

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 # S299A160007

Grants.gov Tracking#: GRANT12171077

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: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/24/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="920057727"/>	* c. Organizational DUNS: <input type="text" value="0479453730000"/>
---	---

d. Address:

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

e. Organizational Unit:

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

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

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

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

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

13. Competition Identification Number:

84-299A2016-1

Title:

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

CSD_CHILD_424-14.pdf

Add Attachment

Delete Attachment

View Attachment

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

The Cultural Heritage Improving Learning and Development project will prepare preschool students with the skills to succeed in kindergarten by providing high quality preschools to unserved villages.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="688,154.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="688,154.00"/>

*** 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: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

This project serves communities within the boundaries of:

Lake and Peninsula Borough School District

(Chignik Bay, Chignik Lagoon, Chignik Lake, Igiugig, Kokhanok, Levelock, Newhalen, Nondalton, Perryville, Pilot Point, Port Alsworth, Port Heiden);

Chugach School District (Chenega Bay, Tatitlek, Whittier);

and Bristol Bay Borough School District (Naknek).

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Deborah Treece"/>	TITLE <input type="text" value="Executive Director Student Services"/>
APPLICANT ORGANIZATION <input type="text" value="Chugach School District"/>	DATE SUBMITTED <input type="text" value="05/24/2016"/>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Chugach School District * Street 1: 9312 Vanguard Drive, Suite 100 Street 2: * City: Anchorage State: AK: Alaska Zip: 99507 Congressional District, if known:		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U. S. Department of 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: Chugach School Middle Name: * Last Name: District Suffix: * Street 1: 9312 Vanguard Drive, Suite 100 Street 2: * City: Anchorage State: AK: Alaska Zip: 99507		
b. Individual Performing Services (including address if different from No. 10a) Prefix: Dr. * First Name: Robert Middle Name: * Last Name: Crumley Suffix: * Street 1: 9312 Vanguard Drive, Suite 100 Street 2: * City: Anchorage State: AK: Alaska Zip: 99507		
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: Deborah Treece * Name: Prefix Ms. * First Name Deborah Middle Name: * Last Name Treece Suffix: Title: Executive Director Student Services Telephone No.: (907) 522-7400 Date: 05/24/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160007

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

CSD_CHILD_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) - Section 427

GEPA Statement for *Cultural Heritage Improving Learning and Development*

(CHILD) Project

In carrying out its educational mission, Chugach School District ensures the equitable participation in and access to its federally funded activities and services for students, teachers, and other program beneficiaries with special needs or special considerations.

Chugach School District does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender, genetic predisposition or sexual orientation in its education and research programs, services and activities. The district provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, and other participants.

Project activities provide for inclusion of all community members. Project staff are trained and experienced in culturally appropriate strategies for working with Alaska Native families and children. The majority of participants are Alaska Native, but the project opportunities are open to all residents in partner communities. Sites are accessible to persons with physical disabilities. Specific accommodations will be made for students and parents with disabilities to participate fully in project activities.

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 Chugach School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Deborah Middle Name:
* Last Name: Treece	Suffix:
* Title: Executive Director Student Services	
* SIGNATURE: Deborah Treece	* DATE: 05/24/2016

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT: Chugach School District (CSD)

Cultural Heritage Improving Learning and Development (CHILD)

The **purpose** of the *Cultural Heritage Improving Learning and Development (CHILD)* project is to prepare 90 preschool students with the skills to succeed in kindergarten; ensure culture identity is the foundation of early learning experiences; and provide formal professional development opportunities to promote cultural, social/emotional, motor, cognitive, and language/literacy development with preschool students.

The **defined local geographic area** of the project is the Alutiiq communities in the rural southcentral Alaska, specifically the communities within the boundaries of three school districts – Chugach (Tatitlek, Chenega Bay, Whittier), Lake and Peninsula (Chignik Bay, Chignik Lagoon, Chignik Lake,, Igiugig, Kokhanok, Levelock, Newhalen, Nondalton, Perryville, Pilot Point, Port Alsworth, Port Heiden), and Bristol Bay Borough (Naknek). The *CHILD* project consortium includes one regional Alaska Native non-profit organization, Chugachmiut, and seven community Alaska Native tribal organizations - Native Village of Tatitlek IRA Council, Native Village of Chenega Bay IRA Council, Naknek Native Village Council, South Naknek Village Council, Igiugig Village Council, Nondalton Village Council, and Native Village of King Salmon Tribal Council.

The project seeks to address **five key barriers** to the readiness of Alaska Native students for K-12 school and college and career readiness: lack of early childhood infrastructure, low socioeconomic status and social concerns, academically behind at kindergarten, widening academic achievement gap as students grow older, and loss of cultural heritage. The *CHILD* project provides the resources, training, preschool infrastructure and cultural opportunities not available within the consortium. **Community-based strategies** include providing half-day

preschool to unserved, financially disadvantaged Alaska Native children; providing quality Alaska Native children's literature; developing and implementing Alutiiq preschool cultural thematic units; integrating Alutiiq cultural materials into creative play areas; developing and implementing preschool Sugt'stun language curriculum and instructional practices; and providing intensive professional development for project staff in strategies for integrating Alutiiq culture and language, early childhood development and curriculum, strategies for active learning, developmental screening, and classroom setup and management.

The **measurable objectives** are to increase in student achievement on the AGS Early Screening Profiles; to increase student achievement on literacy, math, personal/social skills, Alutiiq and Sugt'stun preschool performance assessments; to increase school readiness scores on the Alaska Developmental Profile; to increase class libraries of Alaska Native children's literature, to increase Alutiiq preschool cultural units, Alutiiq dramatic play materials, and Sugt'stun language instruction in preschool classrooms; to increase professional development participation in preschool and cultural instructional best practices; to increase teacher proficiency on the Promoting Cultural and Linguistic Competency Self-Assessment for Preschool Teachers; to improve staff satisfaction in professional development; to increase staff abilities in meeting student needs; and to increase proficiency on performance pay rubrics.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[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](#)

Cultural Heritage Improving Learning and Development (CHILD)

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Narratives

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NARRATIVE (a) Need for Project:

Alaska Native (AN) students, particularly those living in rural Alaska, often experience overwhelming challenges in making a successful passage from high school to life with skills to thrive beyond graduation in postsecondary education or full-time employment. Nationally, statistics demonstrate that a disproportionately low percentage of Alaska Native/American Indian (AN/AI) students enroll in and graduate from college (Knapp, Kelly-Reid & Ginder, 2012). In 2012, 39% of AN/AI students who started in 2005 as first-time, full-time students at a four year institution graduated, as compared to 60% of all white students.

Barriers: The Alaska Native Education Consortium (ANEC) is comprised of the Aleut/Alutiiq tribal entities and schools within the boundaries of the Chugach, Lake and Peninsula, and Bristol Bay Borough school districts within Southcentral Alaska. The ANE consortium conducted and reviewed a needs assessment in March of 2015 via teleconferencing and focus group meetings and updated this assessment in March of 2016. This assessment was reviewed by members of Alutiiq communities and school district staff to gain more insight into barriers for AN students to college and career readiness and obtain objective strategies for addressing these barriers. Data to determine needs and priorities were obtained from quantitative, qualitative and anecdotal sources. The consortium identified five key barriers to the readiness of AN students for K-12 school, college and career readiness: lack of early childhood infrastructure, low socioeconomic status and social concerns, academically behind at kindergarten, widening academic achievement gap as students grow older, and loss of cultural heritage. A summary of key findings from the needs assessment will be discussed and addressed within the *Cultural Heritage Improving Learning and Development (CHILD)* project narrative.

Lack of Early Childhood Infrastructure: Although, Alaska has been one of forty states with a

state funded preschool program, 0% of 3-year-olds have been served by the state program and only 3% of 4-year-olds (Barnett, Carolan, Squires, Brown; 2013). Only 8 out of 56 school districts were financed through this competitive state grant. Federal Head Start and pre-k special education programs leave a gap of 86.5% of Alaska's 3-year-olds and 78.3% of the state's 4-year-olds unserved by any state, federal, or special education preschool programs, the majority of whom reside in rural Alaska. The State of Alaska did not apply for the federal preschool development grant offered in 2014 (USDOE – Office of Learning, 2015). Furthermore, Alaska gets 90% of its budget from oil taxes (Tully, 2015). With an 80% drop in oil revenues since June 2014 and no state sales or income tax, cuts to K-12 education during the 2015-16 school year have been severe, leaving no room for district-funded preschool education. The ANEC serves approximately ninety 3- to 5-year-old, predominantly Alutiiq, children each year. None of the 16 *CHILD* project villages have access to any preschool program.

Low Socioeconomic Status and Social Concerns: Communities in rural Alaska wrestle with a host of significant social and economic concerns including alcoholism, poor health and living conditions, poverty, and high cost of living with limited social support services. The Cultural Heritage and Education Institute (2016) asserts, “Substance abuse is the single most important debilitating force among ANs: the suicide rate is four times greater than the national average and nearly 80% of all AN deaths are alcohol related.” AAA Native Arts (2016), states, “The FAS (Fetal Alcohol Syndrome) prevalence rate among ANs is 3.5 times that for all Alaskans and at least 7 times the high end of the national rate of .1 to .7% for the U. S. as a whole.”

Heating fuel, food and necessities are overwhelmingly expensive in rural Alaska. R. Blauvelt (2015) recalls his trip to one rural village in Alaska, “One 30-ounce can of refried beans was \$5.87. One gallon of purified water cost \$8.55. Two and a half pounds of bananas were \$9.04.”

The total average cost of living index for Anchorage in Jan. 2015 was 132.9, while the U.S. average is 100.0 (Fried, 2015). The cost of groceries in Dillingham (a transportation hub near two partner districts) during the same period was 198% of the cost in Anchorage and understandably higher in remote villages.

Lack of jobs in rural Alaska compounds the extremely high cost of living. Unemployment rates in villages are staggering. Year-round jobs are scarce in remote areas of Alaska; most are seasonal in construction or fishing (AAA Native Arts, 2016). The February 2016 unemployment rate in the areas in the ANEC was 15.2% for the Bristol Bay region, 16.7% for the Lake and Peninsula region, and 12.1% for the Chugach (Valdez/Cordova census) region while the statewide average totaled only 7.7% (Alaska Department of Labor and Workforce Development, 2016) and the national average was 4.9% (Bureau of Labor Statistics, 2016).

Table one shows the percent of students identified by the State of Alaska Department of Education and Early Development (AK DEED, 2015) as low-income in the ANEC. Low socioeconomic status (SES) is often linked to children's ability and achievement measures. Income is an important factor in a family's ability to fund elements that contribute to making a home an educationally supportive environment, and these statistics are an illustration of families largely without resources that help provide a supportive early childhood learning environment. Research by Fernald (Carey, 2013) exposes that supportive talk and interpersonal experiences are less likely for children in poverty settings putting low SES children at risk for early processing skill and vocabulary development delays as early as 18 months of age. The *CHILD* project focuses on the need to bridge the gap by providing students the access to high-quality, culturally-enriched preschools with research-based curriculum, interactive and language centered learning environments, and AN literature to build language, literacy, and school readiness.

Table 1: CHILD Demographic Data by District, (AK DEED, 2015)

District	# of Project Sites	% of AN/AI (15-16)	% School Age Low Income (15-16)	Graduation Rate (14-15)	Dropout Rate (14-15)
State of Alaska	NA	23.0%	49%	75.6%	3.7%
Lake and Peninsula (LPSD)	12/12	80.0%	66%	89.29%	2.21%
Chugach (CSD)	3/4	36.8%	67.7%	75%*	5.97%*
* District specific data					
Bristol Bay Borough (BBBSD)	1/1	50.4%	62%	62.5%	3.17%

Academically Behind at Kindergarten: A multitude of studies have shown statistically significant lower cognitive and non-cognitive skills between students with low, middle, and high SES resulting in reduced educational attainment, employment opportunities, income, and health status for students with low SES (Lee and Burkam, 2002; Garcia, 2015; Magnuson and Waldfogel, 2008; Rothstein, 2004; Heckman, 2004; Heckman, 2006 & 2006; Adamson and Darling-Hammond, 2012). AN/AI students are retained in kindergarten at nearly twice the rate of white children (USDOE, 2014). The Alaska Developmental Profile (ADP) 2014 results for the ANEC show a high percentage of kindergarteners are unprepared in the areas of Cognition and General Knowledge and Communication, Language, and Literacy - two areas critical for later school success. Additionally, 32% of LPSD and 50% of CSD kindergarten students scored below or far below proficient on nationally normed assessments (AIMSweb and DIBELS, 2014).

Table 2: 2014 ANECE Partnership ADP Scores below “Consistently Demonstrates”

Cognition & Gen. Knowledge	Communication, Language, and Literacy
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Numbers	Sorting	Receptive Language	Expressive Language	Phonolog. Aware.	Print Concepts	Letters & Symbols
45%	47%	35%	44%	65%	56%	47%

Widening Achievement Gap as Students Grow Older: Too many AN/AI children start school behind their peers. Early low academic achievement is a powerful predictor of high school and college graduation rates as well as lifetime earnings (McKinsey & Company, 2009; AK Ready to Read, 2006; Reich, 2007; CPE, 2010). Researchers agree early gaps in education increase as children move through school (Duncan et al. 2007; Duncan and Magnuson 2011) and early investments in education strongly predict adolescent and adult development (Heckman 2008; Heckman and Kautz 2012; Cunha and Heckman 2007). Former Secretary of Education, Arne Duncan (2013), noted, “We have to get out of the catch-up business, and the best way to get out of the catch-up business and to level the playing field is to get our babies off to a great start. [The best investment that we can make] is to increase access to early childhood education - making sure it is high-quality and reaching children and communities historically underserved....”

In the disaggregated scores for the Academic Measures of Progress assessment (AMP, 2014-15) given to 3rd – 10th grade students, AN educational attainment is consistently well below that of non-Native students (AK DEED, 2015). Partnership scores were analyzed for all grades but summarized below with non-proficiency scores for third and ninth grades. They were consistently lower than the state average in both reading/writing (English Language Arts: ELA) and math, even lower for AN/AI students, and lower as students progressed in school.

Table 3: 3rd & 9th Grade AMP Scores “Not Meeting State Standards” (AK DEED, 2016)

n/a = suppressed to protect confidentiality, ^ = not specific to protect confidentiality

	GRADE 3				Grade 9			
AMP ELA	AK	CSD	LPSD	BBBSD	AK	CSD	LPSD	BBBSD
2014-15	64.5%	61.11%	75.86%	40%	67.1%	70%	78.26%	86.66%
14-15 AN/AI	85.5%	n/a	84%	^ 60%	85.5%	n/a	80.01%	88.89%
AMP MATH	AK	CSD	LPSD	BBBSD	AK	CSD	LPSD	BBBSD
2014-15	59.4%	77.77%	75.86%	50%	73.7%	100%	82.61%	78.57%
14-15 AN/AI	78.6%	n/a	76%	40%	86.6%	n/a	80.01%	87.5%

The ANEC has long known that reform efforts in K–12 education systems are often too little, too late to ensure children reach academic proficiency in high school and are prepared for college and careers. Research shows that by the time children reach kindergarten, many children, particularly minority children of low SES, are already far behind their peers in skills and measures of school readiness. “These educational gaps tend to be much more difficult and costly to close as children advance through elementary, middle, and high school” (Center for Public Education, 2015). A 5-state study of pre-k programs found statistically significant gains for pre-k children in early language, literacy and math development and evidence of greater achievement by low-income children in print awareness skills (Barnett, Lamy, and Jung, 2005).

Loss of Cultural Heritage: “Whatever words are chosen to depict the situation of Alaska's Native people, there can be little doubt that an entire population is at risk...At risk of losing, irretrievably, cultural strengths and attributes essential for the building of a new and workable social and economic order” (Alaska Natives Commission, 1994).

Researchers of AN/AI students agree that cultural strength increases academic success and that AN/AI students who are firmly rooted in their cultural community are likely to have lower absenteeism, dropout rates, higher test scores and are more likely to be academically successful

and pursue higher education (Deyhle, 1995; Cleary & Peacock, 1998; Greenwood, 2006, Yoder et. al., 2006). Bassett and Tsosie (2012) state, “With respect to risk factors, historical trauma, not knowing one's culture or language, not having a connection to elders, and growing up in an unhealthy home environment all contribute to Native traumatic injury response.” Toulouse (2008) states, “Educators can either make or break the school experience of the Aboriginal student. This is why it is so important that the Aboriginal students see themselves (history, originals, culture) in the classroom.” The *CHILD* project focuses on the need to stimulate cultural identity and foster cultural pride in young students by providing preschool students with Alutiiq cultural thematic and language units, cultural materials for dramatic play, culturally relevant AN children’s literature, and training for Early Learning Coordinators (ELCs) on strategies for integrating Alutiiq culture into preschool classrooms.

Opportunities within local community: The ANEC has identified several opportunities within the local communities served to support AN students. The key local supports are the individual tribal councils, the regional non-profit Native organizations of Chugachmiut and the Bristol Bay Native Association (BBNA), the local school districts, and the borough councils in Bristol Bay and Lake and Peninsula. Chugach School District is a Regional Educational Attendance Area (REAA) that serves an unincorporated region of the state where there is no local taxation to support schools. The ANEC has identified and leveraged these local community and regional AN non-profit supports to provide opportunities for culturally empowering preschools through cultural heritage instruction, professional development for teachers, and a formal partnership as evidenced in the attached consortium agreement and well as the attached explicit MOA between CSD and Chugachmiut. Corporate donations provide school-to-life transition programs both in Anchorage (the urban hub of southcentral Alaska) and within local

villages for certified teachers within villages. Native Corporations also provide a variety of cultural heritage projects (Cultural Heritage Week, Native Youth Olympic), college scholarships, and career opportunities.

Existing programs, practices, service providers and funding sources: The *CHILD* project is complemented by a variety of existing college and career readiness opportunities within the communities served. CSD operates a *Voyage To Excellence (VTE)* school, which is a statewide variable-term residential school with a classroom and dormitory that provides college and career exploration and school-to-life transitional skill development opportunities not available in small rural high schools. A standards-based, performance-based P-12 instructional framework has been developed and includes standards, performance and skills assessments, and standards-based reporting tools in each content area aligned to Alaska’s Early Learning Guidelines and state standards. Developmentally appropriate, research-based, active learning curriculum aligned with these standards has been adopted and purchased. Sound employment, enrollment, financial, evaluation, and communication procedures are established and consistent across the partnership. School space and resources are available in all sites, and a preschool family support system is currently in place (monthly family personal visits, monthly parent/child group activities, family game and activity kits available for checkout, etc.). All school districts receive state allocations as well as a variety of federal, state, and foundational grants (described in detail on pp. 20-22).

NARRATIVE (b) Quality of the Project Design:

Defined Local Geographic Area: The *CHILD* project serves the Alutiiq communities in the rural Prince William Sound and Alaska Peninsula regions in southcentral Alaska, specifically the communities within the boundaries of 3 school districts – Chugach (Tatitlek, Chenega Bay, Whittier), Lake and Peninsula (Chignik Bay, Chignik Lagoon, Chignik Lake, Igiugig, Kokhanok,

Levelock, Newhalen, Nondalton, Perryville, Pilot Point, Port Alsworth, Port Heiden), and Bristol Bay Borough (Naknek). The ANEC for the project includes 7 community AN tribal organizations (Native Village of Tatitlek IRA Council, Native Village of Chenega Bay IRA Council, Naknek Native Village Council, South Naknek Village Council, Igiugig Village Council, Nondalton Village Council, Native Village of King Salmon Tribal Council) and 1 regional AN non-profit organization, Chugachmiut, whose intensive role is outlined by a separate attached MOA.

Scientific Research: The *CHILD* project provides the resources, training, preschool infrastructure and cultural opportunities not available within the ANEC and supports unserved, financially disadvantaged AN children. To foster a positive cultural identity, culture must form the foundation of early learning experiences (Battiste, 2002; Toulouse, 2008; Greenwood, 2006). Culture is learned through language, ceremonies, gatherings, stories, music, games, arts, crafts, and experiences utilizing cultural materials. Elders and community members are considered the most important means for cultural knowledge to be transmitted to children and families (Ball, 2004; Pascal, 2009), however, in many AN villages, cultural identity, language, stories, and arts have been lost. The support of the tribal councils, Chugachmiut, and the Cultural Coordinator (CC) are key components of this strategy.

