

Who	Do you think preschool education should be a priority in your village?	What are the reasons for this to be a priority in your village?	What are some activities that you would like to have or be part of?
Parent	Yes	1-Early development-At this age Children's brain are like sponges 2-The opportunity to socialize amongst kids to prepare for Kindergarten 3-Dependable services allow parents to go to work on-time and everyday (workforce development)	Socialization and Play – the opportunity to learn as a kid
Parent	Yes	Early education sets the tone for children to gain enthusiasm for learning and to build self-esteem and confidence to prepare for kindergarten. It gives children the opportunity to be exposed to classroom rules, learning to get along with peers, and be independent from their parents/guardians.	The current preschool curriculum is meeting the needs of the children. It includes reading, art, culture, writing, songs, movement, and responsibility (assigning a child a task: line leader, door helper, etc.) The teachers have also welcomed parent volunteers to read to the class.
Parent	Yes	I had to get my child, Henry in to preschool. Education is a priority to me and my parents because Henry needs friends his age to learn from and to learn with. Learning from peers is powerful and growing up with them is even a better gift for him. He enjoyed reading in school with friends rather than reading alone with me at home. Henry talked about school, most about reading and singing. His imagination grew from books and of course, from his friends. There are so many reason why preschool education is a priority to me, preschool should be a priority in the villages for that exact opportunity like Henry experienced. He had three years of preschool and he can almost read already, best feeling ever for me as a parent. He sings everyday, that's one of his favorites (mine too).	
Parent	Yes	Preschool education should	

Who	Do you think preschool education should be a priority in your village?	What are the reasons for this to be a priority in your village?	What are some activities that you would like to have or be part of?
		definitely be a priority; I know we can't make it mandatory but it almost should be. Unfortunately, we have a huge percentage of kids that come into preschool, or worse yet don't come to preschool and first start school in kindergarten that have very limited language skills. Academics can't even be addressed if there is no language to build on. So many children in this area are delayed in their language acquisition and they need exposure to good language models and experience everyday life with coupled with language. This early intervention is needed for future academic success.	
Parent	Yes and no. I believe that preschool should be offered but not a priority. Kindergarten should be school age, and if parents wish to enroll their children into preschool, they should be responsible to pay for it. If a child shows signs of early learning disorders, perhaps this is when intervention such as specialized preschool should be introduced.	Not only does it teach children the essentials of early development but it also introduces them to important life lessons, i.e. manners, playing nicely with other kids, raising your hand to talk, waiting in line, structure, asking permission to do things, etc. Preschool should be a compliment to parenting at home. Parents should also be held accountable, involved and be a part of the team requiring children to follow rules and manners at home.	I don't think that there should be a curriculum. I think that preschool should offer structure and routine and a safe place for children to work on their social skills. Children should be read books aloud, introduced to numbers and letters at a very basic level, coloring, etc. but structured play should be the focus at this age. Lastly, preschool should be a place for ensuring each child can brush their teeth, wash their hands, stuff that would help them to be independent for Kindergarten.
Preschool Teacher	Absolutely yes.	In Bethel, as well as other villages, there is an emergent need for early childhood education. Based my own experience working in rural area in Alaska for 10 years, I have seen a huge impact on social, emotional growth of young children who attend early childhood education program.	I think the main focus should be on developing hands-on culturally responsive curriculum. Currently STEM program and Project-Based Culturally Relevant curriculum are valued by experts. I think it is very beneficial for us to start focusing on this area as well.
Parent	Yes, having a safe place for my children to be at is crucial for me to be able to	1. Safe place for children to be. 2. Childcare so that I can work and provide for my family. 3. Place of learning beginning	It seems as though the some of the staff are inadvertently teaching stereotypical roles to the children. I believe they need

Who	Do you think preschool education should be a priority in your village?	What are the reasons for this to be a priority in your village?	What are some activities that you would like to have or be part of?
	work. If preschool was not available, I would probably be a stay-at-home mom to watch my children myself.	education. 4. For some kids, having two meals a day provided is the best meals they'll have all day.	more training on how to lead a more equal and accepting classroom. It seems as though they usually lean towards "girls use pink and boys use blue" and also "girls should like dolls and boys should like trucks". I think these beliefs are outdated and old fashioned and just plain dumb. Instead, they should teach that everyone is allowed to make their own choices, and it's okay to be different. Overall, I love the preschool and the teachers. I love the opportunity for my children to make friends and to learn new things. I really love the convenience of having child care on campus. However, I really can't stress enough that the teacher aides would greatly benefit from some Childhood Development courses and Early Learning classes.
Parent	A BIG PRIORITY!!!	My son has benefited HIGHLY because of the preschool program. If he hadn't been in the program he would not be as ready as he is for kindergarten. I do not know why this would NOT be a priority. My son a now a very smart kid and I'm very very very grateful for the preschool program. Not having the preschool programs would be a huge let down to parents who have 3, 4 year olds. Had it not been for the preschool program my son would not be as knowledgeable or know his numbers, shapes, letters, OR how to spell his name and other small words. I am very thankful this program existed for my son.	I would just be thankful that the programs are still open for parents. It is much needed.
Preschool Teacher	Yes	it is to be top priority. It is the critical foundation of a child's values and education. Pre school is the best if all setting to introduce to the young spongy minds. Children are the hope of tomorrows, preschool is the ideal first learning setting experience for the	

Who	Do you think preschool education should be a priority in your village?	What are the reasons for this to be a priority in your village?	What are some activities that you would like to have or be part of?
		youngsters. Preschool provided a foundation or learning both socially and academically that will help our preschoolers succeed in elementary school. Preschool promotes language and cognitive skills especially mostly	
Preschool Aide	I think teach our kids in early age we can help them build their brains to be more strong and more active, they can have better development and better future.	I think early childhood is a priority in our community is a big first step for our kids.	We need more trainings, more support for the community and better school lunch.
Preschool Teacher	Yes!	Preschool should be priorities since we have lots of a children out there needs our help being involve in Preschool help those children grow and it help them build their self confident. I Highly recommended that our town should have Preschool Education since the children is our future. I believe teaching in early age is a good year to start. There's no such thing that they're young to learn. Teaching them in their young age its good for they're development socially and academically. Preschool should not be stopped, Parents you think Preschooler's is expensive it is but why should that be a problem you pay once a year. A baby sitter pays less but its probably every Friday you have to pay about 100 dollars that is more added up and not every single person has enough generosity to let you pay less. The Preschool teachers they love to teach little kids, they get us ready for being Kindergarteners. Lots of people love Preschool because its the first stage of being who you want to be you can be a Veterinarian,Doctor,Artist,Teacher ,Police and a Construction worker. It builds your personality and you will find the friends that will become your best friends these are one of the most people greatest	I would like to see more Teacher go in training. It will help them learn more what they need to do for Preschool and get a lot ideas and what need to be improve. I'd like to see the school serve better food to entire school department. Our children needs to eat healthy food more option if possible.

Who	Do you think preschool education should be a priority in your village?	What are the reasons for this to be a priority in your village?	What are some activities that you would like to have or be part of?
		memories like taking Naps, Coloring Papers, Learning ABC's and Counting Numbers. Children who attend high-quality Preschool enter Kindergarteners with better Pre-Reading skills, richer in Vocabularies and stronger basic Math skills than those who do not. Preschool makes it harder for kids to do the ABC count to 100 and if they just go to Kindergarteners then they are going to have to teach them Preschool Math, Reading and Writing. This add to the Teachers Calendar and make it harder for them. If you stop Preschool then you are doing to have to make a new school because putting Preschoolers with the Kindergarteners would be a huge mess there would be a lot of fighting and complaints from kids and Parents.	

Who	Do you think preschool education should be a priority in your village?	What are the reasons for this to be a priority in your village?	What are some activities that you would like to have or be part of?
Parent	Preschool education is a high priority in our town. Early Childhood Education is crucial for so many reasons, especially in our rural town with many low-income families. Language development and social skills are such a vital part of any preschool program and so important to the long term academic success of children. Preschool is also an important time for early intervention, which allows for services to take place in the school setting, both in and outside of the regular education classroom. As both a parent and educator, I am a huge advocate for preschool program and I think our community and more importantly our children would be at a huge disadvantage not to have these programs continue at the same capacity.	Again, with high poverty rates and such a remote location, preschool provides children with opportunities they would not get otherwise. Children are able to have experiences and interactions with their peers in a safe, inviting, fun learning environment and build their vocabulary, school readiness skills and social skills. In our educational system, the standards are ever increasing and preschool prepares children for life-long success with providing a strong foundation.	I think a field trip in the town of Bethel would be a great thing to try and organize or possibly a virtual field trip. Also, incorporating parent volunteers to help meet a variety of needs in (or for) the classroom.
Parent	Yes! Absolutely, we have a shortage of childcare and this preschool offers a solution to this shortage. I moved back to Bethel, my home town, a year ago and was very happy that my 4 year old will have a place that will prepare him for Kindergarten.	It is a priority because our children should be a priority. They are our future and pouring into our children will insure a better future. My little one that was in preschool this year was part of a community of children that are well behaved, self-assured, smarter, and are ready for Kindergarten. I could only imagine how this program has helped not only the children but the teachers and parents prepare for Kindergarten.	My son was part of the Busy Bees and the team that was running the program did an amazing job. As a working mom communication is so important to me and they did an outstanding job communicating the upcoming events and important dates to remember so that I can be involved in my child's learning and social life. Mrs. Glenda Swope, April Blevins, and their team did amazing work, I can't

Who	Do you think preschool education should be a priority in your village?	What are the reasons for this to be a priority in your village?	What are some activities that you would like to have or be part of?
	Kindergarten is no longer the beginning of learning, the kids are expected to have a base knowledge. We actually could use more preschools than we currently have, that is how much preschool education is needed in Bethel, AK.		think of anything that I would change. I would like to see more preschools in Bethel ran like theirs.