Making high quality preschools available to all children in the *CHILD* project is an investment that pays for itself many times over. “Numerous studies have shown both short-term and long-term benefits for those who participate in high quality pre-k. Children enrolled in quality programs not only demonstrate higher academic achievement in the elementary grades, but are far less likely to need costly instructional services down the road and far more likely to succeed in school, both academically and socially, than their peers who did not attend pre-k”

(Barth & Resnick, 2009, C-1). Estimates vary, but implementation of preschool results in an estimated long-term payback of \$3.78 to \$10.15 for every dollar spent, for a net savings of \$150 billion nationwide (Committee for Economic Development, 2006; Barth & Resnick, 2009).

The HighScope Perry Preschool Study studied 123 low-income, black children who were divided into two groups—one that received a comprehensive preschool program and a second group that received no early childhood program. Researchers compared the progress of these children until age 40, assessing educational progress, delinquency, earnings, arrests, savings, home ownership, etc. The results established that adults at age 40 who had preschool had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not have preschool (Schweinhart, Montie, Ziang, Barnett, Belfield, and Nores, 2005). 77% of the preschool group graduated from high school, compared with 60% from the control group (Schweinhart 2004). The Center for Public Education (CPE, 2015) attests, “This trend was particularly true among females, as 84% of pre-k girls and only 32% of comparison group females completed high school. Preschool participants had higher scores on achievement tests between ages nine and fourteen and on literacy tests at ages nineteen and twenty-seven. In addition, 76% were employed at age forty—compared with 62% of non-participants—and averaged \$5,000 a year more in income.”

The Abecedarian Project revealed that children with pre-k intervention had a higher IQ at ages 12 and 15 and stronger achievement scores at age 15 than those without pre-k (Frank Porter Graham Child Development Institute, 2006). By comparison, non-program children were more likely to require special education or be retained. “Overall, 67% of Abecedarian children graduated from high school, compared with 51% of the control group. Of those receiving pre-k, 36% attended a 4-year college, more than double the rate of non-program children” (CPE, 2015).

The planning of the *CHILD* project involved a comprehensive assessment of the current situation as well as feedback and guidance from the ANEC. An extensive review of research on effective practices (see bibliography in attachments) suggests that the comprehensive services developed, implemented, and evaluated by the *CHILD* project will positively affect student achievement (NAEYC, 2008; Barnett, 2008; Barth & Resnick, 2009; Barnett, Lamy, Jung, 2005; Heckman, 2006; Neuman, 2006, 2009; Lee and Burkham, 2002; Ramey, Gallagher, Campbell, Wasik, Sparling, 2004). A similar depth of services was implemented and evaluated in the Abecedarian Project and the HighScope Perry Preschool Project with a great degree of both long- and short-term success (HighScope Educational Research Foundation, 2005; Schweinhart, 2003, 2004; Schweinhart, Montie, Ziang, Barnett, Belfield, & Nores, 2005; Ramey, Gallagher, Campbell, Wasik, Sparling, 2004). HighScope methodologies, curriculum, and staff training materials will be utilized during district inservices, site visits, webinars, and audios.

Goals, Objectives, and Outcomes: The first goal of the *CHILD* project is **to prepare AN preschool students with the social/emotional, motor, cognitive, and language/literacy skills needed to succeed in kindergarten.**

Strategy 1: Increase kindergarten readiness by providing half day preschool to unserved children in rural Alaska for 165 days or more to promote social/emotional, motor, cognitive, and language/literacy development. **Objectives: 1.1)** The percentage of kindergarten students who consistently demonstrate school readiness in communication, language and literacy as well as cognition and general knowledge on the Alaska Developmental Profile (ADP) will increase by 2% (Fall 2016 baseline) each project year in each of the seven subsections. **1.2)** The point average of kindergarten students' school readiness scores in all areas on the ADP will increase by 0.1 pts. (2.0 maximum total points/area) each project year (Fall 2016 baseline). **1.3)** 80% of

project participants will achieve a raw score gain of 2 points between pre- and post-test each year on the AGS Language Subscale and AGS Cognitive Subscale, and 1 point on the AGS Self-Help Social Profile. **1.4)** The average of project participants who score at or above proficient will increase between pre- and post-test by 5 percentage points on the AGS Language Subscale, Cognitive Subscale, Self-Help Social Profile, and Motor Profile each project year in each area. **1.5)** By the end of each project year, 80% of preschool students entering kindergarten the following year will demonstrate literacy, math and personal/social/health skills proficiency on preschool performance assessments (other attachments for sample). **1.6)** Students who have a preschool attendance rate of 85% or more will achieve a higher rate of growth between pre- and post-tests on the AGS Language Subscale, Cognitive Subscale, and Self-help/Social Profile than students who participate in preschool less than 85%.

The second goal of the *CHILD* project is **to ensure culture identity is the foundation of early learning experiences through opportunities to learn and participate in Sugt'stun language and Alutiiq stories, music, games, arts, crafts, and experiences utilizing cultural materials for dramatic play.**

Strategy 2: To increase preschool students' understanding of traditional stories, cultural activities, animals, and the environment by sharing and engaging in quality AN children's literature. **Strategy 3:** To increase preschool students' cultural identity and resiliency by developing and implementing 6 (year 1)-9 (years 2-4) Alutiiq preschool cultural thematic units each project year and integrating Alutiiq materials into creative play areas. **Strategy 4:** To increase cultural identity by developing and implementing opportunities for preschool students to learn Alutiiq language (Sugt'stun) through webinars with a Sugt'stun instructor, staff development opportunities, and Sugt'stun enhancements within cultural thematic units.

Objective: 2.1) 100% of preschools will increase their library of culturally relevant AN children's literature by 18 books per year. **2.2)** By the end of project years 2-4, 80% of preschool students entering kindergarten the following year will demonstrate cultural proficiency on locally developed Alutiiq cultural and Sugt'stun performance assessments (developed by CC and Project Director (PD) during project year 1). **2.3)** 80% of preschool students will participate in 6 (year 1) – 9 (years 2-4) quality Alutiiq cultural thematic units per year.

The third goal of the *CHILD* project is **to provide project staff on-going, formal professional development opportunities to promote cultural, social/emotional, motor, cognitive, and language/literacy development with preschool students.**

Strategy 5: ELCs will participate in 60 hours of training each year (including face-to-face inservice training, webinars, audios, language and cultural instruction, and site visit support) and 5 ELCs/year will attend the Association of the Education of Young Children (AEYC) conference held annually in Anchorage to increase knowledge and skills in early childhood development and identified curriculum, strategies for active learning, developmental screening, classroom setup and management, and strategies for integrating Alutiiq culture/language into preschool classrooms. **Strategy 6:** District Coordinators (DCs) will participate in 50 hours of training each project year to increase knowledge and skills in strategies for integrating Alutiiq culture/language into preschool classrooms, identified curriculum, strategies for active learning, developmental screening and research-based best practices in preschool education (including face-to-face DC training, webinars, audios, language and cultural instruction, AEYC attendance, and site visit support by PD). **Strategy 7:** Attainment of professional development will be tied to performance pay incentives (see other attachments). **Objectives: 3.1)** 90% of ELCs will participate in 60 hours of training each project year. **3.2)** 100% of DCs will participate in 50

hours of training each project year. **3.3)** 80% of all project staff will achieve 75% proficiency or higher on the Promoting Cultural and Linguistic Competency Self-Assessment for Preschool Teachers (PCLCSAPT – see other attachments) each project year as a result of yearly training on integrating Alutiiq culture within the preschool classrooms. **3.4)** 95% of project staff will report participation in trainings resulted in personal growth in their ability to promote their students’ language/literacy, cognitive, motor, social, and cultural development. **3.5)** Students whose teachers have participated in 60 or more hours of training will achieve a higher rate of growth between pre- and post-tests on AGS Language Subscale, Cognitive Subscale, and Social Profile than sites whose staff did not participate. **3.6)** 95% of project staff will express overall satisfaction with the quality of professional development each project year. **3.7)** 90% of project staff will achieve proficient or advanced on the staff training component of the performance pay rubric.

Design Is Appropriate to Needs: This project is highly supported by strong theory with a rationale that includes a logic model (other attachments) to emphasize the theory of change in the program design. The **problem** the *CHILD* project addresses is discussed more fully in the needs section of this proposal, but can be summarized as Alutiiq children in the ANEC have historically and consistently entered kindergarten behind their peers. Several **inputs** or resources invested in the program exist and are also discussed more fully in the needs section of this proposal. They include, a standards-based preschool instructional framework aligned to Alaska’s Early Learning Guidelines; research-based, active learning curriculum; employment, enrollment, financial, evaluation, and communication procedures; school space and resources in all sites; and a existing preschool family support system in place. The **outputs** are outlined through the strategies and objectives pp. 11-14.

This project will increase social/emotional, motor, cognitive, and language/ literacy skills in students through the implementation of high-quality, standards-based preschools in all project sites by employing ELCs from the local community as school-based professionals and paraprofessionals to prepare for (5 hrs./wk.), implement preschool (17.5 hrs./wk.), and participate in training (2 hrs./wk.). Data from AGS Early Screening Profiles and semi-annual standards-based performance assessments will be collected; students scoring below proficient in any AGS subtest or standard area will be selected for additional interventions in that area. Students scoring far below proficient will be selected for additional interventions and referred for possible Special Education eligibility. This project will also provide funding to help Naknek (BBBSD) with preschool curriculum to maintain consistency among district partners.

ELCs are local community members, purposefully hired to overcome barriers to academic success that begin in pre-school and may continue throughout an AN/AI student's academic experience. The McDowell Group (2001, p. 2) suggests, "Among other things, these barriers include: language and culture differences among students, parents, and school staff; ignorance of Native culture among teachers and other school staff; curriculum, learning materials, and teaching styles that do not relate to Native cultural experiences; lack of educational role models and parents' attitude toward education." Conversely, however, locally hired ELCs typically do not have a long resume of child development training or coursework prior to assuming their role as ELCs. Preschool teachers need a high degree of competence in the areas of social-emotional development, group management, constructivist education theory and practice, early childhood assessment, and active learning. Whitebook, Sakai, Gerber, & Howes (2001, p. viii) assert, "The presence of a greater proportion of highly-trained teaching staff was the strongest predictor of whether a center could sustain quality improvement over time."

All ELCs will be trained and supported by the DCs and PD who are certified and experienced in early childhood education (job description attached). Each partnership district will host at least one face-to-face early childhood inservice per year aimed at increasing knowledge and skills in integrating Alutiiq culture and language, early childhood development, early childhood curriculum, developmental screening, active learning, and classroom setup and management as identified by a needs assessment in 2014. Travel costs between remote district sites is expensive. In order to maximize training funding, districts will have the flexibility to provide the additional training through a variety of venues (a second inservice, onsite support, or a variety of audios/webinars throughout the year).

DCs will participate in face-to-face training sessions each year (preschool instructional best practices and the AEYC Conference). Additionally, the PD will visit each DC at least once per year offering onsite support, coaching, or mentoring as requested. The PD will also host monthly audioconferences or webinars aimed at increasing support of DCs.

AN project partner, Chugachmiut, will serve as the lead organization working with the PD to develop cultural and language units and opportunities. Community tribal organizations will provide guidance for local instructors to lead in organized storytelling, singing, dance and conversation activities with preschool children. This strategy honors the community as teachers of young children and is an important part of a culturally responsive approach to early childhood education. District cultural instructors will provide weekly Native language and cultural activities in sites with access to that resource. Sugt'stun webinars will be available to all sites.

The most immediate **short-term outcomes** are an increase in student achievement on the AGS, performance assessments, and ADP; an increase in AN children's literature, cultural dramatic play materials, Alutiiq culture and Sugt'stun instruction in preschool classrooms; and

professional development and teacher proficiency on the PCLCSAPT. Several underlying **assumptions** are implicit: Culturally relevant instruction and resources will enhance learning; preschool education is valued by partnership parents and communities; preschool education impacts a child's future schooling, employment opportunities, and economic status; and staff professional development is critical for a quality preschool program.

Collaboration of Appropriate Partners: Program strategies and activities include a true community partnership between school districts and local AN tribal organizations each with specific roles outlined in the attached ANEC Agreement and comprehensive MOA with Chugachmiut that capitalize on the strengths of each member. These partnerships are the cornerstone of the *CHILD* project. Local and tribal organizations will assist the PD and CC in developing Alutiiq cultural and language thematic units, securing materials for integrating Alutiiq culture into creative/dramatic play areas, and identifying relevant AN children's literature for preschools. They will aid in planning and providing training to project staff on cultural project strategies and objectives and serve as a liaison between ELCs, community members and Elders to help obtain local Alutiiq instructors for storytelling, singing, dancing, and craft activities. Finally, tribal partners will also provide leadership for the project by participating in the Early Childhood Consortium Committee (ECCC).

School district partners will implement high-quality, standards-based preschools in all project sites and assess students using AGS Early Screening Profiles (fall and spring), the ADP (fall), and semi-annual standards-based performance assessments. They will provide training to ELCs identified in project goals, classrooms and work space, equipment, supplies, and technology as indicators of partnership commitment.

NARRATIVE (c) Quality of Project Personnel:

Key personnel, qualifications, and primary responsibilities for management include:

Project Director (PD -100% FTE, 190 days): Jane Bailey (resume attached) has 26 years of experience in education and extensive involvement in early childhood education, successful grant and project management, and teaching and living in rural AN villages. She has a B.S. in Elementary Education with a Special Education option and is pursuing a Masters in Educational Leadership at Montana State University. She is a respected leader, trainer, and consultant in CSD and across the state of Alaska including districts within the ANEC. Mrs. Bailey has first-hand knowledge of the villages within the partnership and needs of the target students. She has a broad background in facilitating collaborative efforts with diverse groups, excellent leadership skills, and strong writing and interpersonal skills. She will provide all budget oversight, program implementation, operational and project management responsibilities ensuring their timely completion. In addition, she will maintain ongoing communication with all project partners and the US DOE, facilitate quarterly ECCC meetings and monthly Management Team meetings, coordinate training for ELCs and DCs, facilitate the work of the CC and Project Evaluator (PE) and coordinate with AN partners providing enhanced cultural/language instruction and resources.

Other Key Personnel: Project Administrator (b)(4) Dr.

Robert Crumley (resume attached) holds a Ph.D. in Education Leadership from the University of Alaska Fairbanks. He is the Superintendent of CSD, has 21 years of experience in school administration, and will serve as administrator for the project. His role will be to oversee federal finance and reporting requirements; provide support for PD and PE; communicate regularly with PD, PE, project partners, and ECCC; provide staffing and performance evaluations; and serve as authorized representative for the project. The role of the PA will be an in-kind donation by CSD. His successful leadership has guided CSD in being recognized as one of the state and nation's

principle educational innovators as evidenced by the commendations from the Alaska Performance Excellence (APEX) award, the Malcolm Baldrige National Quality Award for Excellence in Education, and the New American High School award. He has a wealth of experience in education in rural Alaska, both as a teacher and an administrator.

District Coordinators (25% FTE – 50% FTE, 47 – 95 days): Certified DCs (job description attached) will work collaboratively with the PD to accomplish the goals of the grant. They will participate in quarterly ECCC and monthly Management Team meetings and work with local and regional AN organizations and communities to implement local preschools with cultural preschool units and activities. They will provide training and onsite support, model instructional skills, and supervise and assist ELCs in planning effective early childhood instruction. DCs will collect assessment data, survey data, and other information required for grant reporting purposes. The amount of time varies with the number of sites each DC will oversee.

Cultural Coordinator (CC – 25% FTE, 47 days): The Alutiiq CC (job description attached) will work collaboratively with the PD to accomplish the cultural goals of the grant. They will assist in developing Alutiiq cultural and language thematic units, securing materials for integrating Alutiiq culture into creative/dramatic play areas, and identifying culturally relevant AN children’s literature for preschools. They will aid in planning and providing training to ELCs on cultural project implementation, maximizing cultural materials in dramatic play, and integrating Alutiiq culture within classrooms. They will communicate and coordinate with tribal village councils to maximize local customs, traditions, stories, language, art, dances, and practices are reflected in units, materials, literature, and training. They will participate in quarterly ECCC and monthly Management Team meetings.

Early Learning Coordinators (24.5 hrs./wk.): ELCs (job description attached) will be

community members from local villages and will work under the supervision of the DCs. They will conduct early childhood screenings; implement preschool to include local cultural activities; utilize adopted researched-based, active learning curriculum; and participate in professional development via district inservices, site visits, and audioconferences.

Quality of Experience: CSD is the lead applicant for the *CHILD* project. This district, like the other districts in the ANE consortium, has a record of successful management of grant-funded initiatives that demonstrates their capacity to improve outcomes that are relevant to the *CHILD* project's focus of early childhood; college and career readiness; and cultural heritage.

CSD was awarded an Alaska Native Education (ANE) Grant called Alaska Native Early Childhood Education Phase II (*ANECE2*, 2011-2014) which focused on college and career readiness through an early childhood concentration by providing AN 3-5 year old children in four rural Alaskan school districts (CSD and partners LPSD, Kuspuk School District -KSD, and Lower Yukon School District - LYSD) preschool, increasing early childhood staff retention, and implementing a preschool curriculum review and training cycle to provide a strong education foundation for future success. 64% of preschool students enrolled throughout the life of the grant achieved significant gains between pre- and post-test on the AGS Language Subscale (ANE Final Performance Report, 2014). Average student proficiency increased in 12/13 subtests of AGS assessment. 52% of students who attended ANECE2 preschool prior to kindergarten scored "consistently demonstrates" in all 5 language subtests on the ADP versus only 43% of students who did not attend partnership preschools prior to kindergarten.

CSD was also awarded an Indian Education Demonstration Grant called Fathers And Mothers Impacting Learning Years (*FAMILY*, 2013 – 2017) to enhance preschool family supports. The goals of this grant are to ensure AN students from CSD, LPSD, KSD, and LYSD are prepared

for future college and careers by providing support to families of AN 3-5 year old children through monthly individual *FAMILY* visits, preschool *FAMILY* engaging play kits available to families for checkout, monthly *FAMILY* group activities, HighScope online workshops for early childhood staff, and preschool to one Yupik village in LYSD. This grant will continue to support preschool parents through year one of the *CHILD* project. *FAMILY* play kits will continue to be shared with preschool parents in years 2-4 of the *CHILD* project as well as quarterly family personal visits and family group activities.

Another college and career readiness grant awarded to CSD was the ANE Grant (*School To Life*, 2012-2015) which supported CSD's Voyage To Excellence (VTE) program that serves rural youth throughout Alaska and was aimed at providing AN high school students career exploration, job readiness and academic support, and leadership and resiliency skills to transition from school to employment, further training, or post-secondary education. CSD also received an additional ANE Grant called *STEM of VTE* (2014-2017) to expand existing VTE career and life skill phases for high school students with a concentration on science, technology, engineering, and math. The VTE School was also awarded an Alaska Department of Labor grant (2014-2015) to help support this statewide variable-term residential school in Anchorage.

CSD was awarded a grant from the Alaska State Council (2014-2015) to provide support for the Native Village of Tatitlek's Cultural Heritage Week for Alutiiq students in grades P-12.

Partner district, LPSD, has also demonstrated capacity to improve these outcomes through the numerous examples. LPSD received Migrant Education (Title I-C) funding (2011-16) which it used to support culturally based migrant activities; preschool education, professional development, and summer reading materials. Title I A (2011-2016) and School Improvement funds (2011-2014) in LPSD supported aide and tutor salaries and in-service trainings while Title

II funds also supported teacher training. Title IV-B and Preschool Disabled Special Revenue (2011-16) were used to support early childhood Special Education and child find efforts in LPSD, BBBSD, and CSD.

LPSD also received grant funding to support career and technical education for high school students (2011-2016). An ANE grant called Tutoring for Everyone to Achieve Proficiency (2012-2015) focused on pre-school education, supports for college and career readiness by providing distance learning, career counseling, tutoring, and college courses. Counseling and Education Jobs Grants (2011-12) were used to support academic and career counseling.

LPSD's federal Indian Education funds (2011-2016) and a grant from the Alaska State Council on the Arts (2011-2014, 2016) supported AN cultural activities such as Native Youth Olympics, Alaska Federation of Natives Conference attendance, Artist in Schools programs, and teacher aides. Pebble Funding (2011-15) provided cultural activities PreK-12 and high school career development activities.

Indian Self-Determination and Education Assistance Act (ISDEAA): CSD and all project partners are equal opportunity/affirmative action employers and strive to fulfill the spirit and the law of all equal rights legislation including the ISDEAA giving AN/AI preference in hiring, contracts, and project opportunities. Partner organizations actively recruit diverse staff members with an emphasis on hiring AN staff (see attached job descriptions). The *CHILD* project is committed to ensuring equal access and treatment for all project participants regardless of race, color, national origin, gender, age, or disability. Approximately 80% of projected partnership three- and four-year-olds are AN/AI. Recruitment efforts will encourage participants from traditionally under-represented backgrounds. ELCs will promote and advertise preschool in their small schools and community hubs. Social media websites will be utilized to provide

information and preschool activities for each district. Additionally, special education referral processes and Individual Education Plans are implemented for students with disabilities, and all students learn in inclusive classrooms.

NARRATIVE (d) Adequacy of Resources:

Partner Relevance and Commitment: Participation in such a comprehensive, geographically dispersed endeavor is not new to the ANEC. Combining efforts has allowed partners to develop and continuously improve early learning in remote, isolated, and rural consortium villages for the past ten years. The ANEC has perfected ways to work together as a team over large distances to provide initial successes in helping educationally at-risk AN students master the skills they need to be successful in kindergarten and beyond. The *CHILD* project includes a genuine collaboration between AN communities, rural Alaskan school districts, and local and regional AN tribal organization with identified roles outlined in the attached Consortium Agreement and MOA between Chugachmiut and CSD. The design of the project ensures collaboration so the project participants enter kindergarten with all skills needed to thrive in school and the Alutiiq cultural foundation to ensure they have the best beginning possible to ultimately later graduate high school and enter college or the world of work.

CSD will assume leadership for the *CHILD* project and provide fiscal management, organization, and accountability of project services. This district, like the other districts in the ANEC, has a record of successful management of both grant-funded and other initiatives. CSD's early childhood grant management utilizes a combination of site visits, regional trainings, and distance communications (internet, telephone, fax, mail and e-mail) with the PD providing support and on-going monitoring of programs statewide and DCs providing that same support and monitoring within districts whose combined size is about 46,000 square miles, roughly the

size of the state of Pennsylvania.

Chugachmiut will assist the PD and CC in developing Alutiiq cultural and language units, securing materials for integrating Alutiiq culture into creative/dramatic play areas, and identifying relevant AN children's literature for preschools. Local tribal councils will adapt curricular materials to meet the needs of the local communities (dialects and distinct tribal differences). They will aid in planning and/or providing training to ELCs on cultural project strategies and serve as a liaison between ELCs, community members and Elders to help obtain local AN instructors for storytelling, singing, dancing, and craft activities with preschool children. Finally, AN organizational partners will also provide leadership for the project by participating in the ECCC.

School district partners will implement high-quality, standards-based preschools in all project sites and assess students using AGS Early Screening Profiles (fall and spring), the ADP (fall), and quarterly standards-based performance assessments. They will provide training to ELCs identified on project goals, classrooms and workspace, equipment, supplies, and technology as indicators of partnership commitment. All participating districts have also pledged their administrative, technological, custodial, financial, purchasing, and human resource project support as in-kind donations to ensure adherence to federal guidelines. They will provide project oversight through participation in the ECCC.

Reasonable Costs: The *CHILD* budget is cost-effective; supportive of project objectives; and includes reasonable, sufficient costs consistent with regional expenses (see Budget Narrative for detailed cost breakdown). 95.5% of the budget is allocated directly to improve student services (salaries, benefits, training, cultural and classroom supplies, travel, equipment.). 4.5% is devoted to administrative costs (PA in-kind, evaluation, indirect costs). Even though a local

match is not required, ANE partners estimate local matching funds at 18.6% in addition to facilities, technology, and custodial and human resource support. This match reflects commitment for continued project support and is a significant investment by partners to improve and expand the infrastructure of program. Matching funds help with additional salaries, benefits, travel, supplies, busing for preschool students, and communication costs. Consideration has been given to ensure the project design represents the greatest influence of financial resources allocated by the USDOE and project partners. Furthermore, staff development will lead to a pool of highly trained local early childhood professionals and paraprofessionals who will continue to live and provide services in their home communities beyond the scope of this project.

The budget reflects preschool services to be delivered to approximately 90 three- to five-year-old children annually. The cost per student is approximately \$76.46 per year, hardly an excessive educational expense given the associated expenses of rural Alaska, improvement of instructional strategies, decreased costs for special education services, increased student achievement and cultural identity, and the lasting impact of the project. Depending on where you live and the quality of the preschool, average costs range from \$4,914 to \$11,700 per year, according to the National Association of Child Care Resource & Referral Agencies (2014). In Alaska, the average cost is \$7,652.

NARRATIVE (e) Quality of the Project Management Plan:

Table 4: Project Management Plan Timeline and Milestones:

Timeline (Years 1-4)	Activity	Milestone	Responsibility
By 8/31	*Hire new/replacement staff	*Job desc./MOUs signed	*DC, Supts.

By 9/15	*DC training #1	*Agendas & sign ins	*PD
By 9/30	*Identify & recruit students *Develop annual <i>CHILD</i> calendar & site calendars (including trng. & Alutiiq culture/lang. instruction) *Partner key personnel mtgs. Years 2-4: Revisions to program discussed & implement based upon results/feedback *Advertise/recruit for ECCC *District inservice trainings	*90 students enrolled *Calendars published & distributed *Agendas & reports *10-12 members recruit. * Agendas & sign ins	*ELC *PD, DC *PA, PD, PE *PA, PD, DC * DC
8/23-5/31	*Preschool services for students (165 days or more)	*Attendance, Plans	*DC, ELC
By 25 th of each month	*9 monthly Man. Team mtgs. *9 monthly district ELC trainings	*Agendas and reports *Agendas and reports	*PD, DC *DC, ELC
By 10/31, 1/31, 4/15, & 6/15	*Quarterly communication updates *Quarterly formative asmt. *Quarterly ECCC meeting *Quarterly CC mtgs. with community and partner org.	*Website, Facebook pgs., Newsletters *Asmt. growth summary *Agendas & reports *Agendas & reports	*PA, PD *DC, ELC *PA, PD *CC
By 10/31 & 4/30	*Internal performance evaluation	*Revised/update plans	*PE, PA, PD
By 10/15 &	*AGS – Early Screening Profile	*Pre/post- assessment	*PD, DC,

5/31	pre- and post-testing *Alaska Developmental Profiles (Fall K, Spring – PreK entering K) * Parent Advisory Commit. Mtgs.	growth * Assessment summary *Dates and reports	ELC *PD, DC, ELC * PD, DC
By 11/1, 6/1	Family Ind. Learn. Plans (FILPs)	FILPs filed	DC, ELC
By 2/28	Site visits - training, modeling, coaching ELCs	Dates and reports	PD, DC
By 4/30	Annual Performance Report	Federal report submitted	PA, PE, PD
By 6/15	Staff & Parent Satisfaction Survey	Survey results	DC, ELC, PE
By 7/31	Update to Annual Perf. Report - program revisions based on evaluation results & feedback	Federal update submitted	PE, PD

Evaluation Provides Performance Feedback & Periodic Assessment: The *CHILD*

project’s evaluation processes and organizational structure ensure ongoing feedback and continuous improvement of teacher and student performance. The Management Team (MT) and the ECCC will ensure high quality services. The MT will be responsible for operational decisions related to the project and will consist of the PD, DCs, and CC. They will typically meet monthly, but will also meet semi-annually with the PE to monitor outcomes and the administration of program elements. The MT and PE will review parent and community survey data; Alutiiq language webinar agendas, cultural unit evaluations, cultural assessments, and PCLCSAPT; training agendas, attendance records, evaluations, and performance pay rubrics; student formative assessment, AGS data measuring student growth fall to spring, and ADP data measuring project impact. The MT and PE will assist the PD in making program adjustments, if necessary, in response to changing needs and the results of the implementation evaluation.

The ECCC team will meet quarterly to analyze the opportunities and challenges for Alutiiq

students and ensure project activities are appropriate to fulfill project goals and objectives. They will also provide input for continuous improvement in meeting family, community, and consortium needs. The ECCC will consist of the PD, DCs, CC, representatives from partnering AN organizations, and a parent advisory member or local ELC from each district.

Tribal & Parent Involvement: Community voice and Alutiiq perspective of the *CHILD* project has been formalized through the ANEC members' participation in the ECCC. This team (which included AN preschool teachers, parents, and tribal leaders) has studied the needs, opportunities, and barriers for local AN students and developed a strategic plan with a mission statement, core beliefs, specific goals, and objectives. Tribal organizations and parents of AN students have also contributed to the development of the *CHILD* project through participation in parent/community surveys and both formal and information opportunities for input (Parent Advisory Committees - PAC meetings, community and tribal meetings with school district staff, etc.). Partner representatives from Alutiiq communities and school district staff reviewed a needs assessment in March of 2016 to gain more insight into barriers for Alutiiq students to college and career readiness and to obtain objective focus areas with ensuing strategies for addressing these barriers (see attached needs assessment).

The *CHILD* project will continue to formalize tribal and parent involvement through the inclusion of semi-annual reports and surveys during established PACs in each school. The ECCC will also continue to provide for community input and project oversight by ensuring that the activities from the *CHILD* project are appropriate, well-planned, and implemented to the highest degree of success possible. Community voice for the project will be formalized through the inclusion of annual parent/community, partnership, and staff surveys to gather feedback for continuous improvement. Results will be used to improve activities and programming. Staff

evaluations and ongoing feedback will guide and improve trainings.

Local and regional tribal partners will also be involved in implementing the *CHILD* project by helping coordinate cultural activities within the respective communities served; participating in efforts to gather feedback to improve early childhood services; helping facilitate clear communication between partners, students, parents and community members; providing project oversight through participation in the ECCC; assisting in the development of Alutiiq preschool cultural thematic units/kits; helping secure cultural dramatic play materials for use in project schools; assisting in identifying cultural literature; assisting in training to integrate Alutiiq culture into preschool classrooms; providing material regarding the region's culture, language, and arts; and providing local facilities and support for vision and hearing screenings if needed. These activities are listed on the attached Consortium Agreement and MOA with Chugachmiut.

Capacity Building and Long-term Results: Long-term outcomes and results beyond the period of Federal financial assistance include increased AN student achievement, cultural identity, confidence, resiliency, student involvement, future schooling, graduation rate, college/career readiness, economic status, and career opportunities; increased staff knowledge and ability to meet the needs of AN preschool students' academic, social, emotional, and cultural needs; and decreased AN at-risk population. These long-term outcomes are assessed through multiple summative and formative measures including the AGS Early Screening Profile, the ADP, preschool performance assessments, and PCLCSAPT; parent, staff, and partner perception surveys; performance pay rubrics; preschool, training and Sugt'stun instruction participation, attendance rates, and evaluations; and cultural unit, materials and literature rubrics to monitor, assess, and improve the quality of program activities and attainment of milestones.

NARRATIVE (f) Quality of Project Evaluation:

Strategies for Replication or Testing: The evaluation of the *CHILD* project has been purposefully designed to inform partners about project strengths and weaknesses and inform others about the effectiveness of its strategies for replication by providing specific tools, resources, and guidance regarding implementation and evaluation. The evaluation has also been designed to consider the impact of specific *CHILD* objectives by measuring student achievement in relation to preschool participation and staff training. A *CHILD* Guidebook will be developed and revised by the PD, DCs, and CC each year of the project for replication in other programs and will include five sections as recommended by the US DOE, Reform Support Network (2014) in their planning and implementation guide for instructional improvement systems: standards and curriculum; instructional design, practices and research; assessment and growth; professional development for teacher and leader effectiveness; data analysis and reporting. The *CHILD* Guidebook will include summaries of best practices and lessons/learned. Each of the five sections will include subsections for preschool implementation as well as cultural identity implementation. Key instructional, professional development, assessment, evaluation documents and reports will be added to the Guidebook, allowing for replication of evaluation as well as understanding of what worked, what didn't, and continuous improvement efforts. The *CHILD* Guidebook allows for replication of ideas between isolated AN villages in Southcentral Alaska as well as replication to other AN/AI communities beyond the scope of this project. During project year four, developers will share project strategies, successes, and deliverables during the annual AEYC conference in Anchorage.

Annual partner key personnel meetings, quarterly ECCC meetings, monthly MT meetings, semi-annual internal evaluations and meetings with the PE will utilize the Continuous

Improvement Model (Plan, Implement, Evaluate, Refine) to guide improvements in instructional and cultural enhancement practices. Management and advisory teams will review data identified in project outcomes to identify gaps and weaknesses for continuous improvement, compare preschool participation and participation in staff development to student achievement, develop an annual report, and determine program effectiveness over the life of the grant. Additionally, the PE will provide ongoing performance feedback to the project director, management team, and ECCC as outlined in the project management plan.

Project Evaluator (PE – 10% FTE, 19 days): Deborah Treece, M.Ed., (resume attached) is in her twenty-ninth year in education and has extensive insight and expertise in grant management and evaluation. Her training as a former National Baldrige and APEX Examiner and Team Leader in evaluating organizations and their processes and providing feedback supports the *CHILD* project well. She is very experienced in the design, implementation, and reporting of qualitative and quantitative research. The PE, in conjunction with the PD, will design reporting tools, collect and analyze data, report project progress and data in the Annual Performance Report, and provide feedback for continuous improvement on an ongoing basis. If time is needed for project evaluation outside the 0.1 FTE, it will be an in-kind donation by CSD.

Project evaluation includes objective performance measures clearly aligned to project goals and intended outcomes. Evaluation includes both quantitative and qualitative data. Table 5 summarizes the alignment of project goals, strategies, objectives, types of data to be collected, measurement instruments, benchmarks, and timelines for data collection.

Table 5: Project Evaluation Goals, Objectives, Outcomes, Timeline, Benchmarks

<u>Project Goal #1: Prepare AN preschool students with the social/emotional, motor,</u>
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cognitive, and language/literacy skills needed to succeed in kindergarten.	
Strategy 1: Increase kindergarten readiness by providing half day preschool to unserved children in rural Alaska for 165 days or more to promote social/emotional, motor, cognitive, and language/literacy development.	
Objective/Outcome/<u>Benchmark</u>	Tool, Timeline, Analysis
The percentage of kindergarten students who consistently demonstrate school readiness in communication, language and literacy as well as cognition and general knowledge on the ADP will increase by <u>2% (Fall 2016 baseline) each project year</u> in each of the seven subsections.	Collected in Oct., Report available in Dec.- comparison to baseline measures, previous years' measures.
The point average of kindergarten students' school readiness scores in all areas on the ADP will increase by <u>0.1 pts. (2.0 maximum total points/area) each project year (Fall 2016 baseline).</u>	
<u>80% of project participants will achieve a raw score gain of 2 points between pre- and post-test each year</u> on the AGS Language Subscale and Cognitive Subscale, and 1 point on the Self-Help Social Profile.	Collected in Sept. & April, reports in Dec. & June – comparison & analysis pre- to post-test, attendance data collected in May, analysis of AGS scores between high-attending vs.
The average of project participants who score at or above proficient will increase between pre- and post-test by <u>5 percentage points</u> on the AGS Language Subscale, Cognitive Subscale, Self-Help Social Profile, and Motor Profile <u>each project year in each area.</u>	
Students who have a preschool attendance rate of <u>85% or more</u> will achieve a <u>higher rate of growth between pre- and post-tests each year</u> on	

the AGS Language Subscale, Cognitive Subscale, and Self-help/Social Profile than students who participate in preschool less than 85%.	low-attending project students
By the end of each project year, <u>80% of preschool students entering kindergarten</u> the following year will demonstrate literacy, math and personal/social/health skills proficiency on preschool performance asmts. (Age 3 Nov. = 40%, May = 55%, Age 4 Nov. = 70%, May = 80%)	Collected Nov. & May– analysis for growth/ progress toward proficiency
<u>Project Goal #2: Ensure culture identity is the foundation of early learning experiences through opportunities to learn and participate in Sugt’stun language and Alutiiq stories, music, games, arts, crafts, and experiences utilizing cultural materials for dramatic play.</u>	
Strategy 2: To increase students’ understanding of traditional stories, cultural activities, animals, and the environment by sharing and engaging in quality AN children's literature.	
100% of preschools will increase their library of culturally relevant AN children's literature by 18 books per year. (Dec. 9 books at site, May 18 books at site)	Purchase orders reviewed in Dec. & May
Strategy 3: To increase preschool students’ cultural identity and resiliency by developing and implementing 6 (year 1)-9 (years 2-4) Alutiiq preschool cultural thematic units each project year and integrating Alutiiq materials into creative play areas.	
Strategy 4: To increase cultural identity by developing and implementing opportunities for preschool students to learn Alutiiq language (Sugt’stun) through webinars with a Sugt’stun instructor, staff development opportunities, and Sugt’stun enhancements within cultural units.	
By the end of project years 2-4, 80% of preschool students entering kindergarten the following year will demonstrate cultural proficiency on	Collected semi-annually – analysis

<p>locally developed Alutiiq cultural and Sugt'stun performance assessments developed by CC and PD by Feb. 2017. (<u>Age 3 Nov. = 40%, May = 55%, Age 4 Nov. = 70%, May = 80%</u>)</p>	<p>for growth/ progress toward proficiency</p>
<p>80% of preschool students will <u>participate in 6 (year 1) – 9 (years 2-4) quality Alutiiq cultural thematic units per year</u>. Rubric developed by management team to assess unit quality by Dec. 2017.</p>	<p>Participation data collected & reviewed monthly</p>
<p><u>Project Goal #3: Provide project staff on-going, formal professional development opportunities to promote cultural, social/emotional, motor, cognitive, and language/literacy development with preschool students.</u></p>	
<p>Strategy 5: ELCs will participate in 60 hours of training each year and 5 ELCs/year will attend the AEYC conference to increase knowledge and skills in early childhood development and identified curriculum, strategies for active learning, developmental screening, classroom setup and management, and strategies for integrating Alutiiq culture/language into classrooms.</p>	
<p>90% of ELCs will participate in 60 hours of preschool training each project year (<u>30 hrs. by Jan. 15, 60 hrs. by May 31</u>).</p>	<p>Training agendas & attendance collected</p>
<p>Students whose teachers have participated in <u>60 or more hours of training will achieve a higher rate of growth between pre- and post-tests on AGS Language Subscale, Cognitive Subscale, and Social Profile than sites whose staff did not participate.</u></p>	<p>monthly - analysis of AGS growth & training relationship in June</p>
<p>Strategy 6: DCs will participate in 50 hours of training each project year for to increase knowledge and skills in strategies for integrating Alutiiq culture/language into preschool classrooms, identified curriculum, strategies for active learning, developmental screening and</p>	

research-based best practices in preschool education.	
100% of DCs will participate in 50 hours of preschool training each project year (<u>25 hrs. by Jan. 15, 50 hrs. by May 31</u>).	Agendas & attend. collected monthly
80% of all project staff will achieve <u>75% proficiency or higher on the PCLCSAPT each project year</u> as a result of yearly training on integrating Alutiiq culture within the preschool classrooms.	Collected & analysis of scores by May
<u>95% of project staff will report participation in trainings resulted in personal growth</u> in their ability to promote their students' language/literacy, cognitive, motor, social, and cultural development.	Collected monthly– analysis of training evaluations,
<u>95% of project staff will express overall satisfaction</u> with the quality of professional development <u>each project year</u> .	participation records, staff surveys
Strategy 7: Attainment of professional development will be tied to performance pay incentives.	
90% of project staff will achieve proficient or advanced on the staff training component of the performance pay rubric (<u>Year 1 = 75%, Year 2 = 80%, Year 3 = 85%, Year 4 = 90%</u>).	Collected in May – analysis of training scores on perf. pay
GPRA: In year-end parent surveys, <u>85% of respondents will report that their children have “significant” community-based education.</u>	Collected in April – Parent surveys

CHILD preschools, in villages without such services, improve upon research-based practices that have shown promise for long-term impact on AN student achievement. *CHILD* activities are designed to meet the needs, interests, and cultural diversities of sixteen unique and geographically dispersed AN villages. Alutiiq thematic units, Sugt'stun language instruction, culturally relevant dramatic play materials, and AN children's literature address identified needs in differentiating partner preschools as truly culturally responsive early learning centers.