Discussions With Tribal Council Presidents. The Presidents were asked the same questions as the parents, aides, teachers and school administrators. It was a time for some discussions as well as commitments to this project, which are reflected in the proposal. Here are samples from two conversations:

Who	Do you think preschool education should be a priority in your village?	What are the reasons for this to be a priority in your village?	What are some activities that you would like to have or be part of?
Tribal Council President #1	Yes	Kids needs exposed to the school system so they can be more knowledgeable about school expectations.	More activities on how to become a strong leader in the community. We can come speak and be more involved with them.
Tribal Council President #2	Yes	It helps families so they can go to work and have a safe place to learn. Gives the youth the opportunity to interact with younger children. It provides a positive learning environment.	Having the Seniors and preschools in the same buildings would allow them (seniors) to care for and interact with preschoolers

(3) Existing local policies, programs, practices, service providers, and funding sources.

See pages 6-7 of proposal.

C. Signed Partnership Agreement: A copy of an agreement signed by the partners in the proposed project, identifying the responsibilities of each partner in the project. Signatories to the agreement must include at least one tribe (or its TEA) and at least one LEA or BIE-funded school, as described in the absolute priority. Letters of support do not meet the requirement for a signed agreement.

See following pages for Kongiganak's agreement as an example. There are three other similar signed agreements at the end of the Appendicies (pp. A36 – A44) for Kasigluk, Kwigillingok, and Kwethluk. Mekoryuk's and Bethel's (Orutsararmuit Native Council) available upon request from the LKSD Preschool Coordinator, April Blevins at aprilblevins@LKSD.org.

Please note that all agreements are with the village tribal council president and that LKSD is designated the project lead.

LKELP Partnership Agreement

A Partnership Agreement Between:

Early Childhood Department of the Lower Kuskokwim School District
Lower Kuskokwim School District
Ayagina'ar School
Kongiganak Traditional Council
Kongiganak YKHC Health Clinic

This Partnership Agreement is for a strengthened, community-based Preschool Program known as Lower Kuskokwim Early Learning Programs (*LKELP*). Membership in this project includes the Early Childhood Department of the Lower Kuskokwim School District, the Lower Kuskokwim School District, Ayagina'ar School, Kongiganak Traditional Council, Kongiganak YKHC Health Clinic and is being entered into on this on May 10, 2016.

Grant Application Number: Demonstration Grants for Indian Children CFDA 84.299A
Proposed Project Period: August 1, 2016 – July 31, 2020

I. Reason for agreement:

Background: The result of our Community Needs Assessments has been shared with Parents, Educators, and Tribal Leaders. We believe the strategy of an early, strong start in pre-school education is one of the best ways to ensure our children are Career and College ready when they finish high school. It is this strategy, and it's connected goal of a greatly expanded community engagement in preschool education, that is described in this Demonstration Grants for Indian Children application.

Purpose:

The purpose of this agreement is to provide and coordinate educational advancement for Native preschool children and to meet the needs of early childhood education for Native Alaskan students and families using a community-wide approach. Through interagency planning with Yuut Elitnaurviat and local Tribal Councils, *LKELP* hopes to enhance the quality of existing preschool education and provide the opportunity for additional children to receive these services.

LKELP will provide a high quality program with curriculum that is based on scientific research. With the Community involvement, it will be culturally and traditionally appropriate. And, it is to be based on best practices and developmentally appropriate standards. Examples of some activities that have been cooperatively discussed to implement our chosen strategy and main goal are:

- Community-led events and activities, both summer and winter, which assist children in academics, healthy living and being positive contributors to their families and communities
- Expand supportive presence of community in the schools, such as Elder Read

- Preschool associate teachers and certificated teachers at project sites
- Mentoring of young children by older, successful high school students
- Completion of the *For The Children* curriculum, which includes community members in determining content and language
- An experienced preschool teacher who mentors the preschool teachers through site visits, videoconferencing, and demonstration teaching
- Monthly professional development for preschool teachers
- Preschool teacher job-alike visits, to other village preschools and perhaps even an urban preschool
- Technology and software for pre-school students and their parents

II. Responsibilities:

Together we shall:

1) Agree to support the project Strategy (focus on pre-school education) and main goal (expand our preschool program with Community help to improve student academic and social outcomes),
2) Provide a preschool program that will allow children to develop and grow cognitively, physically, emotionally and socially while supporting their heritage and culture, and
3) Enhance and develop additional preschool programs based on the current model used by the Lower Kuskokwim School District. This has proven to be successful in both English Cupik, and Yup'ik for the last ten years.

Specifically,

The Lower Kuskokwim School District shall:

1) Be the lead partner as designated in this agreement by the Tribal Councils, which includes being fiscal agent for the funding,
2) Coordinate the professional development for staff,
3) Develop new project materials needed to implement expanded curriculum and programs,
4) Provide a project director,
5) Provide an early childhood coordinator to mentor and coach certified preschool teachers,
6) Provide consultation and support from other district departments, such as Bilingual and Curriculum,
7) Make arrangements for elders to provide insight, story telling and other culturally relevant activities for the children and parents,
8) House the coordinator and supplies for the project, office space, and access to needed resources such as, telephone, computers, and internet,
9) Provide a classroom space for the preschools,
10) Provide supervision and onsite assistance of the certified preschool teachers and/or preschool support staff,
11) Provide clerical assistance for the project.

The LKSD School in Each Community shall:

1) Provide a classroom space for *LKELP* students and activities,

2) Provide supervision and onsite assistance of the Preschool Leader through a certified teacher/education specialist and/or Site Administrator,
3) Work with the Community project advisory group to coordinate and support KELP activities,
4) Assist in the implementation of *LKELP* cross-grade level activities, for example, mentoring of preschoolers by older students,
5) Provide access to needed resources, such as telephone, computers, and internet.

The Ayagina'ar School, Kongiganak Traditional Council, Kongiganak YKHC Health Clinic shall:

With funds provided by this grant, name a local community liaison to work with the village preschool program staff, preschool coordinator and project director to:

1) Provide the names of elders who will be able to provide guidance, counsel, and knowledge of traditional and culturally appropriateness of activities for students,
2) Provide the names of elders who would be able to provide storytelling, songs and other culturally relevant, and appropriate activities with the children, and
3) Assist project staff in organizing and delivering expanded community involvement in the preschool program through special events in school and extended learning out of school.

Also, the Tribal Council of each site will will:

4) Designate the Lower Kuskokwim School District as the lead partner for grant purposes,
5) Support the project by providing guest speakers and participating at parent meetings/events,
6) Serve on a community preschool advisory group to help develop their community's plan for greater involvement and support,
7) Assist the evaluator in creating project evaluation instruments that are community and culturally appropriate, and assist where possible in the administration of those instruments.

Neither party is an agent, employee or servant of the other. This document contains the entire understanding between the parties with respect to the *LKELP* and merges within it any and all prior and/or contemporaneous negotiations, understandings, agreements, and representations, whether oral and written. This agreement supersedes any and all prior and/or contemporaneous representations, negotiations, promises, covenants, or discussions, if any, between the parties related to the *LKELP*.

The appropriate programmatic and administrative personnel of each institution are aware of the LKELP consortium grant policy and all pertinent federal regulations, and are prepared to establish the necessary inter-institutional agreements(s) consistent with that policy **should this grant be funded.**

In witness thereof, the undersigned duly authorized representatives of the parties have executed this Agreement.

(b)(6)

LKSD Early Childhood Coordinator

Blair Alder

LKSD Superintendent (acting)

(b)(6)

Ayagina'ar School Site Administrator

(b)(6)

Kongiganak YKHC Health Clinic

(b)(6)

Kongiganak Traditional Council

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D. Evidence of Capacity: Evidence that the applicant or one of its partners has demonstrated the capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources.

See pages 25-26 of proposal.

E. Evidence of Involvement of Indian Tribes and Parents: A description of how Indian tribes and parents of Indian children have been, and will be, involved in developing and implementing the proposed activities.

See pages 31-32 of proposal, and Needs Assessment surveys for this project.

F. Demonstration of Research Basis: Information demonstrating that the proposed project is based on scientific research, where applicable, or an existing program that has been modified to be culturally appropriate for Indian students.

See pages 8-10 of proposal.

G. Description of Continuing Activities: A description of how the applicant will continue the proposed activities once the grant period is over. This narrative should be brief (e.g., one double-spaced page), and describe the entities and their commitments to continuing the project activities following the grant period.

This is a capacity-building project to create Community Preschools in six villages in the Lower Kuskokwim Delta served by the Lower Kuskokwim School District (LKSD). The major partners are LKSD, the tribes in each village, and the Yukon Kuskokwim Delta Health Corporation. LKSD's commitment to Community preschools is there; the District wants to expand, with other federal funds such as Indian Education Title VII, Title I and other competitive grants, Community preschools to every village possible. While preschool is not mandated in our State and no per-student funds are generated by the preschool count, the District has made the decision to use its state-allotted per-student funds generated by K-12 students to supplement preschool expenses. (This is allowed by the State.) If this grant is funded the district's commitment to the Community preschools will remain in place for the four years of the project; after that timeframe they will be continued if sufficient funds are available. The six Tribe's contributions are vital to a Community preschool. If this project is successful in developing and implementing strategies that expand the involvement of the tribe and its members in our preschools there is no reason this commitment cannot continue. And, the Yukon Kuskokwim Delta Health Corporation's services, such as doing health screenings on all preschool children annually, are funded through a different sources that is expected to continue for the foreseeable future.

H. Individual Resumes for Project Directors and Key Personnel: Provide brief resumes or job descriptions that describe their qualifications for the responsibilities they will carry out under the project.

Attached are resumes for the Project Coordinator and Evaluator.

Present Address: Summer Address:
(b)(6)

April Shepherd Blevins

Academic Preparation

Bachelor of Science Degree in Early Childhood Education
East Tennessee State University, Johnson City, Tennessee
December 1993

Associate of Arts & Sciences in General Studies
Wytheville Community College, Wytheville, Virginia
May 1991

Areas of Certifications

Alaska Type A Professional Teaching Certification with endorsements in Early Childhood Education Pre K-6 & Elementary Education K-6

Teaching Experiences

2015-2016 ***Early Childhood & Migrant Education Coordinator***
LKSD District Office, Bethel, Alaska

2010-2015 ***Early Childhood Educational Specialist***
LKSD District Office, Bethel, Alaska

2009-2010 ***Instructional Coach***
LKSD District Office, Bethel, Alaska

2008-2009 ***English as a Second Language Teacher grades 3-6***
Kilbuck Elementary School, Bethel, Alaska

2007-2008 ***Fifth Grade Teacher***
Kilbuck Elementary School, Bethel, Alaska

2006-2007 ***Third Grade Teacher***
Kilbuck Elementary School, Bethel, Alaska

2004-2006 ***Early Childhood Educational Specialist***
LKSD District Office, Bethel, Alaska

2001-2004 ***Implemented standards-based curriculum for ages 8-14***
Kilbuck Elementary School, Bethel, Alaska

2000-2001 ***Sixth Grade Math Teacher***
Kilbuck Elementary School, Bethel, Alaska

1999-2000 ***Taught multi-grades 3-5 according to Alaska State Standards***
Eek School, Eek, Alaska

1998-1999 ***Instructed grade 4 according to VA Standards of Learning***
Sugar Grove School, Sugar Grove, Virginia

1994-1998 ***Provided instruction for multi-age classroom grades 2-5***
Paul T. Albert Memorial School, Tununak, Alaska

Professional Profile

- University of Alaska Early Childhood Education Advisory Council
- Interagency Collaborative Team
- NAEYC Member
- Professional Development & Presenter
- Curriculum Development
- Reading Strategic Planning Team Leader
- Alaska Onward to Excellence Committee Leader
- School Improvement Plan Committees
- Grant Writer, Recipient, & Manager
- Social Studies Curriculum Selection Committee
- State Licensing & EED Preschool Pre-certifications for LKSD
- Administrator of Preschool Programs

Recipient

- Alaska Pre Kindergarten Project-State Grant
- Alaska Native Education Grants-Preschool
- Moore Settlement Grant
- Child Care Grant Program
- Kenai Child Care Grants
- Yukon Kuskokwim Health Corporation Diabetes Prevention Grants
- Parent Teacher Association Grants

References

Ashley Crace
Special Education Director
P.O. Box 2885
Bethel, Alaska 99559
(b)(6)
Ashley_crace@lksd.org

Dan Walker
Superintendent of Lower Kuskokwim School District
P.O. Box 305
Bethel, Alaska 99559
(b)(6)
Daniel_walker@lksd.org

Marybeth Green
Retired Educator
12931 NW 92 New St.
Chiefland, FL 32626
(b)(6)

Dr. Guillermo Durón

(b)(6)

Areas of Expertise

Program Evaluation	Project Management
Research Design and Analysis	Professional Development
Bilingual/Multicultural Education	Database Management

Professional Preparation

Ph.D., Research Methodology/Sociological Foundations of Education, Loyola University, Chicago, Illinois.

Principal's Licensing Program, University of Colorado at Denver, Denver, CO

M.Ed., School Administration/Urban Education, Chicago State University, Chicago, Illinois

B.A., Latin American Studies, Eastern Illinois University, Charleston, Illinois.

Appointments

2003 - Present	Evaluation Consultant, META Associates, Santa Fe, NM
2001 - 2003	Director, Elementary Licensed Personnel, Department of Human Resources, and (1999-2001) Manager, ELA Personnel, Department of Human Resources, Denver Public Schools, Denver, CO
1995 - 1999	Technical Assistance Coordinator, Department of English Language Acquisition, Denver Public Schools
1995 - 1995	Coordinator, National Origin Equity, Desegregation Assistance Center, Metro State College, Denver, CO
1994 - 1996	President, Horizon Technology of Colorado, Inc. Littleton, CO.
1988 - 1994	Senior Research Associate, RMC Research Corporation, Denver, CO.
1986 - 1988	Senior Consultant, Colorado Department of Education, Denver, CO.
1984 - 1996	Adjunct Professor of Management Info. Systems, Regis College, Denver, CO.
1983 – 1984	Consultant, Indiana Department of Education, Indianapolis, IN.
1976 - 1982	Professor, Educational Research, Governors State University, Park Forest South, IL.

Products

Annual Performance Reports (2013-14) for the Pathways to Achievement and Student Success (PASS) Project at New Mexico Highlands University funded under the Hispanic Serving Institutions STEM and Articulation Program.
Final Performance Report (2011) for the Building Careers for Success Project New Mexico Highlands University funded under the Hispanic Serving Institutions STEM and Articulation Program.
Comprehensive Needs Assessment Report (2010) for the Binational Migrant Education Initiative, U.S. Department of Education, Office of Migrant Education.
Final Performance Report (2013) for the Providing Resources in Education Valuing Academic Instruction for All Learners (PREVAIL) Project at Regis University funded under Title III, U.S. Office of Education.

Children's Television Workshop. Set up data entry formats and analyzed data for the Square One TV and Ghostwriter projects.

- Consulted on software development, training on administrative uses of micro-computers, designing computer training lab, statistical analysis of data, proposal writing, and curriculum development for the U.S. Department of Education, state education agencies, local education agencies and private industry.
- Participated in the development of the Spanish version of the Colorado State assessment for students in grades 3 and 4. Met with state decision makers and the test publisher to develop and review items to match state standards.
- Developed the *Spanish Language Proficiency Exam* for the Denver Public Schools. This instrument was used by the school district to measure the reading, writing, and oral proficiency of candidates for bilingual teacher positions.

Appendix 2: Required, if Applicable

1) Documentation of Indian Organization: A lead applicant that is an Indian organization must provide adequate documentation to demonstrate that the organization meets each element of the definition of Indian organization.

The Lower Kuskokwim School District has been designated as the lead applicant. See Partnership Agreement, Page 2, Item 1 for this designation by the tribes.

We do not expect to be awarded points under Competitive Preference Priority Two.

Proof that the six tribes involved in this project are federally-recognized tribes can be found in the Federal Register Notices, Vol. 65, No. 49, Monday, March 13, 2000, pages 13302 and 13304. These pages would have been included but the document is protected and pages cannot be extracted to be put into a shorter file. Otherwise the reader would need to scan six pages to find six names.

2) Request for Competitive Preference Priority Three: If the applicant wants to be considered to receive preference points under Competitive Preference Priority Three, the applicant must attach documentation showing how the application meets the criteria.

The Lower Kuskokwim School District has received numerous awards under the Alaska Native Education Title VII, Part C program. Also known as the Alaska Native Education Equity Program, here are some of our funded projects:

- Accelerating Learning for Alaska Native Students (ALANS) $1,599,833 (S356A120024)
- Lower Kuskokwim Early Childhood Project $1,500,000 (S356A120006)
- Yuuyaramek Elitnaurutkat $ 2,207,709 (S356A140013)
- The Lower Kuskokwim School District Student and Teacher Engagement Project $3,107,444 (S356A150067)

3) Indirect Cost Rate Agreement:
If the budget includes indirect costs and the applicant has a current Indirect Cost Rate (ICR) Agreement, the applicant must attach a copy of it. For any lapse in coverage the program office will issue a special condition on the award.

See next page.