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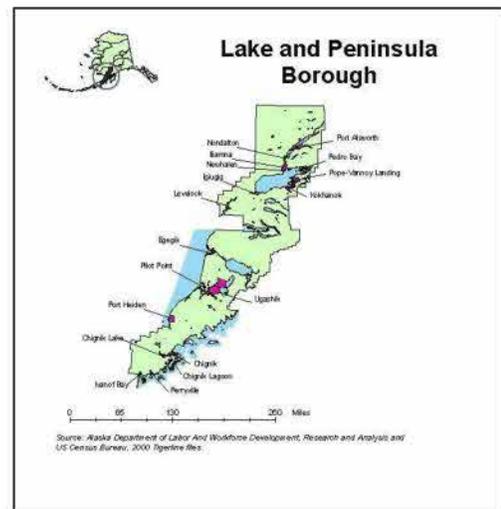
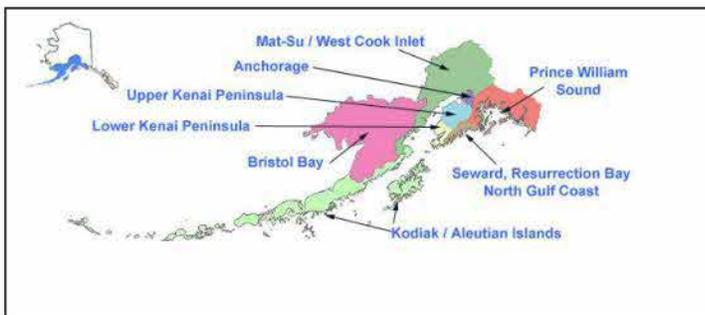
Chugach School District

Cultural Heritage Improving Learning and Development (CHILD)

Description of Defined Geographic Area to be served

The *CHILD* project serves the Alutiiq communities in the rural Prince William Sound and Alaska Peninsula regions in southcentral Alaska, specifically the communities within the boundaries of 3 school districts:

1. Lake and Peninsula School District
(Chignik Bay, Chignik Lagoon, Chignik Lake, Igiugig, Kokhanok, Levelock, Newhalen, Nondalton, Perryville, Pilot Point, Port Alsworth, Port Heiden);
2. Chugach School District (Chenega Bay, Tatitlek, Whittier); and
3. Bristol Bay Borough School District (Naknek).



Chugach School District

Cultural Heritage Improving Learning and Development (CHILD)

Needs Assessment Summary

The *CHILD* project serves the Alutiiq communities in the rural Prince William Sound and Alaska Peninsula regions in southcentral Alaska, specifically the communities within the boundaries of 3 school districts – Chugach (Tatitlek, Chenega Bay, Whittier), Lake and Peninsula (Chignik Bay, Chignik Lagoon, Chignik Lake, Igiugig, Kokhanok, Levelock, Newhalen, Nondalton, Perryville, Pilot Point, Port Alsworth, Port Heiden), and Bristol Bay Borough (Naknek). The ANEC for the project includes 7 community AN tribal organizations (Native Village of Tatitlek IRA Council, Native Village of Chenega Bay IRA Council, Naknek Native Village Council, South Naknek Native Village Council, Igiugig Village Council, Nondalton Village Council, Native Village of King Salmon Tribal Council) and 1 regional AN non-profit organization, Chugachmiut. The communities involved in this needs assessment are all rural, remote Alaskan villages ranging in school populations from 10 students to 123 and year-round residents are mostly of Alutiiq descent. They have formed a community coalition to gain more insight into barriers for AN students to college and career readiness and obtain objective strategies for addressing these barriers.

To improve efforts, a community needs assessment was conducted. A variety of measures were reviewed over the past 3 years including the Early Childhood Parent Survey (ECPS) survey, AIMSWeb data, DIBELS data, a variety of reports from the Alaska Department of Education and Early Development, the Alaska Native Early Childhood Education Final Performance Report, Alaska Developmental Profile scores, AGS Early Screening Profile scores, Academic Measures of Progress scores, and other data sources and research. The Early Childhood Consortium Committee (ECCC) were the leaders in reviewing and analyzing this data. This committee is comprised of Alaska Native parents, community members, tribal partners, and partner school district staff. The ECCC met quarterly in the 2014-15 school year and again in the fall and winter of the 2015-16 school year. Findings were summarized in March of 2016 via teleconferencing, emailing, and focus group meetings and were reviewed by members of Alutiiq communities and school district staff. Data reviewed was so extensive, a summary of these findings is provided below.

Existing Services: Alaska has been one of forty states with a state funded preschool program. 0% of 3-year-olds have been served by the state program and only 3% of 4-year-olds (Barnett, Carolan, Squires, Brown; 2013). Only 8 out of 56 school districts were financed through this competitive state grant. Federal Head Start and pre-k special education programs leave a gap of 86.5% of Alaska's 3-year-olds and 78.3% of the state's 4-year-olds unserved by any state, federal, or special education preschool programs, the majority of whom reside in rural Alaska. The State of Alaska did not apply for the federal preschool development grant offered in 2014 (USDOE – Office of Learning, 2015). Furthermore, Alaska gets 90% of its budget from oil

taxes (Tully, 2015). With an 80% drop in oil revenues since June 2014 and no state sales or income tax, cuts to K-12 education during the 2015-16 school year have been severe, leaving no room for district-funded preschool education. The Alaska Native Education Consortium (ANEC) serves approximately ninety 3- to 5-year-old, predominantly Alutiiq, children each year. None of the 16 *CHILD* project villages have access to any preschool program.

Social & Economic Data: The Cultural Heritage and Education Institute (2016) asserts, “Substance abuse is the single most important debilitating force among ANs: the suicide rate is four times greater than the national average and nearly 80% of all AN deaths are alcohol related.” AAA Native Arts (2016), states, “The FAS (Fetal Alcohol Syndrome) prevalence rate among ANs is 3.5 times that for all Alaskans and at least 7 times the high end of the national rate of .1 to .7% for the U. S. as a whole.”

R. Blauvelt (2015) recalls his trip to one rural village in Alaska, “One 30-ounce can of refried beans was \$5.87. One gallon of purified water cost \$8.55. Two and a half pounds of bananas were \$9.04.” The total average cost of living index for Anchorage in Jan. 2015 was 132.9, while the U.S. average is 100.0 (Fried, 2015). The cost of groceries in Dillingham (a transportation hub near two partner districts) during the same period was 198% of the cost in Anchorage and understandably higher in remote villages.

Year-round jobs are scarce in remote areas of Alaska; most are seasonal in construction or fishing (AAA Native Arts, 2016). The February 2016 unemployment rate in the areas in the ANEC was 15.2% for the Bristol Bay region, 16.7% for the Lake and Peninsula region, and 12.1% for the Chugach (Valdez/Cordova census) region while the statewide average totaled only 7.7% (Alaska Department of Labor and Workforce Development, 2016) and the national average was 4.9% (Bureau of Labor Statistics, 2016).

Fernald (Carey, 2013) exposes that supportive talk and interpersonal experiences are less likely for children in poverty settings putting low SES children at risk for early processing skill and vocabulary development delays as early as 18 months of age.

Academic Achievement: ANEC Demographic Data by District, (AK DEED, 2015)

District	# of Project Sites	% of AN/AI (15-16)	% School Age Low Income (15-16)	Graduation Rate (14-15)	Dropout Rate (14-15)
State of Alaska	NA	23.0%	49%	75.6%	3.7%
Lake and Peninsula (LPSD)	12/12	80.0%	66%	89.29%	2.21%
Chugach (CSD) * District specific data	3/4	36.8%	67.7%	75%*	5.97%*
Bristol Bay Borough (BBBSD)	1/1	50.4%	62%	62.5%	3.17%

A multitude of studies have shown statistically significant lower cognitive and non-cognitive skills between students with low, middle, and high SES resulting in reduced educational attainment, employment opportunities, income, and health status for students with low SES (Lee and Burkam, 2002; Garcia, 2015; Magnuson and Waldfogel, 2008; Rothstein, 2004; Heckman, 2004; Heckman, 2006 & 2006; Adamson and Darling-Hammond, 2012). AN/AI students are retained in kindergarten at nearly twice the rate of white children (USDOE, 2014). The Alaska

Developmental Profile (ADP) 2014 results for the ANEC show a high percentage of kindergarteners are unprepared in the areas of Cognition and General Knowledge and Communication, Language, and Literacy - two areas critical for later school success. Additionally, 32% of LPSD and 50% of CSD kindergarten students scored below or far below proficient on nationally normed assessments (AIMSweb and DIBELS, 2014).

2014 ANEC Partnership ADP Scores below “Consistently Demonstrates”

Cognition & Gen. Knowledge		Communication, Language, and Literacy				
Numbers	Sorting	Receptive Language	Expressive Language	Phonolog. Aware.	Print Concepts	Letters & Symbols
45%	47%	35%	44%	65%	56%	47%

Early low academic achievement is a powerful predictor of high school and college graduation rates as well as lifetime earnings (McKinsey & Company, 2009; AK Ready to Read, 2006; Reich, 2007; CPE, 2010). Researchers agree early gaps in education increase as children move through school (Duncan et al. 2007; Duncan and Magnuson 2011) and early investments in education strongly predict adolescent and adult development (Heckman 2008; Heckman and Kautz 2012; Cunha and Heckman 2007). Former Secretary of Education, Arne Duncan (2013), noted, “We have to get out of the catch-up business, and the best way to get out of the catch-up business and to level the playing field is to get our babies off to a great start. [The best investment that we can make] is to increase access to early childhood education - making sure it is high-quality and reaching children and communities historically underserved....”

In the disaggregated scores for the Academic Measures of Progress assessment (AMP, 2014-15) given to 3rd – 10th grade students, AN educational attainment is consistently well below that of non-Native students (AK DEED, 2015). Partnership scores were analyzed for all grades but summarized below with non-proficiency scores for third and ninth grades. They were consistently lower than the state average in both reading/writing (English Language Arts: ELA) and math, even lower for AN/AI students, and lower as students progressed in school.

3rd & 9th Grade AMP Scores “Not Meeting State Standards” (AK DEED, 2016)

n/a = suppressed to protect confidentiality, ^ = not specific to protect confidentiality

AMP ELA	GRADE 3				Grade 9			
	AK	CSD	LPSD	BBBSD	AK	CSD	LPSD	BBBSD
2014-15	64.5%	61.11%	75.86%	40%	67.1%	70%	78.26%	86.66%
14-15 AN/AI	85.5%	n/a	84%	^ 60%	85.5%	n/a	80.01%	88.89%
AMP MATH	AK	CSD	LPSD	BBBSD	AK	CSD	LPSD	BBBSD
2014-15	59.4%	77.77%	75.86%	50%	73.7%	100%	82.61%	78.57%
14-15 AN/AI	78.6%	n/a	76%	40%	86.6%	n/a	80.01%	87.5%

Behind at Kindergarten: Research shows that by the time children reach kindergarten, many children, particularly minority children of low SES, are already far behind their peers in skills and measures of school readiness. “These educational gaps tend to be much more difficult and costly to close as children advance through elementary, middle, and high school” (Center for Public Education, 2015). A 5-state study of pre-k programs found statistically significant gains for pre-k children in early language, literacy and math development and evidence of greater

achievement by low-income children in print awareness skills (Barnett, Lamy, and Jung, 2005).

Alaska Native Culture: “Whatever words are chosen to depict the situation of Alaska's Native people, there can be little doubt that an entire population is at risk...At risk of losing, irretrievably, cultural strengths and attributes essential for the building of a new and workable social and economic order” (Alaska Natives Commission, 1994).

Researchers of AN/AI students agree that cultural strength increases academic success and that AN/AI students who are firmly rooted in their cultural community are likely to have lower absenteeism, dropout rates, higher test scores and are more likely to be academically successful and pursue higher education (Deyhle, 1995; Cleary & Peacock, 1998; Greenwood, 2006, Yoder et. al., 2006). Bassett and Tsosie (2012) state, “With respect to risk factors, historical trauma, not knowing one's culture or language, not having a connection to elders, and growing up in an unhealthy home environment all contribute to Native traumatic injury response.” Toulouse (2008) states, “Educators can either make or break the school experience of the Aboriginal student. This is why it is so important that the Aboriginal students see themselves (history, originals, culture) in the classroom.”

Identified Barriers: Findings indicated five key barriers existed to the readiness of AN students for K-12 school, college and career readiness: lack of early childhood infrastructure, low socioeconomic status and social concerns, academically behind at kindergarten, widening academic achievement gap as students grow older, and loss of cultural heritage.

Local Supports in Place: It was found that many services and activities have been provided to address these areas. The key local supports are the individual tribal councils, the regional non-profit Native organizations of Chugachmiut and the Bristol Bay Native Association (BBNA), the local school districts, and the borough councils in Bristol Bay and Lake and Peninsula. Chugach School District is a Regional Educational Attendance Area (REAA) that serves an unincorporated region of the state where there is no local taxation to support schools. Corporate donations provide school-to-life transition programs both in Anchorage (the urban hub of southcentral Alaska) and within local villages for certified teachers within villages. Native Corporations also provide a variety of cultural heritage projects (Cultural Heritage Week, Native Youth Olympic), college scholarships, and career opportunities. CSD operates a *Voyage To Excellence (VTE)* school, which is a statewide variable-term residential school with a classroom and dormitory that provides college and career exploration and school-to-life transitional skill development opportunities not available in small rural high schools. A standards-based, performance-based P-12 instructional framework has been developed and includes standards, performance and skills assessments, and standards-based reporting tools in each content area aligned to Alaska's Early Learning Guidelines and state standards. Developmentally appropriate, research-based, active learning curriculum aligned with these standards has been adopted and purchased. Sound employment, enrollment, financial, evaluation, and communication procedures are established and consistent across the partnership. School space and resources are available in all sites, and a preschool family support system is currently in place (monthly family personal visits, monthly parent/child group activities, family game and activity kits available for checkout, etc.). All school districts receive state allocations as well as a variety of federal, state, and foundational grants.

Existing Funding and Programs: CSD was awarded an Alaska Native Education (ANE) Grant called Alaska Native Early Childhood Education Phase II (*ANECE2*, 2011-2014) which focused on college and career readiness through an early childhood concentration by providing AN 3-5 year old children in four rural Alaskan school districts (CSD and partners LPSD, Kuspuq School District -KSD, and Lower Yukon School District - LYSD) preschool, increasing early childhood staff retention, and implementing a preschool curriculum review and training cycle to provide a strong education foundation for future success. 64% of preschool students enrolled throughout the life of the grant achieved significant gains between pre- and post-test on the AGS Language Subscale (ANE Final Performance Report, 2014). Average student proficiency increased in 12/13 subtests of AGS assessment. 52% of students who attended ANECE2 preschool prior to kindergarten scored “consistently demonstrates” in all 5 language subtests on the ADP versus only 43% of students who did not attend partnership preschools prior to kindergarten.

CSD was also awarded an Indian Education Demonstration Grant called Fathers And Mothers Impacting Learning Years (*FAMILY*, 2013 – 2017) to enhance preschool family supports. The goals of this grant are to ensure AN students from CSD, LPSD, KSD, and LYSD are prepared for future college and careers by providing support to families of AN 3-5 year old children through monthly individual *FAMILY* visits, preschool *FAMILY* engaging play kits available to families for checkout, monthly *FAMILY* group activities, HighScope online workshops for early childhood staff, and preschool to one Yupik village in LYSD. This grant will continue to support preschool parents through year one of the *CHILD* project. *FAMILY* play kits will continue to be shared with preschool parents in years 2-4 of the *CHILD* project as well as quarterly family personal visits and family group activities.

Another college and career readiness grant awarded to CSD was the ANE Grant (*School To Life*, 2012-2015) which supported CSD’s Voyage To Excellence (VTE) program that serves rural youth throughout Alaska and was aimed at providing AN high school students career exploration, job readiness and academic support, and leadership and resiliency skills to transition from school to employment, further training, or post-secondary education. CSD also received an additional ANE Grant called *STEM of VTE* (2014-2017) to expand existing VTE career and life skill phases for high school students with a concentration on science, technology, engineering, and math. The VTE School was also awarded an Alaska Department of Labor grant (2014-2015) to help support this statewide variable-term residential school in Anchorage.

CSD was awarded a grant from the Alaska State Council (2014-2015) to provide support for the Native Village of Tatitlek’s Cultural Heritage Week for Alutiiq students in grades P-12.

Partner district, LPSD, has also demonstrated capacity to improve these outcomes through the numerous examples. LPSD received Migrant Education (Title I-C) funding (2011-16) which it used to support culturally based migrant activities; preschool education, professional development, and summer reading materials. Title I A (2011-2016) and School Improvement funds (2011-2014) in LPSD supported aide and tutor salaries and in-service trainings while Title II funds also supported teacher training. Title IV-B and Preschool Disabled Special Revenue (2011-16) were used to support early childhood Special Education and child find efforts in LPSD, BBBS, and CSD.

LPSD also received grant funding to support career and technical education for high school students (2011-2016). An ANE grant called Tutoring for Everyone to Achieve Proficiency (2012-2015) focused on pre-school education, supports for college and career readiness by providing distance learning, career counseling, tutoring, and college courses. Counseling and Education Jobs Grants (2011-12) were used to support academic and career counseling.

LPSD's federal Indian Education funds (2011-2016) and a grant from the Alaska State Council on the Arts (2011-2014, 2016) supported AN cultural activities such as Native Youth Olympics, Alaska Federation of Natives Conference attendance, Artist in Schools programs, and teacher aides. Pebble Funding (2011-15) provided cultural activities PreK-12 and high school career development activities.

Chugach School District
Cultural Heritage Improving Learning and
Development (CHILD)
Consortium Memorandums of Agreement



Chugach School District

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chugachschools.com

Alaska Native Early Childhood Education Consortium Cultural Heritage Improving Learning and Development (CHILD) Project Consortium Agreement

The Alaska Native Early Childhood Education (ANECE) Consortium believes that preschool education capitalizes on short windows of opportunity in brain development. Preschool is an investment that pays for itself many times over by impacting children's future schooling success, graduation rate, IQ, economic status, and career opportunities. The mission of the ANECE Consortium is to ensure a quality pre-k education to all students in our districts. Students shall possess the intellectual, social/emotional, motor, and language development necessary to succeed in kindergarten. We are committed to developing and supporting parental engagement as well as staff retention and training.

By our signatures below, we commit to providing an interactive, engaging, and culturally enriched early learning environment that reflects the vision of the local community and provides a solid foundation for the healthy development of young children and their families. As evidence of our commitment, we have identified strategies and activities to support, enhance, and expand current efforts that are consistent with state and national early childhood standards and best practices, align with Alaska Cultural Standards, and create a framework for accountability and replication to other Alaska Native communities. To meet the goals and objectives identified in this *CHILD* project we commit to the following:

Chugach School District

- Provide administrative and fiscal management of *CHILD* activities ensuring they are carried out in accordance with federal requirements;
- coordinate and oversee activities of the *CHILD* project;
- collaborate with all partners ensuring Alaska Native voice is respected;
- ensure delivery of proposed services to young children;
- coordinate training for district partners and school staff;
- coordinate Alaska Native cultural and language units development and dissemination to all partners;
- establish clear communication procedures between partners, parents & Alaskan Native communities;
- collect and provide data necessary to show evidence of success of the *CHILD* activities and participate in continuous improvement of early childhood services;



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Tatitlek Community School
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Chenega Bay Community School
(907) 573-5123

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Anchorage Extension
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- provide project oversight through participation in the Early Childhood Consortium Committee (ECCC) and facilitate communication regarding project goals within local parent advisory groups;
- coordinate all *CHILD* activities within the local communities served by the school district; and
- provide release time for early childhood staff to receive training related to project goals.