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

Blair Alden, Business Manager
Lower Kuskokwim School District
P.O. Box 305
Bethel, AK 99559

Dear Mr. Alden:

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 Lower Kuskokwim School District is **3.38%**. 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

Job Specification

Detail for:	Secretary II
Specification Number:	765
Reports To:	Supervisor, as assigned.
Supervises:	As assigned.
Job Goal:	To help maintain an efficient office with the goal of enhancing the educational program for students.
Terms of Employment:	Full time, Permanent
Board Revised:	12/8/87
Bargaining Unit:	LK-NEA Classified
Department:	N/A
Range:	10
Six Month Rule:	YES
LK-NEA Classification:	6
Compensation:	Hourly
Classification:	CLASSIFIED
Qualifications:	1. High School Diploma or GED.2. 2 years of business college or 4 years of demonstrated successful experience in general office work.3. Proficient in operating office machines such as copiers, electronic typewriters, calculators, computers (word processing and data base programs), etc.4. Must possess advanced secretarial skills such as grammar, spelling, punctuation, proofreading, etc. 5. Ability to type 45 wpm with accuracy.6. Ability to live and work in a cross-cultural, rural Alaskan environment.7. Ability to carry out successfully the duties described below.
Duties:	1. Perform advanced clerical duties using own initiative.2. Type correspondence and other material and proof final product.3. Compose correspondence for supervisor+s approval.4. Establish and maintain files and records according to established procedures.5. Make travel arrangements.6. Become responsible and proficient in the completion of district forms such as PCN+s, time sheets, TR+s, requisitions, etc.7. Assist at meetings and take/transcribe minutes, as required.8. Prepare complex reports and statistical data.9. Understand budgetary processes and cost coding procedures. 10. Complete assigned tasks with minimum of supervision.11. Perform other duties as assigned.
Evaluation:	At least once yearly as provided in the LK-NEA negotiated agreement

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Lower Kuskokwim School District

Preschool Teacher Job Description

Note: Applicant must speak Yupik for Dual Language Instruction, or show proven competence in working with Yupik-speaking aides to deliver Dual Language Instruction.

PURPOSE OF THE POSITION

(The main reason for the position, in what context and what is the overall end result)

The Preschool teacher is responsible for providing a safe and developmentally appropriate preschool program in accordance with all relevant legislation, policies and procedures.

SCOPE

(The way that the position contributes to and impacts on the organization)

The Preschool Teacher will be responsible for planning and implementing a program to teach young children. They must ensure the development and safety of these children in accordance with relevant federal, territorial and municipal legislation and policies. The Preschool Teacher will be respectful of children and parents, and ensure that equipment and facilities are clean, safe and well maintained. Failure to provide adequate services may place children at risk.

RESPONSIBILITIES

(Major responsibilities and target accomplishments expected of the position including the typical problems encountered in carrying out the responsibilities.)

1. Develop and implement a developmentally appropriate preschool program for young children

   Main Activities
   - Plan and implement activities to meet the physical, emotional, intellectual and social needs of the children in the program
   - Provide nutritious snacks and lunches
   - Provide adequate equipment and activities
   - Ensure equipment and the facility are clean, well maintained and safe at all times
   - Provide weekly and monthly schedules of activities
   - Develop culturally appropriate programs and activities
   - Develop activities that introduce math and literacy concepts
   - Establish policies and procedures including acceptable disciplinary policies
   - Be familiar with emergency procedures

2. Supervise children in the Pre-school

Main Activities
- Ensure children are supervised at all times
- Provide various experiences and activities for children including songs, games and story telling
- Build children's esteem
- Comfort children
- Establish routines and provide positive guidance
- Provide a safe and secure environment for children to feel comfortable
- Implement positive discipline when required
- Clearly and effectively communicate in a manner that children understand
- Observe children and make note of progress
- Integrate special needs children in a positive and respectful manner

3. Communicate with parents and members of the community

Main Activities
- Discuss children's development with parents
- Discuss identified problems and needs with professionals as appropriate
- Participate in community activities
- Promote literacy and early education

4. Maintain program administration

Main Activities
- Keep parents informed of program expectations, program activities and their child's progress
- Develop and maintain current, accurate and confidential client files
- Develop daily activity plans
- Monitor the program budget

5. Perform other related duties as required

KNOWLEDGE, SKILLS AND ABILITIES

(The knowledge, skills and attitudes required for satisfactory job performance)

Knowledge

The incumbent must have proficient knowledge in the following areas:

- ✓ child development and early education theories and practices
- ✓ safe and appropriate activities for children
- ✓ relevant legislation, policies and procedures to ensure that children are supervised and safe at all times
- ✓ an understanding of the northern cultural environment

Skills

The incumbent must demonstrate the following skills:

- ✓ team building skills
- ✓ supervisory skills
- ✓ analytical and problem solving skills
- ✓ decision making skills
- ✓ effective verbal and listening communications skills
- ✓ stress management skills
- ✓ time management skills
- ✓ teaching skills

Personal Attributes

The incumbent must maintain strict confidentiality in performing the duties of Day Care Worker. The incumbent must also demonstrate the following personal attributes:

- ✓ be respectful
- ✓ possess cultural awareness and sensitivity
- ✓ be flexible
- ✓ demonstrate sound work ethics
- ✓ be consistent and fair
- ✓ be compassionate and understanding
- ✓ be able to build esteem while ensuring a safe and secure environment

The incumbent would normally attain the knowledge, skills and attitudes required for the position through completion of a post-secondary Early Education Program combined with related day care and/or preschool teaching experience. Equivalencies will be considered.

WORKING CONDITIONS

(The unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent including the frequency and duration of occurrence of physical demands, environmental conditions, demands on one's senses and metal demands.)

Physical Demands

(The nature of physical effort leading to physical fatigue)

Caring for children can be physically demanding. The Preschool Teacher may be lifting and carrying children and equipment, and may spend time sitting on the floor or child sized furniture. The Preschool Teacher will be expected to clean and maintain equipment and facility, and may move throughout the community with children The Preschool Teacher may come in contact with children who are ill and/or contagious, and must take precautions to ensure the health and safety of all children, parents, staff and themselves.

Environmental Conditions

(The nature of adverse environmental conditions affecting the incumbent)

The Preschool Teacher will be working in a busy and occasionally noisy environment. There may be a number of activities and situations happening at once, and the Preschool Teacher will have to supervise all children at all times.

Sensory Demands

(The nature of demands on the incumbent's senses)

The Preschool Teacher may experience smells associated with toileting and children who are ill. There may be times that the environment is noisy and busy.

Mental Demands

(Conditions that may lead to mental or emotional fatigue)

Caring for children can be stressful. The Preschool Teacher must ensure that children are supervised at all times, and that children are involved in safe and appropriate activities. There may be a number of situations happening at once, and the Preschool Teacher must be prepared to handle accidents and emergencies at any time.

LEAs ELIGIBLE for the 2013 Rural Low Income Schools (RLIS) Program

Alaska School Districts

NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale codes of schools in the LEA	Average Daily Attendance	Percentage of children from families below poverty line	Does LEA meet low-income poverty requirement?	Does each school in LEA have locale code of 6,7, or 8?	RLIS eligible
1	2	3	4	5	6	7	8	11	13	14	15	21
0200001	31	LOWER KUSKOKWIM SCHOOL DISTRICT	P.O. BOX 305	BETHEL	99559	9075434810	6,7	4,008.22	26.63	YES	YES	RLIS

LKELP Partnership Agreement

A Partnership Agreement Between:

Early Childhood Department of the Lower Kuskokwim School District
Lower Kuskokwim School District
Akiuk Memorial School
Kasigluk YKHC Health Clinic
Kasigluk Traditional/Tribal Council

This Partnership Agreement is for a strengthened, community-based Preschool Program known as Lower Kuskokwim Early Learning Programs (*LKELP*). Membership in this project includes the Early Childhood Department of the Lower Kuskokwim School District, the Lower Kuskokwim School District, Akiuk Memorial School, Kasigluk YKHC Health Clinic, Kasigluk Traditional/Tribal Council, and is being entered into on this on May 10, 2016.

Grant Application Number: Demonstration Grants for Indian Children CFDA 84.299A
Proposed Project Period: August 1, 2016 – July 31, 2020

I. Reason for agreement:

Background: The result of our Community Needs Assessments has been shared with Parents, Educators, and Tribal Leaders. We believe the strategy of an early, strong start in pre-school education is one of the best ways to ensure our children are Career and College ready when they finish high school. It is this strategy, and it's connected goal of a greatly expanded community engagement in preschool education, that is described in this Demonstration Grants for Indian Children application.

Purpose:

The purpose of this agreement is to provide and coordinate educational advancement for Native preschool children and to meet the needs of early childhood education for Native Alaskan students and families using a community-wide approach. Through interagency planning with Yuut Elitnaurviat and local Tribal Councils, *LKELP* hopes to enhance the quality of existing preschool education and provide the opportunity for additional children to receive these services.

LKELP will provide a high quality program with curriculum that is based on scientific research. With the Community involvement, it will be culturally and traditionally appropriate. And, it is to be based on best practices and developmentally appropriate standards. Examples of some activities that have been cooperatively discussed to implement our chosen strategy and main goal are:

- Community-led events and activities, both summer and winter, which assist children in academics, healthy living and being positive contributors to their families and communities
- Expand supportive presence of community in the schools, such as Elder Read

- Preschool associate teachers and certificated teachers at project sites
- Mentoring of young children by older, successful high school students
- Completion of the *For The Children* curriculum, which includes community members in determining content and language
- An experienced preschool teacher who mentors the preschool teachers through site visits, videoconferencing, and demonstration teaching
- Monthly professional development for preschool teachers
- Preschool teacher job-alike visits, to other village preschools and perhaps even an urban preschool
- Technology and software for pre-school students and their parents

II. Responsibilities:

Together we shall:

1) Agree to support the project Strategy (focus on pre-school education) and main goal (expand our preschool program with Community help to improve student academic and social outcomes),
2) Provide a preschool program that will allow children to develop and grow cognitively, physically, emotionally and socially while supporting their heritage and culture, and
3) Enhance and develop additional preschool programs based on the current model used by the Lower Kuskokwim School District. This has proven to be successful in both English and Yup'ik for the last ten years.

Specifically,

The Lower Kuskokwim School District shall:

1) Be the lead partner as designated in this agreement by the Tribal Councils, which includes being fiscal agent for the funding,
2) Coordinate the professional development for staff,
3) Develop new project materials needed to implement expanded curriculum and programs,
4) Provide a project director,
5) Provide an early childhood coordinator to mentor and coach certified preschool teachers,
6) Provide consultation and support from other district departments, such as Bilingual and Curriculum,
7) Make arrangements for elders to provide insight, story telling and other culturally relevant activities for the children and parents,
8) House the coordinator and supplies for the project, office space, and access to needed resources such as, telephone, computers, and internet,
9) Provide a classroom space for the preschools,
10) Provide supervision and onsite assistance of the certified preschool teachers and/or preschool support staff,
11) Provide clerical assistance for the project.

The LKSD School in Each Community shall:

1) Provide a classroom space for *LKELP* students and activities,

2) Provide supervision and onsite assistance of the Preschool Leader through a certified teacher/education specialist and/or Site Administrator,
3) Work with the Community project advisory group to coordinate and support KELP activities,
4) Assist in the implementation of *LKELP* cross-grade level activities, for example, mentoring of preschoolers by older students,
5) Provide access to needed resources, such as telephone, computers, and internet.

The Akiuk Memorial School, Kasigluk YKHC Health Clinic, Kasigluk Traditional/Tribal Council shall:

With funds provided by this grant, name a local community liaison to work with the village preschool program staff, preschool coordinator and project director to:

1) Provide the names of elders who will be able to provide guidance, counsel, and knowledge of traditional and culturally appropriateness of activities for students,
2) Provide the names of elders who would be able to provide storytelling, songs and other culturally relevant, and appropriate activities with the children, and
3) Assist project staff in organizing and delivering expanded community involvement in the preschool program through special events in school and extended learning out of school.

Also, the Tribal Council of each site will will:

4) Designate the Lower Kuskokwim School District as the lead partner for grant purposes,
5) Support the project by providing guest speakers and participating at parent meetings/events,
6) Serve on a community preschool advisory group to help develop their community's plan for greater involvement and support,
7) Assist the evaluator in creating project evaluation instruments that are community and culturally appropriate, and assist where possible in the administration of those instruments.

Neither party is an agent, employee or servant of the other. This document contains the entire understanding between the parties with respect to the *LKELP* and merges within it any and all prior and/or contemporaneous negotiations, understandings, agreements, and representations, whether oral and written. This agreement supersedes any and all prior and/or contemporaneous representations, negotiations, promises, covenants, or discussions, if any, between the parties related to the *LKELP*.

The appropriate programmatic and administrative personnel of each institution are aware of the LKELP consortium grant policy and all pertinent federal regulations, and are prepared to establish the necessary inter-institutional agreements(s) consistent with that policy **should this grant be funded.**

In witness thereof, the undersigned duly authorized representatives of the parties have executed this Agreement.

(b)(6)

LKSD Early Childhood Coordinator

LKSD Superintendent

(b)(6)

Akiuk Memorial School Site Administrator

Kasigluk Tribal/Traditional Council

(b)(6)

Kasigluk Health Clinic

4

LKELP Partnership Agreement

A Partnership Agreement Between:

Early Childhood Department of the Lower Kuskokwim School District
Lower Kuskokwim School District
Kwigillingok School
Kwigillingok Tribal Council
Kwigillingok Child Protection Team
Kwigillingok YKHC Health Clinic

This Partnership Agreement is for a strengthened, community-based Preschool Program knownas Lower Kuskokwim Early Learning Programs (*LKELP*). Membership in this project includesthe Early Childhood Department of the Lower Kuskokwim School District, the Lower Kuskokwim School District, Kwigillingok School, Kwigillingok Tribal Council, Kwigillingok Child Protection Team, Kwigillingok YKHC Health Clinic and is being entered into on this on May 10, 2016.

Grant Application Number: Demonstration Grants for Indian Children CFDA 84.299A
Proposed Project Period: August 1, 2016 – July 31, 2020

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LKELP will provide a high quality program with curriculum that is based on scientific research. With the Community involvement, it will be culturally and traditionally appropriate. And, it is to be based on best practices and developmentally appropriate standards. Examples of some activities that have been cooperatively discussed to implement our chosen strategy and main goal are:

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3) Enhance and develop additional preschool programs based on the current model used by the Lower Kuskokwim School District. This has proven to be successful in both English, Yup'ik and Cupik for the last ten years.

Specifically,

The Lower Kuskokwim School District shall:

1) Be the lead partner as designated in this agreement by the Tribal Councils, which includes being fiscal agent for the funding,
2) Coordinate the professional development for staff,
3) Develop new project materials needed to implement expanded curriculum and programs,
4) Provide a project director,
5) Provide an early childhood coordinator to mentor and coach certified preschool teachers,
6) Provide consultation and support from other district departments, such as Bilingual and Curriculum,
7) Make arrangements for elders to provide insight, story telling and other culturally relevant activities for the children and parents,
8) House the coordinator and supplies for the project, office space, and access to needed resources such as, telephone, computers, and internet,
9) Provide a classroom space for the preschools,
10) Provide supervision and onsite assistance of the certified preschool teachers and/or preschool support staff,
11) Provide clerical assistance for the project.

The LKSD School in Each Community shall:

1) Provide a classroom space for *LKELP* students and activities,

2) Provide supervision and onsite assistance of the Preschool Leader through a certified teacher/education specialist and/or Site Administrator,
3) Work with the Community project advisory group to coordinate and support KELP activities,
4) Assist in the implementation of *LKELP* cross-grade level activities, for example, mentoring of preschoolers by older students,
5) Provide access to needed resources, such as telephone, computers, and internet.

The Kwigillingok Tribal Council, Kwigillingok Child Protection Team, Kwigillingok YKHC Health Clinic shall:

With funds provided by this grant, name a local community liaison to work with the village preschool program staff, preschool coordinator and project director to:

1) Provide the names of elders who will be able to provide guidance, counsel, and knowledge of traditional and culturally appropriateness of activities for students,
2) Provide the names of elders who would be able to provide storytelling, songs and other culturally relevant, and appropriate activities with the children, and
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Also, the Tribal Council will:

4) Designate the Lower Kuskokwim School District as the lead partner for grant purposes,
5) Support the project by providing guest speakers and participating at parent meetings/events,
6) Serve on a community preschool advisory group to help develop their community's plan for greater involvement and support,
7) Assist the evaluator in creating project evaluation instruments that are community and culturally appropriate, and assist where possible in the administration of those instruments.

Neither party is an agent, employee or servant of the other. This document contains the entire understanding between the parties with respect to the *LKELP* and merges within it any and all prior and/or contemporaneous negotiations, understandings, agreements, and representations, whether oral and written. This agreement supersedes any and all prior and/or contemporaneous representations, negotiations, promises, covenants, or discussions, if any, between the parties related to the *LKELP*.

The appropriate programmatic and administrative personnel of each institution are aware of the LKELP consortium grant policy and all pertinent federal regulations, and are prepared to establish the necessary inter-institutional agreements(s) consistent with that policy **should this grant be funded.**

In witness thereof, the undersigned duly authorized representatives of the parties have executed this Agreement.

(b)(6)

LKSD Early Childhood Coordinator

LKSD Superintendent

(b)(6)

Kwigillingok School Site Administrator

(b)(6)

Kwigillingok Tribal Council

(b)(6)

Kwigillingok YKHC Health Clinic

(b)(6)

Kwigillingok Child Protection Team

4

LKELP Partnership Agreement

A Partnership Agreement Between:

Early Childhood Department of the Lower Kuskokwim School District
Lower Kuskokwim School District
Ket'acik/Aapalluk Memorial School
Organized Village of Kwethluk IRA Council
Kwethluk YKHC Health Clinic
Kwethluk Inc.-Calista Corporation
City of Kwethluk

This Partnership Agreement is for a strengthened, community-based Preschool Program known as Lower Kuskokwim Early Learning Programs (*LKELP*). Membership in this project includes the Early Childhood Department of the Lower Kuskokwim School District, the Lower Kuskokwim School District, Ket'acik/Aapalluk Memorial School, Organized Village of Kwethluk IRA Council, Kwethluk YKHC Health Clinic, Kwethluk Inc. City of Kwethluk on this on May 12, 2016.

Grant Application Number: Demonstration Grants for Indian Children CFDA 84.299A
Proposed Project Period: August 1, 2016 – July 31, 2020

I. Reason for agreement:

Background: The result of our Community Needs Assessments has been shared with Parents, Educators, and Tribal Leaders. We believe the strategy of an early, strong start in pre-school education is one of the best ways to ensure our children are Career and College ready when they finish high school. It is this strategy, and it's connected goal of a greatly expanded community engagement in preschool education, that is described in this Demonstration Grants for Indian Children application.

Purpose:

The purpose of this agreement is to provide and coordinate educational advancement for Native preschool children and to meet the needs of early childhood education for Native Alaskan students and families using a community-wide approach. Through interagency planning with Yuut Elitnaurviat and local Tribal Councils, *LKELP* hopes to enhance the quality of existing preschool education and provide the opportunity for additional children to receive these services.