Village Council IRA Partners: Native Village of Tatitlek, Native Village of Chenega Bay, Naknek Native Village, Nondalton Village, Igiugig Village, Native Village of King Salmon, South Naknek Village Council

- Help coordinate *CHILD* cultural activities within the respective communities served;
- participate in efforts to gather feedback to improve early childhood services;
- provide project oversight through participation in the Early Childhood Consortium Committee (ECCC) and local parent advisory groups;
- provide guidance in the development of Alaska Native preschool cultural thematic and language units/kits, help facilitate the acquisition of local cultural dramatic play materials, and assist in identifying cultural Alaska children's literature for use in project schools;
- provide guidance in training to integrate Alaska Native culture into preschool classrooms; and
- provide support for vision and hearing screenings at local health clinics if needed.

Lake and Peninsula School District and Bristol Bay Borough School District

- Coordinate all *CHILD* activities within the local schools served by the school district;
- collaborate with all partners ensuring Alaska Native voice is respected;
- help facilitate clear communication/feedback practices between partners, parents and community members;
- ensure delivery of proposed services to young children;
- provide release time for early childhood staff to receive training related to project goals;
- coordinate training for early childhood staff;
- coordinate Alaska Native cultural and language units dissemination to all schools within district;
- establish clear communication procedures between partners, parents & Alaskan Native communities;
- provide project oversight through participation in the Early Childhood Consortium Committee (ECCC) and facilitate communication regarding project goals within local parent advisory groups;



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- participate in data collection activities to show evidence of success of *CHILD* activities; and
- participate in continuous improvement of early childhood services.



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ANECE Consortium Signatures:

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

(b)(6)

David Totemoff, President
Tatitlek Village IRA Council

04-14-16

Date

(b)(6)

Larry Evanoff, President
Chenega IRA Council

4-21-16

Date

(b)(6)

Linda Halverson, President
Naknek Village Council

4/6/16

Date

(b)(6)

Ralph Agasan, Sr. President
King Salmon Tribal Council

4-4-16

Date

(b)(6)

William Evanoff, President
Nondalton Village Council

04-26-16

Date

(b)(6)

AlexAnna Salmon, President
Igiugig Village Council

4-28-2016

Date

Ty Mase, Superintendent
Lake and Peninsula Borough School District

4-16-16

Date



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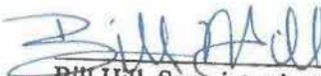
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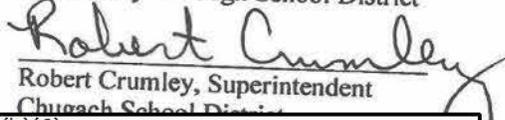
ANECE Consortium Signatures Continued:

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


Bill Hill, Superintendent

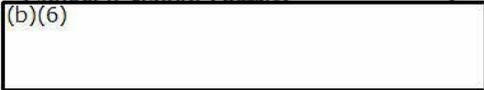
Bristol Bay Borough School District

5-11-16
Date


Robert Crumley, Superintendent

Chugach School District

05-19-16
Date

(b)(6)


Donald F. Nielsen, President
South Naknek Village Council

4/18/16
Date



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MEMORANDUM OF AGREEMENT (MOA)

between

THE CHUGACH SCHOOL DISTRICT

and

CHUGACHMIUT

This historic MEMORANDUM OF AGREEMENT between Chugach School District, representing, Tatitlek and Chenega Bay Schools, and Chugachmiut, the regional tribal consortium, recognizes the importance of establishing a government-to-government relationship that fosters mutual understanding, shared responsibilities and a commitment to working together for the improvement of student learning.

This agreement recognizes the importance of developing curricula that relates the history, culture, language, traditional arts, and government of the Chugach Sugpiat Region, for all students in the identified schools. It also recognizes that improvements are needed in the education of Alaska Native and American Indian youth to strengthen their academic achievement and enhance life opportunities, and that the education of Alaska Native/American Indian children can be advanced by providing curricula that includes Native experiences and perspectives.

I. INTENT

THIS AGREEMENT is hereby made and entered into by the Chugach School District, hereinafter referred to as the District, and Chugachmiut, who will collaborate to establish curricula on Tribal history, culture, language, traditional arts, and government in the District.

II. SCOPE OF AGREEMENT

THIS AGREEMENT is intended to establish cultural curricula for use in schools under the oversight of the Chugach School District Board of Education.

III. DATE AND TERM

THIS AGREEMENT will become effective upon signing by all parties and will commence at the start of the 2015-2016 school year. The Agreement shall be reviewed annually by the parties to determine its continuation and/or need for modification.

PARTIES' MUTUAL RESPONSIBILITIES

- Work cooperatively to ensure appropriate, efficient communication in support of the objectives of this agreement.
- Ensure consistent attendance by District/Tribal representatives at all meetings and functions related to accomplishing the objectives of this agreement.

1840 Bragow Street, Suite 110 / Anchorage AK 99508-3463 / (907) 562-4155 / Fax (907) 563-2891
A Tribal Organization Serving the Chugach Native Peoples of Alaska



- Regularly share information about students' successes and barriers to success with the intent to improve programs and ensure high school completion by students served by these programs.
- Schedule annually a joint meeting of the District Instructional Team leaders and Chugachmiut to confer on the academic progress of Alaska Native/American Indian students and review the status of programs related to Tribal curricula.
- Work jointly to create a program of classroom and community cultural exchanges and celebrations.

CHUGACH SCHOOL DISTRICT'S RESPONSIBILITIES

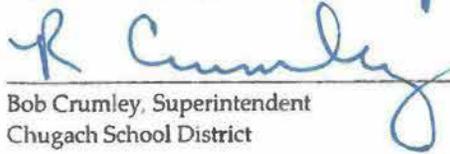
- Collaboratively work with Chugachmiut to identify appropriate time and space in order to provide use of school district facilities and staff support necessary for the implementation of curricula on Tribal history, culture, language, traditional arts, and government.
- Collaborate to identify mutual goals for Alaska Native/American Indian students and explore potential sources of funding or other resources for development and implementation of cultural programming.
- Ensure the presence of a certified staff member in the classroom/facility engaged in the oversight of students at all times during language lessons, presentations by Elders and locally recognized experts, and traditional arts classes.
- Share refined data on student successes and barriers to success needed for reports to funders of Cultural programs.
- Assist Chugachmiut to identify appropriate applicants for both Local Education Coordinator and Sugt'stun teacher positions in Tatitlek and Chenega Bay, and identify a representative from the district to participate in candidate interviews.
- Collaboratively work with Chugachmiut to identify appropriate time and space for staff training on instructional materials related to the Alaska Cultural Content Standards and curricula offered by Chugachmiut.
- Regularly monitor progress on implementation of the identified curricula.
- Provide and distribute as appropriate, information to parents, students and the community regarding the implementation of the Tribal curricula.

CHUGACHMIUT'S RESPONSIBILITIES

- Identify a representative from the department to serve on the Instructional Review Committee convened by the District to recommend curricula on Tribal history, culture, language, traditional arts, and government.

- Provide material regarding the Region's culture, history, language, traditional arts, and government, including Heritage Kits, Sugt'stun, and other curricula that may be useful in enhancing the cultural programming free of charge.
- Offer staff training at an on-site in-service or during regular districtwide in-service meetings on the importance of regular place-based instruction, the Alaska Cultural Content standards, and ways to get the optimum benefit from using Chugachmiut's series of heritage kits.
- Facilitate and fund participation by Tribal Elders and locally recognized experts to support classroom teachers as culturally appropriate activities are planned and presented in both individual classrooms and schoolwide
- Assist in identifying and accessing potential sources of funding or other resources to support the development and implementation of Alaska Native/American Indian curricula envisioned by both the District and Chugachmiut, and develop grant proposals that will bring those programs to reality.
- Hire and train a Sugt'stun (language) teacher for each school and enroll them in the Kodiak College OEC: Sugt'stun program leading to an OEC in language instruction and AA in education.
- Offer distance delivered Sugt'stun classes as needed until the Sugt'stun teacher is prepared to assume responsibility for the program.
- Hire and train a Local Education Coordinator from each community to support the presentation of cultural curricula within the context of each school schedule and the CSD student performance standards. This includes locating and contracting with Elders and local recognized experts, gather information to address educator concerns and wishes as they pertain to cultural curricula, and to continue the development of museum quality Heritage Kits.
- Provide the district with documentation of insurance coverage for all employees working in school buildings on behalf of Chugachmiut.

Signed, this 15th day of April, 2015, by:



Bob Crumley, Superintendent
Chugach School District

(b)(6)

Angela 'Jan' Vanderpool, CEO
Chugachmiut, Inc.

Chugach School District

Cultural Heritage Improving Learning and Development (CHILD)

Evidence of Capacity

CSD was awarded an Alaska Native Education (ANE) Grant called Alaska Native Early Childhood Education Phase II (*ANECE2*, 2011-2014 – PR #S356A110004) which focused on college and career readiness through an early childhood concentration by providing AN 3-5 year old children in 4 rural Alaskan school districts (CSD and partners LPSD, Kuspuk School District -KSD, and Lower Yukon School District - LYSD) preschool, increasing early childhood staff retention, and implementing a preschool curriculum review and training cycle to provide a strong education foundation for future success. 64% of preschool students enrolled throughout the life of the grant achieved significant gains between pre- and post-test on the AGS Language Subscale (ANE Final Performance Report, 2014). Average student proficiency increased in 12/13 subtests of AGS assessment. 52% of students who attended ANECE2 preschool prior to kindergarten scored “consistently demonstrates” in all 5 language subtests on the ADP versus only 43% of students who did not attend partnership preschools prior to kindergarten.

CSD was also awarded the ANE Grant (*School To Life*, 2012-2015 - PR #S356A120001), which supported the VTE program serving rural AN youth statewide and was aimed at providing AN high school students career exploration, job readiness and academic support, and leadership and resiliency skills to transition from school to employment, further training, or post-secondary education. Project student graduation rates measured 87% as compared to the statewide average of 62% (ANE, 2015). Students who were not proficient on the Alaska High School Qualifying exams and became proficient after attendance at EXCEL summer camp was 62.5%. Post-secondary enrollment for project students was 74% compared to the statewide average of 52%.

Chugach School District

Cultural Heritage Improving Learning and Development (CHILD)

Evidence of Involvement of Indian Tribes and Parents

To improve efforts, a community needs assessment was conducted. A variety of measures were reviewed over the past 3 years including the Early Childhood Parent Survey (ECPS) survey which was completed by parents of Alaska Native children. Surveys were collected in April of 2015 and again in April of 2016.

Extensive data was reviewed and analyzed in the Fall of 2014 and 2015 during a variety of focus group meetings throughout partnership communities (Early Childhood Consortium Committee meetings, district school boards, Parent Advisory Committee meetings, and Tribal Council meetings) which included Alaska Native parents and tribal members. Data was also presented to parents through newsletters. The Early Childhood Consortium Committee led the efforts of reviewing the data to identify barriers to Alaska Native student achievement and identify strategies to address the identified barriers. This committee is composed of school district personnel, representatives from local Alaska Native tribal entities, Alaska Native school board and Parent Advisory Committee members from partner districts, and Alaska Native parents and school staff. This committee met quarterly in the 2014-2015 school year and again in the fall and winter of the 2015-16 school year to develop the focus of the *CHILD* project.

Findings were summarized in March of 2016 via teleconferencing and focus group meetings with Alaska Native staff and partners and was reviewed by parents and members of Alutiiq communities and school district staff. AN project partner, Chugachmiut, will serve as the lead organization working with the Project Director to develop cultural and language units and opportunities, securing materials for integrating Alutiiq culture into creative/dramatic play areas, and identifying relevant AN children's literature for preschools. Local and regional tribal partners will also be involved in implementing the *CHILD* project by helping coordinate cultural activities within the respective communities served.

Local and tribal organizations will assist the Project Director and Cultural Coordinator in developing Alutiiq cultural and language thematic units, securing materials for integrating Alutiiq culture into creative/dramatic play areas, and identifying relevant AN children's literature for preschools. Local tribal councils will adapt curricular materials to meet the needs of the local communities (dialects and distinct tribal differences). They will aid in planning and providing training to project staff on cultural project strategies and objectives and serve as a liaison between ELCs, community members and Elders to help obtain local Alutiiq instructors for storytelling, singing, dancing, and craft activities. Finally, tribal partners will also provide leadership for the project by participating in the Early Childhood Consortium Committee (ECCC).

The *CHILD* project will also continue to formalize tribal and parent involvement through the inclusion of semi-annual reports and surveys during established PACs in each school. The ECCC will also continue to provide for community input and project oversight by ensuring that the activities from the *CHILD* project are appropriate, well-planned, and implemented to the highest degree of success possible. Community voice for the project will be formalized through the inclusion of annual parent/community, partnership, and staff surveys to gather feedback for continuous improvement. Results will be used to improve activities and programming. Staff evaluations and ongoing feedback will guide and improve trainings.

Chugach School District Cultural Heritage Improving Learning and Development (CHILD)

Demonstration of Research Basis

The *CHILD* project provides the resources, training, preschool infrastructure and cultural opportunities not available within the ANEC and supports unserved, financially disadvantaged AN children. To foster a positive cultural identity, culture must form the foundation of early learning experiences (Battiste, 2002; Toulouse, 2008; Greenwood, 2006). Culture is learned through language, ceremonies, gatherings, stories, music, games, arts, crafts, and experiences utilizing cultural materials. Elders and community members are considered the most important means for cultural knowledge to be transmitted to children and families (Ball, 2004; Pascal, 2009), however, in many AN villages, cultural identity, language, stories, and arts have been lost. The support of the tribal councils, Chugachmiut, and the Cultural Coordinator (CC) are key components of this strategy.

Making high quality preschools available to all children in the *CHILD* project is an investment that pays for itself many times over. “Numerous studies have shown both short-term and long-term benefits for those who participate in high quality pre-k. Children enrolled in quality programs not only demonstrate higher academic achievement in the elementary grades, but are far less likely to need costly instructional services down the road and far more likely to succeed in school, both academically and socially, than their peers who did not attend pre-k” (Barth & Resnick, 2009, C-1). Estimates vary, but implementation of preschool results in an estimated long-term payback of \$3.78 to \$10.15 for every dollar spent, for a net savings of \$150 billion nationwide (Committee for Economic Development, 2006; Barth & Resnick, 2009).

The HighScope Perry Preschool Study studied 123 low-income, black children who were divided into two groups—one that received a comprehensive preschool program and a second group that received no early childhood program. Researchers compared the progress of these children until age 40, assessing educational progress, delinquency, earnings, arrests, savings, home ownership, etc. The results established that adults at age 40 who had preschool had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not have preschool (Schweinhart, Montie, Ziang, Barnett, Belfield, and Nores, 2005). 77% of the preschool group graduated from high school, compared with 60% from the control group (Schweinhart 2004). The Center for Public Education (CPE, 2015) attests, “This trend was particularly true among females, as 84% of pre-k girls and only 32% of comparison group females completed high school. Preschool participants had higher scores on achievement tests between ages nine and fourteen and on literacy tests at ages nineteen and twenty-seven. In addition, 76% were employed at age forty—compared with 62% of non-participants—and averaged \$5,000 a year more in income.”

The Abecedarian Project revealed that children with pre-k intervention had a higher IQ at ages 12 and 15 and stronger achievement scores at age 15 than those without pre-k (Frank Porter Graham Child Development Institute, 2006). By comparison, non-program children were more likely to require special education or be retained. “Overall, 67% of Abecedarian children graduated from high school, compared with 51% of the control group. Of those receiving pre-k, 36% attended a 4-year college, more than double the rate of non-program children” (CPE, 2015).

The planning of the *CHILD* project involved a comprehensive assessment of the current situation as well as feedback and guidance from the ANEC. An extensive review of research on effective practices (see

bibliography below) suggests that the comprehensive services developed, implemented, and evaluated by the *CHILD* project will positively affect student achievement (NAEYC, 2008; Barnett, 2008; Barth & Resnick, 2009; Barnett, Lamy, Jung, 2005; Heckman, 2006; Neuman, 2006, 2009; Lee and Burkham, 2002; Ramey, Gallagher, Campbell, Wasik, Sparling, 2004). A similar depth of services was implemented and evaluated in the Abecedarian Project and the HighScope Perry Preschool Project with a great degree of both long- and short-term success (HighScope Educational Research Foundation, 2005; Schweinhart, 2003, 2004; Schweinhart, Montie, Ziang, Barnett, Belfield, & Nores, 2005; Ramey, Gallagher, Campbell, Wasik, Sparling, 2004). HighScope methodologies, curriculum, and staff training materials will be utilized during district inservices, site visits, webinars, and audios.

Chugach School District:

Cultural Heritage Improving Learning and Development (CHILD)

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Chugach School District

Cultural Heritage Improving Learning and Development

Description of Continuing Activities

Sustainability of preschool programs over the last 20 years has been dependent on district and discretionary grant funding. Recognizing the potential instability of both, school district partners are committed to actively seeking long-term funding solutions for program operating costs through the work of the Early Childhood Consortium Committee's quarterly meetings. Sustainability planning will be conducted throughout the grant project and can be expected to continue after the end of grant funding. Evidence of project success will allow partners to secure funding from local, state, and federal programs to continue and expand project initiatives. Having a consortium of committed organizations will allow project partners to identify new funding streams or other resources to continue operations such as the new tax incentives for regional and local Alaska Native corporate donations which can now be applied to preschool programming as established by the Alaska legislature. Project partners also anticipate state allocations will increase in the area of preschool funding with the increased national focus and community awareness efforts being placed on the importance of preschool education. Even though a local match is not required for this program, the *ANEC* partners are committing local funds that add up to at least a 18.6% match to the grant funds. Most of the local matching funds help support additional salaries, benefits, travel, supplies, busing for preschool students, and communication costs.

The *CHILD* Guidebook and intensive staff development activities in the project will lead to a pool of highly trained local Alaska Native early childhood professionals and paraprofessionals who will continue to live and provide services in their home communities beyond the scope of this project. Furthermore, cultural thematic units, cultural dramatic play materials, and culturally relevant children's literature developed and purchased through the life of the grant will also lead to cultural identity and heritage preservation sustainability reducing the need for a Cultural Coordinator, District Coordinator support, equipment, and supplies. Finally, several budget line items have been identified as ones that can be eliminated once the *CHILD* project has ended and

districts have secured their own funding sources. These include the Project Director, Project Evaluator, travel to sites to meet with partners, and travel to annual grant meeting. This reduces the total direct costs of project significantly. These combined efforts position partners for financial independence and self-reliance.

Chugach School District
Cultural Heritage Improving Learning and Development
(CHILD)
Resume Project Director

LAURIE JANE BAILEY

(b)(6)

TEACHING AND GRANT MANAGEMENT EXPERIENCE

Chugach School District – Anchorage, AK, 2007-present. *Early Childhood Project Director and Assessment Facilitator.*

Alaska Native Early Childhood Education project lead, Federal grant director, writer, and evaluator; Project data collection including student, human resource, perception and financial data; Member district strategic planning team; Team leader Chugach School District and Alaska Native Early Childhood Education curriculum committees; Team leader Early Childhood Consortium Committee; Facilitator for multiple teacher early childhood professional development groups; Team leader district standards and assessments development.

Kenai Peninsula Borough School District – Soldotna, Alaska. 2001-2002. *Grades K-3 Homeschool Advisor, Connections Program.*

Developed reading, writing, and math K-2 standards-based foundation for homeschool students including standards, skills assessments, and performance assessments.

Kenai Health Club and Soldotna Health Club – Soldotna, Alaska. 2001-2002. *Aerobics Instructor.*

Southeast Island School District – Thorne Bay, Alaska. 1997-2001. *Grades 1-2 Teacher, Thorne Bay School. Grades K-12 Principal/Teacher and Aerobics Instructor, J. R. Gildersleeve School. Grades 1-5 Teacher, Naukati School.*

Organized and instructed all curriculum areas for multi-graded classrooms at small and single teacher schools; Teacher of the Year nominee two times; Coach for Battle of the Books state championship team; Mentor for multiple teacher professional development groups; Created and directed multiple dramatic and musical student performances; Team leader for development of district standards and assessments; Presenter for standards based inservices and workshops; Leader for Quality Schools Model inquiry study group; Developed and implemented numerous integrated, thematic units; Facilitated a variety of cooperative learning projects.

Chugach School District – Anchorage, AK, 1995-1997. *Grades K-12 Special Services and Preschool Teacher, Whittier Community School. Grades K-12 Lead Teacher, Two Moon Bay School.*

Organized and instructed all curriculum areas for multi-graded classrooms at small and single teacher schools; Member of Onwards to Excellence Leadership Team; Supervisor university student teacher; Created and directed multiple dramatic and musical student performances; Developed and implemented numerous integrated, thematic units; Facilitated a variety of cooperative learning projects.

Somers School District – Somers, Montana. 1992-1995. *Grades 7-8 History and Language Arts Teacher and Coach, Somers School.*

Taught history and language arts in a departmentalized junior high; Coach for girls basketball and track; Member for health curriculum development team.

Second Wind Health Club – Kalispell, Montana. 1992-1995. *Lifeguard.*

Northwest Montana Human Resources – Kalispell, Montana. Summer 1994. *Remedial Language and Math Teacher.*

Walla Walla School District – Walla Walla, Washington. 1990-1992. *Grade 2 Teacher and Coach, Green Park Elementary School.*

Taught all curriculum areas in self-contained classroom.

Yellowstone Boys and Girls Ranch – Billings, Montana. Summers 1991-1992. *Classroom Technician and lifeguard, Yellowstone Treatment Center.*

Assisted classroom teacher with instruction and behavior in residential treatment center for children ages 5-18.

CONSULTING EXPERIENCE

Educational Consultant, Educational Standards and Performance Assessments – Alaska, 2003 - 2007.

- Organized and presented staff inservice trainings and statewide conferences in the following areas:

Leadership	Reporting	Shared Vision
Standards	Continuous Improvement	Assessments
Quality Schools Model	Balanced Instructional Model	Data Analysis
Scoring Guides	Performance Tasks	Thematic Units
Best Practices	Differentiated Instruction	
- Developed skills based, analytical, and contextual assessments K-12 in all content areas for a variety of school districts.
- Created formative assessments to be used by all teachers statewide as a member of Alaska Department of Education Formative Assessment Committee.
- Quality Schools Symposium, Annual Facilitator/Guide

Educational Specialist, Re-Inventing Schools Coalition – Anchorage, Alaska, 2004 – 2006.

- Co-authored books and college course material on the following topics:
 - Creating a shared vision
 - Developing leadership skills
 - Instructing in a standards-based educational system
 - Implementing a systemic, systematic process of continuous improvement
 - Processes for group decision-making and problem-solving
- Organized and presented staff inservice trainings and statewide conferences in the following areas:

Leadership	Reporting	Shared Vision
Standards	Continuous Improvement	Assessments
Quality Schools Model	Balanced Instructional Model	Data Analysis
Scoring Guides	Performance Tasks	Thematic Units
Best Practices	Differentiated Instruction	
- Conducted on-site evaluations based on the following Baldrige Framework for Performance Excellence and Quality Schools Model criteria:

Leadership	Strategic Planning (Shared Vision)
Stakeholder Focus	Information and Analysis
Human Resource Focus	Process Management
Results and Continuous Improvement	Standards-Based Design
- Developed and presented Carnegie unit waiver application to Alaska State Board of Education and Early Development.

Quality Schools Facilitator, Lower Yukon School District – Mountain Village, Alaska. 2002-2004.

- Facilitated the development of a district Strategic Plan involving all stakeholders for a bicultural school district serving over 2000 students in eleven schools spread over an area of more than 22,000 square miles.

- Planned and facilitated community meetings in eleven sites to gain input for a district shared vision.
- Organized and led standard development committees and assessment development committees in ten content areas.
- Developed skills based and analytical assessments K-12 in all content areas assessing performance in district standards for promotion to the next level.
- Instructed “Implementing Standards-Based Education” distance delivery college course through Alaska Pacific University in conjunction with Alaska Staff Development.
- Problem-solved and created numerous tools, documents, and processes required to transition from a traditional education model to a performance based model (i.e., transitional report card, standard to credit conversion chart, transitional cumulative record, etc.).

EDUCATION

- Bachelor of Science, Elementary Education with Special Education Option, Montana State University, 1989.
- Currently completing Masters in Education, Educational Leadership, Montana State University, June 2012 – present.

RELATED CLASSES AND PROFESSIONAL DEVELOPMENT

Born to Learn	Creating Google Website
Developing Formative Assessments for Classrooms	Exploring School Design
Standards Based Reform	Quality Schools Institutes
Elements of K-8 Balanced Language Program	Discipline with Dignity
Elements of a Balanced Elementary Math Program	Multi-sensory Remediation
Alaska Studies	Intercultural Communication
Nellie Edge: Whole Language Strategies	Kids Science 2000
Janine Hayes: Bridges to Literacy	Total Reading
The Place Value Connection	Miscue Analysis
Developmentally Appropriate K-12 Instruction	Tough Kids
Kids Care	Law Related Education
The High Performing Teacher	Math Problem Solving
Early Childhood: Issues & Information for Educators	Teaching Visual Expression
Foundations in Education	Instructional Leadership
Planned Change	School Finance
School Law	Supervision of Instruction
Large Group Time HighScope Instruction	Numbers Plus HighScope Instruction
Small Group Time HighScope Instruction	

HONORS

- Chugach School District Category Champion, Alaska Performance Excellence Award, 2009
- Chugach School District Category Champion, Malcolm Baldrige National Quality Award for Excellence in Education, 2001

CURRENT PROFESSIONAL ORGANIZATION MEMBERSHIPS

- National Association for the Education of Young Children
- Prince William Sound Teachers Association

Chugach School District
Cultural Heritage Improving Learning and
Development (CHILD)
Resume Project Administrator

Robert Crumley, Ph.D.

(b)(6)

(b)(6)

Career Objective:

Key leadership position in an educational organization committed to systematic continuous improvement in meeting the needs of every child.

Experience:

- 2005 – Present Superintendent: Chugach School District
- 1999 - 2005 Executive Director of Instruction and Assessment: Chugach School District
- 1997 - 1999 District-Wide Principal: Chugach School District
- 1995 – 1997 Principal/Teacher:Whittier Community School, Chugach School District
- 1994 – 1995 Secondary Math Teacher Annette Island School, Metlakatla AK.
- 1992 – 1994 Secondary Math Teacher Marjory Stoneman Douglas High, Parkland FL.
- 1992 – 1994 Assistant Athletic Director Marjory Stoneman Douglas High, Parkland FL.
- 1986 – 1992 Secondary Math Teacher Hollywood Hills High School, Ft. Lauderdale FL.

Educational Preparation:

- 2008 **Interdisciplinary PhD.** Philosophy/Ed. Leadership: University of Alaska Fairbanks
- 2001 **Superintendent Credentialing Program:** University of Alaska Anchorage
- 1992 **Master of Educational Leadership:** Nova University, Ft. Lauderdale FL
- 1986 **Bachelor Degree in Education:** Western Montana College, Dillon, MT. Major: Secondary Math, Social Studies

Adjunct Professor Courses - University of Alaska, Anchorage

EDL 638	Instructional And Curricular Leadership
EDL 637	Educational Leadership and Organizational Behavior
EDL 672	Student Performance

Special Recognition/Awards:

2015	<i>Superintendent of the Year</i>	State Award
2009	<i>Alaska Performance Excellence Award (APEX)</i>	State Award
2001	<i>Malcolm Baldrige National Quality Award for Excellence in Education</i>	National Award
2000	<i>New American High School Award</i>	National Award

Key Presentations and Consulting:

Spring 2010 & 2011	Baldrige Performance Excellence Program Quest For Excellence Speaker
Spring 2009	Keynote Speaker for the Exemplary Institutue , Albuquerque, New Mexico
Spring 2006	Performance pay consultant for the North Slope Borough School District during negotiations
July 2005	National Forum on Educational Policy hosted by the Education Commission of the States, Panalist: Denver, CO.
August 2004	Alaska Quality Schools Institute Facilitator: 22 schools districts representing 80,000 students throughout Alaska as well as 10 other states that designs better educational systems that assist all students in attaining high standards. Anchorage, AK
July 2004	National Academy Foundation. Keynote Presenter: "Partnerships for America's Youth", New York, NY.
January 2004	CPEx Achievements In Excellence 2004 Keynote Presenter: "Colorado Performance Excellence, Achievements in Excellence", Colorado Springs, CO.
October 2003	Alaska Association of School Boards. "Reinventing Schools Coalition", Anchorage, AK.

- January 2003 **Principles for Principals**, Keynote Presenter: “Using Data-Driven Decision Making to Improve Student Learning”, Online forum hosted by North Carolina Department of Public Instruction.
- October 2002 **5th Annual Leadership Institute** University of Alaska, Anchorage Keynote Presenter: “Igniting the Power to Lead”, Anchorage AK.
- February 2002 **The Quest for Excellence XIV featuring the 2001 Award Recipients of the Malcolm Baldrige National Quality Award**, Keynote and Plenary Presenter: Washington DC.

Publications:

- Fall 2002 Crumley, R. co-author: **Guide for ReInventing Schools**
- Summer 2008 Crumley, R. author: **A Description of Baldrige In Education Leadership Concepts Within The Alaska Quality Schools Model Of Education**

References:

Roger Sampson

rsampson@ecs.org

(b)(6)

President, Education Commission of the States

Dr. John Monahan

(b)(6)

Work: (907) 590-0376

**Assistant Professor, Educational Leadership Program
University of Alaska Statewide**

Jerry Covey

(b)(6)

Home: (b)(6)

Former Commissioner of Education for Alaska

Chugach School District
Cultural Heritage Improving Learning and
Development (CHILD)
Resume Project Evaluator

Deborah L. Treece

(b)(6)

u **CREDENTIALS**

- Graduate Certificate, Superintendent Educational Leadership, May 2015
- Masters in Education, Educational Leadership, July 2010
- Type B Administrative Certification: K-12, July 2010
- Masters in Education, Special Education, May 2003
- Alaska Teaching Certificate, Type A K-8 Endorsement, July 1996
- Language Development Specialist Credential, October 1993
- California Teaching Credential, K-8, May 1985 - 1996

u **EDUCATION**

- University of Alaska, Anchorage: September 2013 – April 2015, Educational Leadership/Superintendent Certificate
- University of Alaska, Southeast: June 2000 – 2008, Post-graduate courses; June 2009 – July 2010, Masters Program, Educational Leadership
- University of Alaska, Anchorage: April – August 2004, Education Intervention Levels I/II
- University of Alaska, Anchorage: July 2000 - May 2003, M.Ed., Special Education
- University of Alaska, Fairbanks: 1996-2011, Post-graduate courses
- Azusa Pacific University, Azusa, CA: 1996, Special Education courses
- San Diego State University, San Diego, CA: May 1985 California Teaching Program Completion
- San Diego State University: B.A. January 1985 Major: Liberal Studies

u **EMPLOYMENT**

8/2003 – present *Special Education Coordinator/Director, Chugach School District, Anchorage, Alaska*

Administration of district-wide special education services; file creation and management; site visits; assessments; staff and student support; Department of Education Alternate Assessment Mentor. Direct supervision by Dr. Bob Crumley, Chugach School District Superintendent.

8/1999 – present *Knowledge, Information & Data (K.I.D.) Coordinator, Chugach School District, Anchorage, Alaska*

Continuous Improvement Coordinator (Baldrige-based district trainer/APEX trainer); Partnerships in Character Education Project Director 2002 – 2006; Alaska Native Education Early Childhood Federal Grant Co-Director 2008-present; federal, state, and private grant management; grant writer and evaluator; district data collection including student, human resource, and financial/maintenance data. Direct supervision by Dr. Bob Crumley, Chugach School District Superintendent.

10/2006 – 6/2011 *Teacher Incentive Fund Data Manager, Chugach School District, Anchorage, Alaska*

Data Manager/Coordinator for Teacher Incentive Fund Grant partner districts; duties included data quality control for over 120 participants; grant communication with all stakeholders and grant evaluator; Teacher Incentive Fund Project Management Team member; assistant to Teacher Incentive Fund Program Director. Direct supervision by Dr. Bob Crumley, Chugach School District Superintendent.

8/1999 – 5/2000 *Anchorage House Facilitator, Chugach School District, Alaska*

Taught life skills program in a 24/7 residential setting in Anchorage, Alaska with teenage students throughout rural Alaska. Purpose of Anchorage House is to assist students in developing life-skills and job shadow/apprenticeship opportunities for life after high school. Supervisor: Richard DeLorenzo, Chugach School District Superintendent.

9/1998 – 5/1999 *Preschool Teaching Assistant, Chugach School District, Whittier, Alaska*
Provided quality preschool learning for Whittier, AK preschool children under the direction of the Elementary Teacher; part-time classified aide in elementary classroom assisting students and teacher. Supervisor: Bob Crumley, Chugach School District's District-wide Principal.

9/1996-5/1998, *Multi-age Teacher, grades 3-5, Chugach School District, Whittier, Alaska*
Taught all curriculum areas at Whittier Community School using Chugach Standards, Benchmarks and Assessments. Extra duties included creation and implementation of the Performing Arts Club; editor and publisher of *The Chugach Connection* and *Whittier Community News*. Supervisor: Bob Crumley, Chugach School District's District-wide Principal.

8/1995 – 6/1996, *Elementary Teacher, grade 1, Covina Unified School District, California*
Taught all curriculum areas in a self-contained classroom at Badillo Elementary School. Extra duties included school pianist/accompanist. Supervisor: Ms. Josie Nuno, Principal.

8/1990 – 8/1995, *Elementary Teacher, grades 1,2/3,3 Hemet Unified School District, California*
Taught all curriculum areas in self-contained, designated bilingual classrooms at Hemet Elementary. Year-round educational setting. Extra duties included Bilingual Coordinator from 1992-1995. Supervisors: Ms. Myrna Rohr, Hemet Elementary Principal (1990-1993); Mr. Ted Smith, Hemet Elementary Principal (1994 -1995).

9/1985 – 6/1990, *Teacher, grades, 2, 2/3, 5 Carlsbad Unified School District, California*
Taught all curriculum areas in self-contained classrooms at Buena Vista Elementary (grades 2/3, 3), Hope Elementary (grade 2), and Magnolia Elementary (grade 5). Supervisors: Ms. Cheryl Ernst (1985 – 1988); Mr. Boone (1989-1990).

u **Service to the Teaching Profession**

- Chugach School District Strategic Planning Lead, August 2008 – present
- Student Learning Profile Course, Alaska Pacific University Adjunct Professor, 2005 - present
- Teacher Incentive Fund (TIF) Training, Partnering District participants (Kuspuk, Lake & Peninsula, and Chugach teachers and principals), February 2007
- NCLB Committee of Practitioners, State of Alaska, 2003 - 2004
- Quality Schools Symposium, Annual Facilitator/Guide, August 2001 – 2004
- Chugach School District Standards Committee, 1996 – present
- Baldrige in Education Training, Chugach School District, September 2000
- Voyage to Excellence Shared Vision Conference, February 2001
- New Teacher Orientation, August 2001 – present
- Baldrige in Education Training, Chugach School District, September 2000

u **Honors**

- College of Education Core Values Award, May 2015
- Phi Kappa Phi, Honor Society, Fall 2014 – present
- Chugach School District Category Champion, Alaska Performance Excellence Award, 2009
- APEX Award Design team member (Alaska Performance Excellence), July 2004 – present;
- APEX Board of Overseers Member, July 2006 - present
- Malcolm Baldrige National Quality Award Examiner, May 2004-2006
- Kappa Delta Phi, Education Honor Society, May 2003

- Prince William Sound Teacher Association Representative/Negotiator, 1998 - 2002
- Chugach School District Category Champion, Malcolm Baldrige National Quality Award for Excellence in Education, 2001
- Riverside Co. Office of Education, Certificate of Recognition for Outstanding Contribution Towards the Achievement of Linguistically Diverse Students, May 1995
- Teacher of the Year, Hemet Elementary, Hemet Unified School District, 1993-1994

⓪ **Professional Organization Memberships**

- Association of School Administrators, Fall 2014 – present
- Council for Exceptional Children, Fall 2014 – present
- Council of Special Education Administrators (CASE), Fall 2014 – present
- Prince William Sound Teachers Association, 1996 – present
- National Association for the Education of Young Children, 2012 – present
- National Association of Elementary Principals, Fall 2009 - 2010
- Alaska Association of Elementary Principals, Fall 2009 - 2010
- California Teachers Association, 1985 - 1996

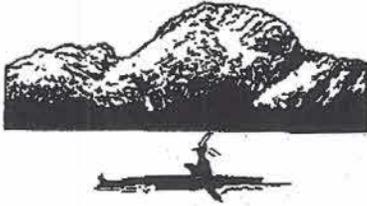
⓪ **Training/Professional Development**

- Anchorage Association of the Education of Young Children Conference, 2013-14, 2016
- Promoting Children's Success: Building Relationships and Creating Supportive Environments, January 2016
- Crisis Prevention Training, May 2015; Certified Trainer
- District Test Coordinator Training, Anchorage, 2013, 2015
- Alaska Special Education Directors Annual Conference, Anchorage, 2003 – present
- Alaska Department of Education & Early Development annual Alternate Assessment Training, Anchorage, 2003 – present
- Alaska Department of Education & Early Development annual Bilingual Education Training, Anchorage & Fairbanks, 2002 - present
- Alaska Department of Education & Early Development annual NCLB/Winter Conferences, Anchorage, 2002 – present
- Alaska State Mandated Training, annually, Chugach School District, 1996 – present
- Brian Wasko – Writing Coaching and Instructional Training, September 2011
- Chugach School District GLOBE Science Training, August 2010 - 2011
- Principal K-12 Internships: The Pathway Home residential center for ages 13 – 18; Whittier Elementary School, 2009-2010
- Teacher Incentive Fund Annual Grantee Training, Washington, DC, annually, 2007 – 2009
- Andrew Adams Reading Literacy, Anchorage, November 2009
- Chugach School District Site Instructional PIER planning/AIMS training/New Teacher Orientation, August 2009
- Chugach School District SPARK Training/Stop and Think Training, March 2009
- Parents as Teachers Certification Training/RuralCap: Birth – 3; 3 – 5 year olds, Anchorage, Fall 2008
- Chugach School District New Standards and Assessment Implementation/AIMS Training, August 2008
- Alaska Performance Excellence Examiner and Team Leader, Anchorage, AK, 2008 – 2009
- Chugach School District Assessment Revision/Shared Vision, August 2007

- Teacher Incentive Fund/Best Practices in Mathematics, Girdwood, December 2007
- Chugach School District Standards Revision & Data Driven Planning, August 2006
- Fetal Alcohol Effect Spectrum Disorder & Positive Behavioral Support Training, Anchorage, February 2006
- Malcolm Baldrige National Examiner Training, Washington, DC, May 2004, 2005, 2006
- Andrew Pudewa Writing Training, Anchorage, September 2005
- Data-Driven Instructional Planning, Washington, August 2005
- Quality Schools Institute Symposium, January 2005
- Quality Schools Institute 6, August 2004
- Reactive Attachment Disorder, Anchorage, April 2004
- Chugach School District Assessment Revision and Alignment, March 2004
- Partnerships in Character Education, Washington, DC, December 2003
- Aligned Information Management System Training, Chugach School District, Sept. 2003 – present
- Chugach School District Standards Revision Inservice, August 2003
- Chugach School District Technology/Distance Learning/CASTS Trainings, Anchorage, September 2002
- Andrew Pudewa Institute for Excellence in Writing, Anchorage, August 2002
- Ropes Course Team Building, Anchorage, August 2002
- Chugach School District Shared Vision and AK Quality Schools Coalition, Anchorage, September 2001
- Right Start Math, Joan Cotter, Anchorage, August 2001
- Chugach School District New Teacher Orientation Team, Anchorage, August 2001
- Chugach School District Teacher Evaluation Tool and Negotiated Agreement Inservice, Anchorage, April 2001
- Chugach School District Shared Vision and Strategic Planning, Anchorage, February 2001
- Marcia Henry Reading Strategies, Anchorage, September 2000
- Annual Thematic Unit Planning, Chugach School District, 2000 - present
- ASDN Technology Workshop, Anchorage, June 2000
- Annual Chugach Districtwide Analytical Assessment Training/Inter-rater Reliability Training, November 1999 - present
- Chugach School District Inservice trainings: leadership, curriculum, performance-based standards, skills and analytical assessments, September 1996 – present
- Strategic Planning, Dr. Jim Franco, Anchorage, February 2000
- Governor's Education Summit, Alyeska, Girdwood, AK, January 2000
- Governor's Education Summit, Valdez, AK, January 1997
- Asset Building Training, Chugach School District, 1996 - 1998
- Six Trait Writing Workshop/Nancy Norman, Anchorage, Fall 1996
- Multisensory Teaching Approach (MTA) Training, Anchorage, August 1996 – May 1998
- Covina School District curriculum training, Fall 1995
- Hemet School District curriculum training, August 1990- July 1995
- Carlsbad School District curriculum training, August 1985 – June 1990

Chugach School District
Cultural Heritage Improving Learning and
Development (CHILD)

Letter of Verification for Eligible Indian Organization



Tatitlek Village IRA Council

"God's Country, USA"

May 29, 2015

Bob Crumley, Superintendent
Chugach School District
9312 Vanguard Drive Number 100
Anchorage, Alaska 99507

RE: Indian Education Discretionary Grants

Dear Bob,

As we discussed, the Native Village of Tatitlek is a federally recognize tribe and is governed by the Tatitlek Village IRA Council.