LKELP will provide a high quality program with curriculum that is based on scientific research. With the Community involvement, it will be culturally and traditionally appropriate. And, it is to be based on best practices and developmentally appropriate standards. Examples of some activities that have been cooperatively discussed to implement our chosen strategy and main goal are:

- Community-led events and activities, both summer and winter, which assist children in academics, healthy living and being positive contributors to their families and

In witness thereof, the undersigned duly authorized representatives of the parties have executed this Agreement.

(b)(6)

LKSD Early Childhood Coordinator

LKSD Superintendent

(b)(6)

Ket'acik/Aapalluk Memorial School Site Administrator

(b)(6)

Kwethluk Inc.

(b)(6)

Kwethluk YKHC Health Clinic

(b)(6)

Organized Village of Kwethluk IRA Council

(b)(6)

City of Kwethluk

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** Part 5 - Budget Information.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

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

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

LKELP - Budget Narrative Year 1

Personnel

Title	Salary	Time%	Importance	Basis for Cost
Project Director Certified	$45,226	45% of 210 days at $478.58 daily rate	Coordinator - Administer project, hiring and supervision of personnel, programmatic decisions on budgets, data collection and evaluations.	LKSD Salary Schedule through negotiated agreement.
Education Specialist/Teacher Certified	$28,715	Daily contact Supervision - 30% of 200 days at $478.58 daily rate	Oversee and monitors daily classroom instruction, lesson plans, assessments; supports/mentors Preschool Leader or Aide. Reports to Project Director and Site Administrator.	LKSD Salary Schedule through negotiated agreement.
4 Education Specialist/Teacher Certified (FTE: Kwethluk, Kongiganak, Bethel) (PT: Kwigillingok)	$250,893	Daily contact Supervision - 3 x 100%, 1 x 50% of 193 days at $371.42 daily rate	Oversee and monitors daily classroom instruction, lesson plans, assessments; supports/mentors Preschool Leader or Aide. Reports to Project Director and Site Administrator.	LKSD Salary Schedule through negotiated agreement.
3 Preschool Leaders Classified (Mekoryuk, Akiuk, Akula)	$74,620	5 hrs x 182 days at $27.33 average hourly rate	Conducts daily classroom activities, writes lesson plans, completes attendance records, monthly reports, assist with assessments, provide literacy home visits.	LKSD Salary Schedule through negotiated agreement.
Program Assistant Classified	$63,486	8 hrs x 225 days at $35.27 hourly rate	Prepares data, keeps records for data collection, orders supplies, clerical support for staff.	LKSD Salary Schedule through negotiated agreement.
Site Administrator	In-kind		Supervision and evaluation of staff, on site assistance and monitoring of program.	LKSD Salary Schedule through negotiated agreement.
Total Salaries	**$462,940**			

Fringe Benefits

Category	Amount	Percentage	Base for percentage
Certified	$116,648	35.91% of $324,834	LKSD Negotiated Agreement
Certified/Utility housing	$3,500	45% Dir. 30% Ed. Spec. &	LKSD Negotiated Agreement ($2000 utility equalization allowance per year, Bethel only)
Classified	$76,663	59.07% of $74,706	LKSD Negotiated Agreement (30 & over hrs/week)
Total Benefits	**$196,811**		

Travel

Purpose	Cost	Basis for cost	# of trips, points of origin/destination
Supervision, onsite evaluation and parent/community meetings	$18,000	R.T. $500 x 6 villages x 3 times x 2 people	2 Education Specialists from Bethel to oversee 6 village sites x 3 times per year.
EC staff to Bethel for Professional Development.	$9,000	R.T. $500 x 6 people x 3 times	6 people from villages to Bethel for Inservice Training x 4 times per year
Preschool staff to conferences	$35,600	R.T. Airfare x 16	2 per year: Coordinator and 7 Teachers to AEYC and National conferences
	$17,280	Per diem 4 days @ $270 person	
Coordinator and Ed. Specialist to Washington, DC	$3,700	R.T. Airfare $1850 x 2	2 people from Bethel, AK to Washington, DC, annual meeting.
	$2,160	Per diem 4 days @ $270 person	
Total Travel	**$85,740**		

Equipment None

Supplies

Type	Cost	Purpose
Instructional		
Curriculum - Splash into Pre-K; Everyday Math; Second STEP; Language for Learning; Sing, Spell, Read & Write; Mikelnguut Pitekluki.	$38,500	Instructional use in classroom, also supplementary materials for the curriculum
Assessments - PPVT, Dial-4, PALS, ELLCO, CELF PreK-2, SELA	$12,250	Instructional use, supplementary materials for the curriculum
Professional Development Books	$3,200	Books for preschool leader college courses towards ECE certification

Office supplies		
Multifunction Printer and printer supplies.	$10,500	Routine office and classroom use - Record keeping, research, daily records.
Computer for staff x 7	$8,400	
Copy paper, clips, staples, pencils, pens, and other office supplies	$4,200	
Classroom supplies		
Tablets for children 7 sites x 5	$13,090	Computer assisted learning - Pre-literacy, Math, Science, Art
Children's books and literature	$7,000	Language and literacy development.
Furniture - tables, chairs, mats, lockers, shelves, storage units, cabinets, displays, inside physical education equipment.	$31,500	Classroom setup and playground equipment (inside). Extreme weather prohibits outside play from late November often until April. Diabetes & obesity are very high in native Alaskan children, inside exercise is crucial for the children overall health.
Supplies – art papers, crayons, paints, math manipulatives, instructional materials, center materials, CD player, music CDs, DVD player, DVDs, and other classroom materials.	$17,500	For daily classroom use and weekly home visits
Total Supplies	**$146,140**	

Contractual

Names	Cost	Purpose	Product/services to be provided	Justification of contractor
Guillermo Durón, Ph.D. Metassociates	$8,000	External evaluation of projects, data, report preparation	Evaluations, data, annual and quarterly reports. Monthly meetings	Experience with Native Alaskan populations. Followed procedure 34 CFR 74.40-74.48 and 83.36
Curriculum & Assessment Vendors	$8,000	Professional Development	SRA Language for Learning Training & Assesments	Program effectiveness and success
Total Contractual	**$16,000**			

Construction None

Other

Purpose	Cost	Basis of the cost
College Courses towards ECE certification	$2,520	$210 Registration fee x 2 courses (4 credits) x 5 people, via polycom

Building Utilities: Kwethluk	$10,000	Building maintenance when Head Start program is closed
Total Other	**$12,520**	

Total Direct Cost $920,151

Indirect Cost

3.38%	Approved Restricted Federal Indirect Cost Rate
$31,101	Copy of agreement in appendices

Training Stipends

$ 16,800.00	Traditional Specialist (Elders and tribal councils) to engage community in Out-of-school-events. 20 Sessions @ $120.00 x 7 Sites

Total Budget 1st Year $968,052

LKELP - Budget Narrative Year 2

Personnel

Title	Salary	Time%	Importance	Basis for Cost
Project Director Certified	$45,678	45% of 210 days at $483.37 daily rate	Coordinator - Administer project, hiring and supervision of personnel, programmatic decisions on budgets, data collection and evaluations.	LKSD Salary Schedule through negotiated agreement.
Education Specialist/Teacher Certified	$29,002	Daily contact Supervision - 30% of 200 days at $483.37 daily rate	Oversee and monitors daily classroom instruction, lesson plans, assessments; supports/mentors Preschool Leader or Aide. Reports to Project Director and Site Administrator.	LKSD Salary Schedule through negotiated agreement.
4 Education Specialist/Teacher Certified (FTE: Kwethluk, Kongiganak, Bethel) (PT: Kwigillingok)	$253,403	Daily contact Supervision - 3 x 100%, 1 x 50% of 193 days at $375.13 daily rate	Oversee and monitors daily classroom instruction, lesson plans, assessments; supports/mentors Preschool Leader or Aide. Reports to Project Director and Site Administrator.	LKSD Salary Schedule through negotiated agreement.
3 Preschool Leaders Classified (Mekoryuk, Akiuk, Akula)	$77,350	5 hrs x 182 days at $28.33 average hourly rate	Conducts daily classroom activities, writes lesson plans, completes attendance records, monthly reports, assist with assessments, provide literacy home visits.	LKSD Salary Schedule through negotiated agreement.
Program Assistant Classified	$65,682	8 hrs x 225 days at $36.49 hourly rate	Prepares data, keeps records for data collection, orders supplies, clerical support for staff.	LKSD Salary Schedule through negotiated agreement.
Site Administrator	In-kind		Supervision and evaluation of staff, on site assistance and monitoring of program.	LKSD Salary Schedule through negotiated agreement.
Total Salaries	**$471,115**			

Fringe Benefits

Category	Amount	Percentage	Base for percentage
Certified	$117,815	35.91% of $328,083	LKSD Negotiated Agreement
Certified/Utility housing	$3,500	45% Dir. 30% Ed. Spec. &	LKSD Negotiated Agreement ($2000 utility equalization allowance per year, Bethel only)
Classified	$79,397	59.07% of $77,415	LKSD Negotiated Agreement (30 & over hrs/week)
Total Benefits	**$200,712**		