Our current board members are:

- -David Totemoff-President
- -Curtis Kompkoff-Vice-President
- -Karen Katelinkoff- Tres/Secretary
- -William Evanoff-Member
- -Katheryn Kompkoff-Member
- -
- -

All of these members are Alaska Native.

I have attached a copy of our charter, bylaws, articles of incorporation or mission statement.

Should you have any questions, or need further information, please to not hesitate to contact me.

Regards,

David Totemoff
President

(b)(6)

P.O. Box 171 • Tatitlek, Alaska 99677 • (907) 325-2311 • FAX (907) 325-2298

05/28/2015 09:29 19073252298

Tribal Natural Resource Management Plan

July 2003

Mission Statement

The Native Village of Tatitlek will develop and maintain a Tribal Natural Resource Management Program to ensure the meaningful involvement of the Tribe in all aspects of natural resource research, management and development in order to provide for the long-term protection and preservation of these natural resources and the environment within its traditional use areas.

Vision Statement

Natural resources are an inseparable part of the traditional and cultural heritage of the Native Village of Tatitlek. Building on the foundation of the Tribal historic perspective with new science, the natural resources program seeks to preserve and enhance the healthy attitude of respect and responsible stewardship of natural resources. The Tatitlek Tribal Natural Resource Management Program seeks to facilitate and promote individual and community involvement in the management, understanding and responsible development of the natural resources in the Tatitlek Traditional Use Areas.

Chugach School District

Cultural Heritage Improving Learning and Development (CHILD)

Request and Eligibility for Competitive Preference Points

Priority 1—Serves a local rural community:

The *Cultural Heritage Improving Learning and Development (CHILD)* project includes the partners of Chugach School District (CSD), Lake and Peninsula School District (LPSD), and Bristol Bay Borough School District (BBBSD). This *CHILD* consortium **qualifies for the Competitive Preference Priority 1** points because all three school districts qualify as LEAs that are eligible under the Small Rural School Achievement (SRSA) designation. All three are designated by the U.S. Census Bureau with a locale code of 7 (territory designated as rural by the Census Bureau that is outside a CMSA or MSA of a Large or Mid-size City). All three also meet the qualifier of the locale code 43 as all are more than 25 miles from an urbanized area and also more than 10 miles from an urban cluster. The nearest urbanized area or urban cluster to all three districts is Anchorage which is 60 miles away from the nearest site in CSD, 308 miles from BBBSD, and 165 miles from the nearest site in LPSD.

Priority 3—Consortium received grant from eligible grant program:

The *CHILD* project **qualifies for the Competitive Preference Priority 3** points because it is submitted by a consortium in which the lead applicant and a partner have both received a grant from the Alaska Native Education (ANE) Program (title VII, part C) within the last four years. CSD, the lead applicant, has received three ANE grants within the past four years. The first was awarded in 2012 and was called Voyage to Excellence – School to Life (VTE-STL, 2012-2015). The PR award number was S356A120001. The second was awarded in 2014 and was called the STEM of VTE (STEM-VTE, 2014-2017). The PR award number was

S356A140050. Additionally, consortium partner, LPSD, was also awarded an ANE grant in 2012 called Tutoring for Everyone to Achieve Proficiency (TEAP, 2012-2015). The PR award number was S356A120068.

Chugach School District
Cultural Heritage Improving Learning and Development
(CHILD)
Indirect Cost Rate Agreement



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

Adrienne Fleming, Special Programs Bookkeeper
Chugach School District
9312 Vanguard Drive, Suite 100
Anchorage, AK 99507

Dear Ms. Fleming:

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 Chugach School District is **3.19%**. 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

Chugach School District
School District Certification and Request for Authorized Indirect Rate
As submitted to the Department of Education & Early Development
FY2017 Federal Indirect Rate

I certify that the information contained herein has been prepared in accordance with the instructions issued by EED and conforms with the criteria in OMB Circular A-87, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for review and/or audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward 0.21%