Travel

Purpose	Cost	Basis for cost	# of trips, points of origin/destination
Supervision, onsite evaluation and parent/community meetings	$18,000	R.T. $500 x 6 villages x 3 times x 2 people	2 Education Specialists from Bethel to oversee 6 village sites x 3 times per year.
EC staff to Bethel for Professional Development.	$9,000	R.T. $500 x 6 people x 3 times	6 people from villages to Bethel for Inservice Training x 4 times per year
Preschool staff to conferences	$35,600	R.T. Airfare x 16	2 per year: Coordinator and 7 Teachers to AEYC and National conferences
	$17,280	Per diem 4 days @ $270 person	
Coordinator and Ed. Specialist to Washington, DC	$3,700	R.T. Airfare $1850 x 2	2 people from Bethel, AK to Washington, DC, annual meeting.
	$2,160	Per diem 4 days @ $270 person	
Total Travel	**$85,740**		

Equipment None

Supplies

Type	Cost	Purpose
Instructional		
Curriculum - Splash into Pre-K; Everyday Math; Second STEP; Language for Learning; Sing, Spell, Read & Write; Mikelnguut Pitekluki.	$6,300	Instructional use in classroom, also supplementary materials for the curriculum - Replace and new materials
Assessments - PPVT, Dial-4, PALS, ELLCO, CELF PreK-2, SELA	$5,600	Instructional use, supplementary materials for the curriculum - Replace and new materials
Professional Development Books	$3,200	Books for preschool leader college courses towards ECE certification

Office supplies		
Multifunction Printer and printer supplies.	$7,000	Routine office and classroom use - Record keeping, research, daily records.
Computer for staff x 1	$1,200	
Copy paper, clips, staples, pencils, pens, and other office supplies	$4,200	
Classroom supplies		
Tablets for children 7 sites x 5	$13,090	Computer assisted learning - Pre-literacy, Math, Science, Art
Children's books and literature	$10,500	Language and literacy development.
Furniture - tables, chairs, mats, lockers, shelves, storage units, cabinets, displays, inside physical education equipment.	$17,500	Classroom setup and playground equipment (inside). Extreme weather prohibits outside play from late November often until April. Diabetes & obesity are very high in native Alaskan children, inside exercise is crucial for the children overall health.
Supplies – art papers, crayons, paints, math manipulatives, instructional materials, center materials, CD player, music CDs, DVD player, DVDs, and other classroom materials.	$21,000	For daily classroom use and weekly home visits
Total Supplies	**$89,590**	

Contractual

Names	Cost	Purpose	Product/services to be provided	Justification of contractor
Guillermo Durón, Ph.D. Metassociates	$8,000	External evaluation of projects, data, report preparation	Evaluations, data, annual and quarterly reports. Monthly meetings	Experience with Native Alaskan populations. Followed procedure 34 CFR 74.40-74.48 and 83.36
Curriculum & Assessment Vendors	$8,000	Professional Development	SRA Language for Learning Training & Assesments	Program effectiveness and success
Total Contractual	**$16,000**			

Construction None

Other

Purpose	Cost	Basis of the cost
College Courses towards ECE certification	$2,520	$210 Registration fee x 2 courses (4 credits) x 5 people, via polycom

Building Utilities: Kwethluk	$10,000	Building maintenance when Head Start program is closed
Total Other	**$12,520**	

Total Direct Cost $875,677

Indirect Cost

3.38%	Approved Restricted Federal Indirect Cost Rate
$29,598	Copy of agreement in appendices

Training Stipends

$ 16,800.00	Traditional Specialist (Elders and tribal councils) to engage community in Out-of-school-events. 20 Sessions @ $120.00 x 7 Sites

Total Budget 2nd Year $922,075

LKELP - Budget Narrative Year 3

Personnel

Title	Salary	Time%	Importance	Basis for Cost
Project Director Certified	$46,135	45% of 210 days at $488.20 daily rate	Coordinator - Administer project, hiring and supervision of personnel, programmatic decisions on budgets, data collection and evaluations.	LKSD Salary Schedule through negotiated agreement.
Education Specialist/Teacher Certified	$29,292	Daily contact Supervision - 30% of 200 days at $488.20 daily rate	Oversee and monitors daily classroom instruction, lesson plans, assessments; supports/mentors Preschool Leader or Aide. Reports to Project Director and Site Administrator.	LKSD Salary Schedule through negotiated agreement.
4 Education Specialist/Teacher Certified (FTE: Kwethluk, Kongiganak, Bethel) (PT: Kwigillingok)	$255,934	Daily contact Supervision - 3 x 100%, 1 x 50% of 193 days at $378.88 daily rate	Oversee and monitors daily classroom instruction, lesson plans, assessments; supports/mentors Preschool Leader or Aide. Reports to Project Director and Site Administrator.	LKSD Salary Schedule through negotiated agreement.
3 Preschool Leaders Classified (Mekoryuk, Akiuk, Akula)	$80,080	5 hrs x 182 days at $29.33 average hourly rate	Conducts daily classroom activities, writes lesson plans, completes attendance records, monthly reports, assist with assessments, provide literacy home visits.	LKSD Salary Schedule through negotiated agreement.
Program Assistant Classified	$67,842	8 hrs x 225 days at $37.69 hourly rate	Prepares data, keeps records for data collection, orders supplies, clerical support for staff.	LKSD Salary Schedule through negotiated agreement.
Site Administrator	In-kind		Supervision and evaluation of staff, on site assistance and monitoring of program.	LKSD Salary Schedule through negotiated agreement.
Total Salaries	**$479,283**			

Fringe Benefits

Category	Amount	Percentage	Base for percentage
Certified	$118,992	35.91% of $331,361	LKSD Negotiated Agreement
Certified/Utility housing	$3,500	45% Dir. 30% Ed. Spec. &	LKSD Negotiated Agreement ($2000 utility equalization allowance per year, Bethel only)
Classified	$82,112	59.07% of $80,130	LKSD Negotiated Agreement (30 & over hrs/week)
Total Benefits	**$204,604**		

Travel

Purpose	Cost	Basis for cost	# of trips, points of origin/destination
Supervision, onsite evaluation and parent/community meetings	$18,000	R.T. $500 x 6 villages x 3 times x 2 people	2 Education Specialists from Bethel to oversee 6 village sites x 3 times per year.
EC staff to Bethel for Professional Development.	$9,000	R.T. $500 x 6 people x 3 times	6 people from villages to Bethel for Inservice Training x 4 times per year
Preschool staff to conferences	$35,600	R.T. Airfare x 16	2 per year: Coordinator and 7 Teachers to AEYC and National conferences
	$17,280	Per diem 4 days @ $270 person	
Coordinator and Ed. Specialist to Washington, DC	$3,700	R.T. Airfare $1850 x 2	2 people from Bethel, AK to Washington, DC, annual meeting.
	$2,160	Per diem 4 days @ $270 person	
Total Travel	**$85,740**		

Equipment None

Supplies

Type	Cost	Purpose
Instructional		
Curriculum - Splash into Pre-K; Everyday Math; Second STEP; Language for Learning; Sing, Spell, Read & Write; Mikelnguut Pitekluki.	$6,300	Instructional use in classroom, also supplementary materials for the curriculum - Replace and new materials
Assessments - PPVT, Dial-4, PALS, ELLCO, CELF PreK-2, SELA	$5,600	Instructional use, supplementary materials for the curriculum - Replace and new materials
Professional Development Books	$3,200	Books for preschool leader college courses towards ECE certification

Office supplies		
Multifunction Printer and printer supplies.	$7,000	Routine office and classroom use - Record keeping, research, daily records.
Computer for staff x 1	$1,200	
Copy paper, clips, staples, pencils, pens, and other office supplies	$4,200	
Classroom supplies		
Tablets for children 7 sites x 1	$2,618	Computer assisted learning - Pre-literacy, Math, Science, Art
Children's books and literature	$10,500	Language and literacy development.
Furniture - tables, chairs, mats, lockers, shelves, storage units, cabinets, displays, inside physical education equipment.	$10,500	Classroom setup and playground equipment (inside). Extreme weather prohibits outside play from late November often until April. Diabetes & obesity are very high in native Alaskan children, inside exercise is crucial for the children overall health.
Supplies – art papers, crayons, paints, math manipulatives, instructional materials, center materials, CD player, music CDs, DVD player, DVDs, and other classroom materials.	$21,000	For daily classroom use and weekly home visits
Total Supplies	**$72,118**	

Contractual

Names	Cost	Purpose	Product/services to be provided	Justification of contractor
Guillermo Durón, Ph.D. Metassociates	$8,000	External evaluation of projects, data, report preparation	Evaluations, data, annual and quarterly reports. Monthly meetings	Experience with Native Alaskan populations. Followed procedure 34 CFR 74.40-74.48 and 83.36
Curriculum & Assessment Vendors	$8,000	Professional Development	SRA Language for Learning Training & Assesments	Program effectiveness and success
Total Contractual	**$16,000**			

Construction None

Other

Purpose	Cost	Basis of the cost
College Courses towards ECE certification	$2,520	$210 Registration fee x 2 courses (4 credits) x 5 people, via polycom

Building Utilities: Kwethluk	$10,000	Building maintenance when Head Start program is closed
Total Other	**$12,520**	

Total Direct Cost $870,265

Indirect Cost

3.38%	Approved Restricted Federal Indirect Cost Rate
$29,415	Copy of agreement in appendices

Training Stipends

$ 16,800.00	Traditional Specialist (Elders and tribal councils) to engage community in Out-of-school-events. 20 Sessions @ $120.00 x 7 Sites

Total Budget 3rd Year $916,480

LKELP - Budget Narrative Year 4

Personnel

Title	Salary	Time%	Importance	Basis for Cost
Project Director Certified	$46,596	45% of 210 days at $493.08 daily rate	Coordinator - Administer project, hiring and supervision of personnel, programmatic decisions on budgets, data collection and evaluations.	LKSD Salary Schedule through negotiated agreement.
Education Specialist/Teacher Certified	$29,585	Daily contact Supervision - 30% of 200 days at $493.08 daily rate	Oversee and monitors daily classroom instruction, lesson plans, assessments; supports/mentors Preschool Leader or Aide. Reports to Project Director and Site Administrator.	LKSD Salary Schedule through negotiated agreement.
4 Education Specialist/Teacher Certified (FTE: Kwethluk, Kongiganak, Bethel) (PT: Kwigillingok)	$258,493	Daily contact Supervision - 3 x 100%, 1 x 50% of 193 days at $382.67 daily rate	Oversee and monitors daily classroom instruction, lesson plans, assessments; supports/mentors Preschool Leader or Aide. Reports to Project Director and Site Administrator.	LKSD Salary Schedule through negotiated agreement.
3 Preschool Leaders Classified (Mekoryuk, Akiuk, Akula)	$82,810	5 hrs x 182 days at $30.33 average hourly rate	Conducts daily classroom activities, writes lesson plans, completes attendance records, monthly reports, assist with assessments, provide literacy home visits.	LKSD Salary Schedule through negotiated agreement.
Program Assistant Classified	$70,128	8 hrs x 225 days at $38.96 hourly rate	Prepares data, keeps records for data collection, orders supplies, clerical support for staff.	LKSD Salary Schedule through negotiated agreement.
Site Administrator	In-kind		Supervision and evaluation of staff, on site assistance and monitoring of program.	LKSD Salary Schedule through negotiated agreement.
Total Salaries	**$487,612**			

Fringe Benefits

Category	Amount	Percentage	Base for percentage
Certified	$120,181	35.91% of $334,674	LKSD Negotiated Agreement
Certified/Utility housing	$3,500	45% Dir. 30% Ed. Spec. &	LKSD Negotiated Agreement ($2000 utility equalization allowance per year, Bethel only)
Classified	$84,896	59.07% of $82,808	LKSD Negotiated Agreement (30 & over hrs/week)
Total Benefits	**$208,577**		

Travel

Purpose	Cost	Basis for cost	# of trips, points of origin/destination
Supervision, onsite evaluation and parent/community meetings	$18,000	R.T. $500 x 6 villages x 3 times x 2 people	2 Education Specialists from Bethel to oversee 6 village sites x 3 times per year.
EC staff to Bethel for Professional Development.	$9,000	R.T. $500 x 6 people x 3 times	6 people from villages to Bethel for Inservice Training x 4 times per year
Preschool staff to conferences	$35,600	R.T. Airfare x 16	2 per year: Coordinator and 7 Teachers to AEYC and National conferences
	$17,280	Per diem 4 days @ $270 person	
Coordinator and Ed. Specialist to Washington, DC	$3,700	R.T. Airfare $1850 x 2	2 people from Bethel, AK to Washington, DC, annual meeting.
	$2,160	Per diem 4 days @ $270 person	
Total Travel	**$85,740**		

Equipment None

Supplies

Type	Cost	Purpose
Instructional		
Curriculum - Splash into Pre-K; Everyday Math; Second STEP; Language for Learning; Sing, Spell, Read & Write; Mikelnguut Pitekluki.	$1,750	Instructional use in classroom, also supplementary materials for the curriculum - Replace and new materials
Assessments - PPVT, Dial-4, PALS, ELLCO, CELF PreK-2, SELA	$4,200	Instructional use, supplementary materials for the curriculum - Replace and new materials
Professional Development Books	$3,200	Books for preschool leader college courses towards ECE certification

Office supplies		
Multifunction Printer and printer supplies.	$7,000	Routine office and classroom use - Record keeping, research, daily records.
Computer for staff x 1	$1,200	
Copy paper, clips, staples, pencils, pens, and other office supplies	$4,200	
Classroom supplies		
Tablets for children 7 sites x 1	$2,618	Computer assisted learning - Pre-literacy, Math, Science, Art
Children's books and literature	$3,500	Language and literacy development.
Furniture - tables, chairs, mats, lockers, shelves, storage units, cabinets, displays, inside physical education equipment.	$5,250	Classroom setup and playground equipment (inside). Extreme weather prohibits outside play from late November often until April. Diabetes & obesity are very high in native Alaskan children, inside exercise is crucial for the children overall health.
Supplies – art papers, crayons, paints, math manipulatives, instructional materials, center materials, CD player, music CDs, DVD player, DVDs, and other classroom materials.	$21,000	For daily classroom use and weekly home visits
Total Supplies	**$53,918**	

Contractual

Names	Cost	Purpose	Product/services to be provided	Justification of contractor
Guillermo Durón, Ph.D. Metassociates	$8,000	External evaluation of projects, data, report preparation	Evaluations, data, annual and quarterly reports. Monthly meetings	Experience with Native Alaskan populations. Followed procedure 34 CFR 74.40-74.48 and 83.36
Curriculum & Assessment Vendors	$8,000	Professional Development	SRA Language for Learning Training & Assesments	Program effectiveness and success
Total Contractual	**$16,000**			

Construction None

Other

Purpose	Cost	Basis of the cost
College Courses towards ECE certification	$2,520	$210 Registration fee x 2 courses (4 credits) x 5 people, via polycom

Building Utilities: Kwethluk	$10,000	Building maintenance when Head Start program is closed
Total Other	**$12,520**	

Total Direct Cost $864,367

Indirect Cost

3.38%	Approved Restricted Federal Indirect Cost Rate
$29,216	Copy of agreement in appendices

Training Stipends

$ 16,800.00	Traditional Specialist (Elders and tribal councils) to engage community in Out-of-school-events. 20 Sessions @ $120.00 x 7 Sites

Total Budget 4rd Year $910,383

LOWER KUSKOKWIM SCHOOL DISTRICT
LKELP
4-YEAR SUMMARY
8/1/16-7/31/20

	Year 1 8/16-7/17	Year 2 8/17-7/18	Year 3 8/18-7/19	Year 4 8/19-7/20	TOTAL
1. PERSONNEL					
Project Director	$45,226	$45,678	$46,135	$46,596	$183,635
Ed. Specialist	$28,715	$29,002	$29,292	$29,585	$116,594
Teachers	$250,893	$253,403	$255,934	$258,493	$1,018,723
Peschool Leaders	$74,620	$77,350	$80,080	$82,810	$314,860
Program Assistant	$63,486	$65,682	$67,842	$70,128	$267,138
TOTAL SALARIES AND WAGES	**$462,940**	**$471,115**	**$479,283**	**$487,612**	**$1,900,950**
2. FRINGE BENEFITS	$196,811	$200,712	$204,604	$208,577	$810,704
3. TRAVEL	$85,740	$85,740	$85,740	$85,740	$342,960
5. SUPPLIES	$146,140	$89,590	$72,118	$53,918	$361,766
6. CONTRACTUAL	$16,000	$16,000	$16,000	$16,000	$64,000
8. OTHER	$12,520	$12,520	$12,520	$12,520	$50,080
9. TOTAL DIRECT COSTS	**$920,151**	**$875,677**	**$870,265**	**$864,367**	**$3,530,460**
10. INDIRECT COSTS					
LKSD 0.0338	$31,101.11	$29,597.89	$29,414.97	$29,215.60	$119,330
TOTAL INDIRECT COSTS	$31,101	$29,598	$29,415	$29,216	$119,330
11. TRAINING STIPENDS	$16,800	$16,800	$16,800	$16,800	$67,200
12. AMOUNT OF THIS REQUEST	**$968,052**	**$922,075**	**$916,480**	**$910,382**	**$3,716,990**
	-$31,948	**-$77,925**	**-$83,520**	**-$89,618**	$4,000,000 /total project max
					$1,000,000 /annual max
					-$283,010

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	April		Blevins	

Address:

Street1: 1004 Ron Edward Way
Street2: P.O. Box 305
City: Bethel
County:
State: AK: Alaska
Zip Code: 99559-0305
Country: USA: UNITED STATES

Phone Number (give area code): 907-543-4854
Fax Number (give area code):

Email Address:
April_Blevins@lksd.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

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

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

Name of Institution/Organization

Lower Kuskokwim 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	462,940.00	471,115.00	479,283.00	487,612.00		1,900,950.00
2. Fringe Benefits	196,811.00	200,712.00	204,604.00	208,577.00		810,704.00
3. Travel	85,740.00	85,740.00	85,740.00	85,740.00		342,960.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	146,140.00	89,590.00	72,118.00	53,918.00		361,766.00
6. Contractual	16,000.00	16,000.00	16,000.00	16,000.00		64,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	12,520.00	12,520.00	12,520.00	12,520.00		50,080.00
9. Total Direct Costs (lines 1-8)	920,151.00	875,677.00	870,265.00	864,367.00		3,530,460.00
10. Indirect Costs*	31,101.00	29,598.00	29,415.00	29,216.00		119,330.00
11. Training Stipends	16,800.00	16,800.00	16,800.00	16,800.00		67,200.00
12. Total Costs (lines 9-11)	968,052.00	922,075.00	916,480.00	910,383.00		3,716,990.00

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 3.38 %.

(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 ____ %.

Name of Institution/Organization	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.	
Lower Kuskokwim School District		

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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

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