R Crumley 12-15-15
Superintendent's Certification Date

~~~~~  
**EED USE ONLY**

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward 3.19%

This rate becomes effective July 1, 2016 and remains in effect until June 30, 2017 and will apply to all eligible federally assisted programs as appropriate.

Federal law or grant conditions may limit the amount of indirect cost or the indirect cost rate. For example, if the approved restricted rate is five percent and the law allows only a three percent rate of recovery, then only indirect cost equal to three percent of the direct costs for that program may be recovered.

(b)(6) 4/4/16  
Alaska Department of Education & Early Development Date

# **Chugach School District**

## **Cultural Heritage Improving Learning and Development (CHILD)**

### **Appendix:**

**Sample Preschool Performance Assessment (Math is only subject area included. Literacy, Personal Social, and Alutiiq/Sugt'stun follow the same format.)**

**DRAFT Performance Pay Rubric**

**Promoting Cultural & Linguistic Competency Self-Assessment for Preschool Teachers**

***CHILD* Project Logic Model Diagram**

**District Coordinator, Cultural Coordinator, & Early Learning Coordinator Job Descriptions**

\* = Advanced questions

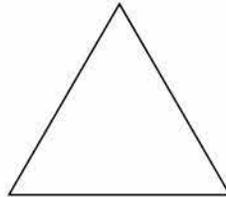
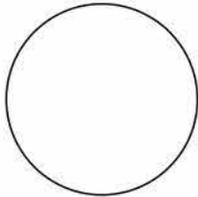
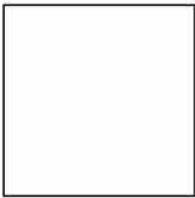
1. Continue the pattern I build:

(2 part pattern: i.e. red, blue, red, blue; triangle, square, triangle, square)

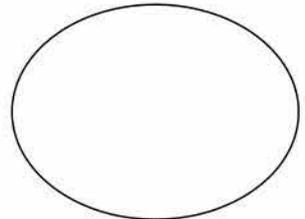
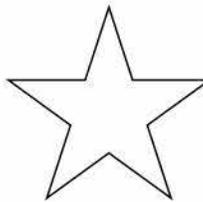
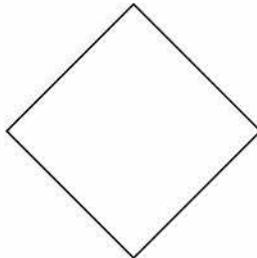
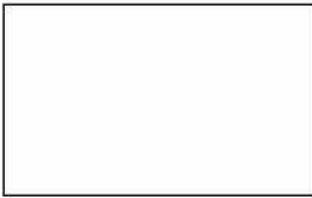
\*2. Continue the pattern I build:

(3 part pattern: i.e. red, blue, green, red, blue, green; circle, triangle, square; circle, triangle, square)

3. Name these shapes.



\*4. Name these shapes.



(rectangle; rhombus/diamond; star; oval)

5.

a. Point to the square above.

b. Point to the circle above.

c. Point to the triangle above.

\*d. Point to the rectangle above.

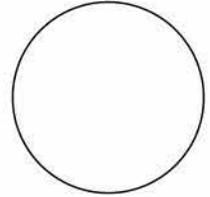
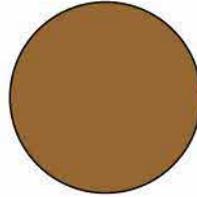
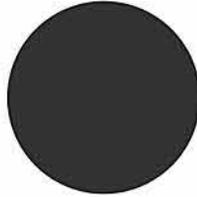
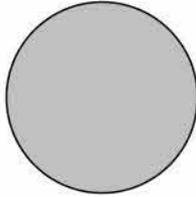
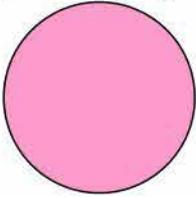
\*e. Point to the diamond above.

\*f. Point to the star above.

\*g. Point to the oval above.

6. What is the name of this color?

\* pink and grey are considered advanced



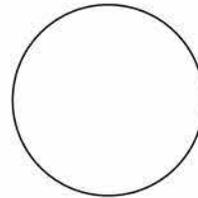
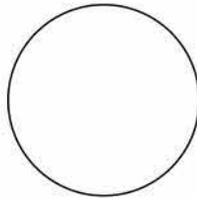
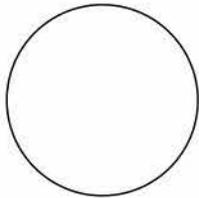
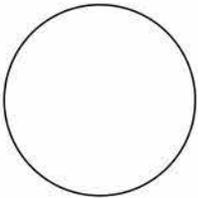
7. Color the shapes below

a. red

b. blue

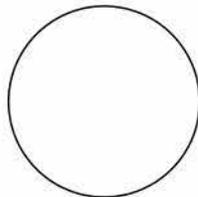
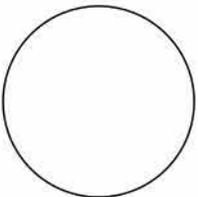
c. yellow

d. green

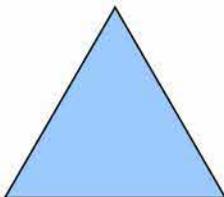


e. orange

f. purple



8. Point to the triangle that is bigger.



9. Point to the line that is shorter.



10. Which is heavier: a book or a pencil? (teacher provides sample objects)

11. Which holds more: a cup or a pitcher? (teacher provides sample objects)

12. Which group has more objects? Which group has less objects? (teacher provides sample objects)

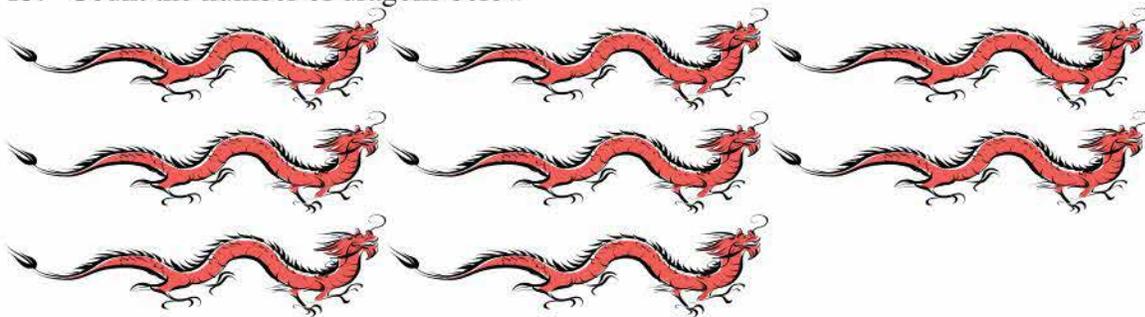
\* For questions 13- 17 , if a student can go beyond 10 they are considered advanced.

13. Count out loud. Highest number: \_\_\_\_\_

14. Point to the numbers I say: 3, 9

0 1 2 3 4 5 6 7 8 9 10

15. Count the number of dragons below



16. Teacher provides manipulatives and number cards. Make a set of 5 objects and a set of 9 objects. Ask the student to find the number card that goes with each set.

17. Teacher provides sorting bowls and manipulatives in different colors, shapes, and sizes. Ask the student to sort. (Ask them to sort manipulatives in another way)

\* Ask the student to tell you how they sorted them, if they can tell color, shape, size then they are advanced.

18. Which girl is taller? Which girl is shorter?



Yes \_\_\_\_\_ No \_\_\_\_\_

19. Teacher provides a hoola hoop and a chair. Ask student to stand **inside** your hoola hoop. Ask student to stand **outside** your hoola hoop. \*Ask student to stand **in front** of your chair. \*Ask student to stand **behind** your chair. \*Ask student to put their hand **below** a table. \*Ask student to put their hand **above** a table.

20. Teacher provides 5 objects for counting. Ask student to use tally marks to show you how many objects there are. (The cross on the fifth tally mark is not important at this level.)

Yes \_\_\_\_\_ No \_\_\_\_\_

## Math Rubric 2010

| <u>STANDARD:</u>                                                                                                                                                                | Not yet assessed                         | Emerging                                                                  | Developing                                                                   | Proficient                                                                                                                                                                                                         | Advanced                                                                                                             | Overview                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>M1. Continues a simple pattern.</b>                                                                                                                                          | Teacher has not assessed this skill yet. | Copies a pattern with assistance (song, clapping to beat, shapes, etc.).  | Copies a pattern.                                                            | Consistently continues a 2-part pattern using colors or objects (blue, red, blue, red,...).                                                                                                                        | Consistently continues a 3-part (or more) pattern using colors or objects (blue, red, green, blue, red, green, ...). | Quarter 1: N E D P A<br>Quarter 2: N E D P A<br>Quarter 3: N E D P A<br>Quarter 4: N E D P A |
| <b>M2. Know basic shapes and colors.</b>                                                                                                                                        | Teacher has not assessed this skill yet. | Needs assistance to identify basic shapes and colors.                     | Able to identify basic shapes and colors some of the time.                   | Identifies and names basic shapes and colors including triangle, square, circle, red, blue, orange, yellow, green, purple, black, white, and brown.<br>Identify=Point to the circle.<br>Names= What shape is this? | Identifies and names triangle, square, circle, oval, star, diamond, rectangle, and colors beyond the basic colors.   | Quarter 1: N E D P A<br>Quarter 2: N E D P A<br>Quarter 3: N E D P A<br>Quarter 4: N E D P A |
| <b>M3. Tells how objects are alike and how they are different (i.e., color, bigger/smaller, shape, longer/shorter, heavier/lighter, more than/less than/the same as, etc.).</b> | Teacher has not assessed this skill yet. | Rarely tells how objects are alike and different (color, bigger/smaller). | Sometimes tells how objects are alike and different (color, bigger/smaller). | Usually tells how objects are alike and different (color, bigger/smaller).                                                                                                                                         | Consistently tells how objects are alike and different (color, bigger/smaller).                                      | Quarter 1: N E D P A<br>Quarter 2: N E D P A<br>Quarter 3: N E D P A<br>Quarter 4: N E D P A |

|                                                                                                                          |                                          |                                                                                                                                            |                                                                                                                                            |                                                                                                                                      |                                                                                                                                                 |                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>M4. Counts objects, names numerals, and matches them to the correct amount.</b>                                       | Teacher has not assessed this skill yet. | Can count to 5.                                                                                                                            | Counts and names numerals 1-5.<br>AND<br>Shows 1-5 objects when prompted by teacher.                                                       | Count and names numerals 1-10.<br>AND<br>Shows 1-10 objects when prompted by teacher.                                                | Counts and names numerals more than 10.<br>OR<br>Writes some numerals.<br>OR<br>Shows more than 10 objects when prompted by teacher.            | Quarter 1: N E D P A<br>Quarter 2: N E D P A<br>Quarter 3: N E D P A<br>Quarter 4: N E D P A |
| <b>M5. Sorts objects by color, shape, and size.</b>                                                                      | Teacher has not assessed this skill yet. | Groups a few objects by color, shape or size.                                                                                              | Sorts a group of objects by one characteristic (color, shape or size).                                                                     | Sorts a group of objects by color, shape and size.                                                                                   | Sorts a group of objects by color, shape and size and other attributes (number of sides, corners, wheels, etc.).                                | Quarter 1: N E D P A<br>Quarter 2: N E D P A<br>Quarter 3: N E D P A<br>Quarter 4: N E D P A |
| <b>M6. Describes simple comparisons (big/little, tall/short, etc.) and spatial relationship (in/out, up/down, etc.).</b> | Teacher has not assessed this skill yet. | Needs assistance describing comparisons and spatial relationships (in/out, up/down, bottom/top, big/little, tall/short, empty/full).       | Describes comparisons and spatial relationships (in/out, up/down, bottom/top, big/little, tall/short, empty/full) some of the time.        | Consistently describes comparisons and spatial relationships (in/out, up/down, bottom/top, big/little, tall/short, empty/full).      | Consistently describes comparisons and more complex spatial relationships (over/under, in front/behind, above/below, few/many, more/less etc.). | Quarter 1: N E D P A<br>Quarter 2: N E D P A<br>Quarter 3: N E D P A<br>Quarter 4: N E D P A |
| <b>M7. Represents findings using tally marks, simple graphs, or charts.</b>                                              | Teacher has not assessed this skill yet. | Needs assistance representing and describing data with a group using tally marks, simple graphs, or charts with one-to-one correspondence. | Representing and describing data with a group using tally marks, simple graphs, or charts with one-to-one correspondence some of the time. | Usually able to represent and describe data with a group using tally marks, simple graphs, or charts with one-to-one correspondence. | Consistently able to represent and describe data with a group using tally marks, simple graphs, or charts with one-to-one correspondence.       | Quarter 1: N E D P A<br>Quarter 2: N E D P A<br>Quarter 3: N E D P A<br>Quarter 4: N E D P A |

### Early Learning Coordinator Performance Pay – DRAFT

Each row is worth a maximum performance pay value of \$25.00 for a total net payout of a maximum of \$300.

Note: Self evaluation should be underlined. DC evaluation will be in bold. Final Evaluation will be highlighted in aqua.

| AGS Testing and Sharing DRAFT                                                                                                                                                                          |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unaware, Unable, or Unwilling - \$0                                                                                                                                                                    | Emerging - \$10.00                                                                                                                                                                                              | Developing - \$15.00                                                                                                                                                                                                                                                            | Proficient – \$20.00                                                                                                                                                                                                                                                                    | Advanced - \$25.00                                                                                                                                                                                                                                                     |
| Most or all of my AGS post-screening is <b>not</b> complete.                                                                                                                                           | Most of my AGS post-screening is complete and scored, but I have not gotten all of them done.                                                                                                                   | I have completed all my AGS post-screening, but my DC scored them for me.                                                                                                                                                                                                       | I have completed all my AGS post-screening, but my DC helped me score them.                                                                                                                                                                                                             | I have completed and scored all AGS post-screening independently.                                                                                                                                                                                                      |
| None of my AGS results have been sent to my DC.                                                                                                                                                        | Not all AGS results have been sent to my DC.                                                                                                                                                                    | All AGS results were sent to my DC but after the deadline.                                                                                                                                                                                                                      | AGS results and copies of the cover page were sent to my District Coordinator (DC) by the deadline.                                                                                                                                                                                     | AGS results and copies of the cover page were sent to my District Coordinator (DC) prior to the deadline.                                                                                                                                                              |
| AGS partnership post-testing data showed students averaged a raw score <b>loss</b> between pre- and post-test this year in the Language Subscale, Cognitive Subscale and the Self Help Social Profile. | AGS partnership post-testing data showed students averaged a raw score <b>gain of +0.00</b> between pre- and post-test this year in the Language Subscale, Cognitive Subscale and the Self Help Social Profile. | AGS partnership post-testing data showed students averaged a raw score <b>gain of +1.00</b> between pre- and post-test this year in the Language Subscale, Cognitive Subscale and the Self Help Social Profile.                                                                 | AGS partnership post-testing data showed students averaged a raw score <b>gain of +2.00</b> between pre- and post-test this year in the Language Subscale, Cognitive Subscale and the Self Help Social Profile.                                                                         | AGS partnership post-testing data showed students averaged a raw score <b>gain of more than +2.00</b> between pre- and post-test this year in the Language Subscale, Cognitive Subscale and the Self Help Social Profile.                                              |
| Alutiiq Cultural Engagement DRAFT                                                                                                                                                                      |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                        |
| I did not work with my community to incorporate story-telling, dance, and other cultural resources and activities into my classroom activities.                                                        | I worked with my community to bring in story-telling, dance, and other cultural resources and activities into my classroom activities, but the plans we made did not happen.                                    | I worked with my community to bring in story-telling, dance, and other cultural resources and activities into my classroom activities and successfully incorporated one of the ideas. <i>(please write a short description of the activity in the "evidence" section below)</i> | I have worked with my community to bring in story-telling, dance, and other cultural resources and activities into my classroom activities and successfully incorporated some of the ideas. <i>(please write a short description of the activity in the "evidence" section below)</i> . | I regularly incorporate story-telling, dance, and other cultural resources and activities into my classroom activities. and successfully incorporated several of the ideas <i>(please write a short description of the activity in the "evidence" section below)</i> . |
| I completed less than 3 Alutiiq Cultural units with my students                                                                                                                                        | I completed at least 4 Alutiiq Cultural units with my students                                                                                                                                                  | I completed at least 5 Alutiiq Cultural units with my students                                                                                                                                                                                                                  | I completed at least 6 Alutiiq Cultural units with my students                                                                                                                                                                                                                          | I completed more than 6 Alutiiq Cultural units with my students                                                                                                                                                                                                        |
| Most of my students can understand and speak less than 10 words in Sugt'stun.                                                                                                                          | Most of my students can understand and speak at least 10 words in Sugt'stun.                                                                                                                                    | Most of my students can understand and speak at least 15 words in Sugt'stun.                                                                                                                                                                                                    | Most of my students can understand and speak at least 20 words in Sugt'stun.                                                                                                                                                                                                            | Most of my students can understand and speak more than 20 words in Sugt'stun.                                                                                                                                                                                          |
| Curriculum Implementation and Instructional Practices DRAFT                                                                                                                                            |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                        |

|                                                                                       |                                                                                        |                                                                                           |                                                                                                                   |                                                                                                                                                           |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| I am unsure of my lesson plans or class schedule from day to day.                     | I usually follow a formal schedule but I haven't developed daily lesson plans.         | I follow a formal schedule but I sometimes don't develop daily lesson plans.              | I follow a formal schedule and develop daily lesson plans.                                                        | I have high quality daily lesson plans which enhance student learning experiences.                                                                        |
| My preschool was not structured and organized for maximum student learning benefit.   | My preschool was seldom structured and organized for maximum student learning benefit. | My preschool was sometimes structured and organized for maximum student learning benefit. | My preschool was usually structured and organized for maximum student learning benefit.                           | My preschool was structured and organized for maximum student learning benefit.                                                                           |
| I usually just let my students play whatever they want.                               | I usually teach concepts in the same way.                                              | I occasionally try a few new instructional strategies.                                    | I meet with others to learn how to use different instructional strategies and use them to improve my instruction. | I regularly plan and use different instructional strategies (exploration, hands-on activities, learning centers, etc.) to engage my students in learning. |
| I know we have standards, but rarely use them to drive my activities and instruction. | Standards drive some of my activities and instruction.                                 | Standards drive most of my activities and instruction.                                    | Standards drive all of my activities and instruction.                                                             | I use standards, assessments and reporting tools to focus my instruction, understand individual student needs, and to communicate with parents.           |
| I never implement adopted curriculum in my classroom.                                 | I sometimes implement adopted curriculum in my classroom.                              | I implement adopted curriculum regularly in my classroom.                                 | I usually implement adopted curriculum in my classroom.                                                           | I always implement adopted curriculum in my classroom.                                                                                                    |
| I never implement active learning practices in my classroom.                          | I sometimes implement active learning practices in my classroom.                       | I implement active learning practices regularly in my classroom.                          | I usually implement active learning practices in my classroom.                                                    | I always implement active learning practices in my classroom.                                                                                             |

**PROMOTING CULTURAL & LINGUISTIC COMPETENCY**  
**Self-Assessment for Preschool Teachers**

Directions: Please select 1, 2, 3, or 4 for each item listed below.

4 = Things I do constantly, or I excel at this

3 = Things I do often, or I am proficient at this

2 = Things I do occasionally, or I am developing in this

1 = Things I do rarely or never, or I am emerging on this

**PHYSICAL ENVIRONMENT, MATERIALS & RESOURCES**

\_\_\_\_\_ 1. I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.

\_\_\_\_\_ 2. I select props for the dramatic play/housekeeping area that are culturally diverse including those that reflect Alaska Native culture (e.g. dolls, clothing, cooking utensils, household articles, furniture).

\_\_\_\_\_ 3. I ensure that the book/literacy area has pictures and storybooks that reflect the different cultures of children and families served in my early childhood program or setting.

\_\_\_\_\_ 4. I ensure that toys and play accessories that depict people are representative of the various cultural and ethnic groups both within my community and the society in general.

\_\_\_\_\_ 5. I read a variety of books exposing children in my early childhood program or setting to various life experiences of cultures and ethnic groups including their own.

\_\_\_\_\_ 6. I encourage and provide opportunities for children to share experiences through storytelling, puppets, masks, or other props to support the "oral tradition" common among many cultures.

\_\_\_\_\_ 7. I plan trips and community outings to places where children can learn about their own cultural or ethnic history as well as the history of others.

\_\_\_\_\_ 8. I play a variety of music including Alaska Native music and introduce musical instruments from many cultures including Alaska Native.

\_\_\_\_\_ 9. I provide opportunities for children to cook or sample a variety of foods typically served by different cultural and ethnic groups including their own.

\_\_\_\_\_ 10. I provide opportunities for children to share and learn dances and songs including traditional Alaska Native songs and dances.

\_\_\_\_\_ 11. I provide opportunities for children to share and learn traditional gross & fine motor activities.

\_\_\_\_\_ 12. I ensure that I include traditional holidays celebrated by the majority culture, as well as those holidays that are unique to the culturally diverse children and families served in my early childhood program or setting.

**COMMUNICATION STYLES**

\_\_\_\_\_ 13. For children who speak languages or dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them.

\_\_\_\_\_ 14. I encourage and invite parents and family members to volunteer and assist with language and cultural activities from their dominant culture.

\_\_\_\_\_ 15. I use visual aids, gestures, and physical prompts in my interactions with children who have limited English proficiency.

\_\_\_\_\_ 16. I ensure that all notices and communications to parents are written in their language of origin.

\_\_\_\_\_ 17. I understand that it may be necessary to use alternatives to written communications for some families, as word of mouth may be a preferred method of receiving information.

\_\_\_\_\_ 18. I use bilingual or multilingual staff and/or trained/certified foreign language interpreters for meetings, conferences, or other events for parents and family members who may require this level of assistance.

\_\_\_\_\_ 19. I recognize that there are differences between language used in early childhood settings, or at “school”, and in the home setting.

### **VALUES & ATTITUDES**

\_\_\_\_\_ 20. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.

\_\_\_\_\_ 21. I discourage children from using racial and ethnic slurs by helping them understand that certain words can hurt others.

\_\_\_\_\_ 22. I screen books, movies, and other media resources for negative cultural, ethnic, racial or religious stereotypes before sharing them with children and their families served in my early childhood program or setting.

\_\_\_\_\_ 23. I provide activities to help children learn about and accept the differences and similarities in all people as an ongoing component of program curricula.

\_\_\_\_\_ 24. I understand and accept that family is defined differently by different cultures (e.g. extended family members, godparents).

\_\_\_\_\_ 25. I respect that male-female roles in families may vary significantly among different cultures (e.g. who makes major decisions for the family, play and social interactions expected of male and female children).

\_\_\_\_\_ 26. I accept that culture, religion, spirituality, and other beliefs may influence how families respond to hardships such as illness, disease, and death.

\_\_\_\_\_ 27. I understand that traditional approaches to disciplining children are influenced by culture.

\_\_\_\_\_ 28. I understand that families from different cultures will have different expectations of their children for acquiring toileting, dressing, feeding, and other self-help skills.

\_\_\_\_\_ 29. I seek information from family members or other key community members that will assist me to respond effectively to the needs and preferences of culturally and linguistically diverse children and families served in my early childhood program.

**Chugach School District CHILD Logic Model:**

| <b>Problem:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Alaska Native children in the ANECE partnership have historically and consistently entered kindergarten behind their peers.                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Inputs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Outputs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Outcomes/Impact<br/><i>Short term:</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Outcomes/Impact<br/><i>Long term:</i></b>                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>*Standards-based preschool instructional framework</li> <li>*Alignment to Alaska’s Early Learning Guidelines</li> <li>*Research-based, active learning curriculum</li> <li>*Sound employment, performance pay, enrollment, financial, evaluation, and communication procedures</li> <li>*School space and resources</li> <li>*Preschool family support system in place (monthly family visits, monthly group activities,</li> </ul> | <p><i>Increase cultural identity and resilience:</i></p> <ul style="list-style-type: none"> <li>*develop &amp; implement Sugt’stun language and Alutiiq cultural thematic units</li> <li>*purchase materials for integrating Alutiiq culture into dramatic play areas</li> <li>* train ELCs to integrate cultural activities into the classroom &amp; implement language and cultural thematic units</li> <li>* recruit community members and Elders to participate in cultural instruction</li> <li>* secure Alaska Native children’s literature</li> </ul> | <ul style="list-style-type: none"> <li>*increase opportunities to participate in Alutiiq preschool language and cultural thematic units</li> <li>*Increase proficiency on the Alaska Native Cultural Awareness Performance Assessment</li> <li>*increase libraries of quality Alaska children’s literature by twenty books per year</li> <li>*Increase school readiness as measured by the ADP, AGS developmental testing, and preschool formative assessments</li> <li>*Increase proficiency on the “Promoting Cultural and Linguistic Competency Self-Assessment for Preschool Teachers” and the Alaska Native Cultural Awareness Performance Assessment</li> <li>* Participation in professional development results in growth in ability to promote cultural, language/literacy, cognitive, motor, and social development</li> <li>*Increase rate of growth between pre- and post-tests on AGS testing</li> <li>*Increase opportunities for professional development (inservices,</li> </ul> | <ul style="list-style-type: none"> <li>*strengthen cultural identity, confidence, and resiliency</li> <li>*decrease Alaska Native at risk population</li> <li>*increase Alaska Native children’s future schooling, graduation rate, economic status, and career opportunities</li> <li>*enhanced school success</li> <li>*increased student involvement</li> <li>*increased staff ability to integrate culture in the preschool classroom</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><i>Increase social/emotional, motor, cognitive, and language/ literacy skills:</i></p> <ul style="list-style-type: none"> <li>* implement ½ day high-quality, standards-based preschools</li> <li>*assess using AGS Early Screening Profiles, Alaska Developmental Profile, &amp; quarterly standards-based reports</li> </ul>                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><i>Provide professional development:</i></p> <ul style="list-style-type: none"> <li>*provide staff training in integrating Alutiiq culture, early childhood development, group management, early childhood assessment, active learning, curriculum, and classroom setup</li> <li>*Face-to-face inservice, site visits, bi-monthly webinars, Sugt’stun and Alutiiq trainings, AEYC conference</li> </ul>                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                           |                                             |  |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--|
| Family Individual Learning Plans, monthly Family kits, etc.) |                                                                                                                                                                                                                                                                                                                                                                                                           | site visits, conferences, audioconferences) |  |
| <b>Assumptions:</b>                                          | <ul style="list-style-type: none"> <li>*Culturally relevant instruction and resources enhance learning.</li> <li>*Preschool education is valued by partnership parents and communities.</li> <li>*Preschool education impacts a child’s future schooling, employment opportunities, and economic status.</li> <li>*Staff professional development is critical for a quality preschool program.</li> </ul> |                                             |  |

**CHILD District Coordinator  
Memorandum of Understanding**

**Chugach School District and \_\_\_\_\_ School District**

**TITLE:** District Coordinator

**QUALIFICATIONS:** **Requirements:**  
1. B.A. or higher, Alaska certified in Elementary Education  
2. At least 1-2 years of experience in teaching young children  
3. Demonstrated aptitude for the work to be performed

**Preferred:**  
1. Alaska Native  
2. B.A. or higher, Alaska certified in Early Childhood Education  
3. Extensive experience teaching young children  
4. Successful experience working with Teachers Aide(s)

**REPORTS TO:** Project Director

**JOB GOALS:** To prepare preschool students with the cultural, social/emotional, motor, cognitive, and language/literacy skills to succeed in kindergarten and to provide Early Learning Coordinators regular professional development opportunities to promote cultural, social/emotional, motor, cognitive, and language/literacy development.

**PERFORMANCE RESPONSIBILITIES:**

1. Collaboratively work with *CHILD* Project Director to accomplish the goals of the grant.
2. Participate in program trainings and meetings: DC meetings, Early Childhood Consortium Committee meetings, management team meetings, monthly teleconferences, etc.
3. Meet semi-annually with site parent advisory councils.
4. Plan and implement yearly district preschool inservice, on-site support, and monthly ELC audios.
5. Support ELCs in administration of AGS testing (Sept.) and implementation of Family Individual Learning Plans.
6. Supervise and assist ELCs in structuring preschool activities for maximum student learning.
7. Train ELCs in giving the *AGS Early Screening Profiles* and sharing screening information and results with parents.
8. Help ELCs identify students in need of referrals and interventions (Oct.), implement intervention strategies, and coordinate the referral process.
9. Assist ELCs in implementing instructional and cultural activities.
10. Coordinate with local Native organizations, Cultural Coordinator, and Project Director to implement cultural preschool units and activities.
11. Provide assistance in implementing reporting tools and preschool instructional resources.
12. Oversee ELCs completion of responsibilities.
13. Collect and compile AGS test data, AK K Profile data, and other information required for grant reporting purposes from all sites.
14. Submit reports and documents to Project Director on time.

**Term:** August – June

**Monthly hours:** ¼ - ½ time *CHILD*

**Salary:** Salary

District Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

District Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Project Director, Chugach School District: \_\_\_\_\_ Date: \_\_\_\_\_

Project Administrator, Chugach School District: \_\_\_\_\_ Date: \_\_\_\_\_

**CHILD Cultural Coordinator  
Memorandum of Agreement**

**Chugach School District and \_\_\_\_\_**

**TITLE:** Cultural Coordinator

**QUALIFICATIONS:**

**Requirements:**

1. Alaska Native
2. High School Diploma
2. Experience working with young children
3. Demonstrated aptitude for the work to be performed

**Preferred:**

1. Alutiiq
2. B.A. or higher, Alaska certified in Elementary Education or Early Childhood Education
3. Extensive experience teaching young children
4. Successful training experience

**REPORTS TO:** Project Director

**JOB GOALS:** To prepare preschool students with the cultural foundation to succeed in kindergarten and beyond and to provide Early Learning Coordinators professional development to promote cultural development.

**PERFORMANCE RESPONSIBILITIES:**

1. Collaboratively work with *CHILD* Project Director to accomplish the cultural goals of the grant.
2. Participate in program trainings and meetings: DC/CC meetings, Early Childhood Consortium Committee meetings, and monthly management team meetings.
3. Assist in developing Alaska Native Alutiiq cultural and language thematic units.
4. Secure materials for integrating Alutiiq culture into creative/dramatic play areas.
5. Identify and purchase culturally relevant Alaska children’s literature for preschools.
6. Aid in planning and providing training to Early Learning Coordinators (ELCs) on cultural project implementation, maximizing cultural materials in dramatic play, and integrating Alutiiq culture within classrooms.
7. Communicate and coordinate with tribal village councils to maximize local customs, traditions, stories, language, art, dances, and practices are reflected in units, materials, literature, and training.
8. Assist ELCs in implementing instructional and cultural activities.
9. Work with local and regional Native organizations to implement cultural preschool units and activities.
10. Collect and compile cultural data and other information required for grant reporting purposes.
11. Submit reports and documents to Project Director on time.

**Term:** August – June

**Monthly hours:** 50 days

**MOA:** 20,000

**Cultural Coordinator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Project Director, Chugach School District:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Project Administrator, Chugach School District:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# CHILD Early Learning Coordinator (ELC) Job Description and MOU

Chugach School District and \_\_\_\_\_ School District

**TITLE:** Early Learning Coordinator

**QUALIFICATIONS:**

**Requirements:**

1. High School Diploma or GED
2. Experience working with young children & families
3. Able to meet deadlines

**Preferred:**

1. Alaska Native community member
2. Highly Qualified Paraprofessional
3. Some college course work in Early Childhood Education
4. Extensive experience working young children

**REPORTS TO:** District Coordinator

**JOB GOALS:** To prepare preschool students with the cultural, social/emotional, motor, cognitive, and language/literacy skills to succeed in kindergarten and to participate in regular professional development opportunities to promote cultural, social/emotional, motor, cognitive, and language/literacy development.

**PERFORMANCE RESPONSIBILITIES:**

1. Collaboratively work with *CHILD* District Coordinator to accomplish the goals of the grant.
2. Structure, organize, and implement 15 hours/week of preschool activities for 3 and 4 year olds for maximum student learning benefit
3. Implement local Alaska Native cultural activities, dramatic play, units, and literature monthly.
4. Utilize adopted curriculum, activities, and units.
5. Administer and score the *AGS Early Screening Profiles* pre-test (Sept.) and post-test (April) and share *AGS* assessment data with parents.
6. Help write a Family Individual Learning Plan with parents and preschoolers (Oct.).
7. Identify students in need of referrals and interventions (Oct.).
8. Check emails regularly and keep in contact with District Coordinator to share information and ideas.
9. Submit reports and documents to District Coordinator on time.
10. Participate in trainings and meetings: ELC audios, inservices, meetings with District Coordinator, etc.

Term: September – May (165 days)  
Weekly hours: 17.5 hours of preschool aide time + 5 hours planning + 2 hours training / week  
Wage: Hourly wage

Early Learning Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

District Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Project Director, Chugach School District: \_\_\_\_\_ Date: \_\_\_\_\_

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**Chugach School District: CHILD - Budget Narrative**

| <b>Category and Cost Basis</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------|---------------|---------------|
| <b>1. Personnel</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               |               |               |               |
| <b>Salary:</b> Project Director – 100% FTE (190 days). Cost Basis: \$70,000 x 1.0. <i>The Project Director will be employed by Chugach School District and will be responsible for oversight of the project. The Project Director is expected to work on project activities full time.</i>                                                                                                                                                                                                                                                                      | \$70,000      | \$70,000      | \$70,000      | \$70,000      |
| <b>Salary:</b> Project Administrator – 10% FTE (24 days). Cost Basis: \$150,000 x 0.1 ( <b>in-kind</b> ). <i>The Project Administrator is the authorized representative for the project and oversees federal finance and reporting requirements. The Project Administrator is the liaison between the evaluator and Project Director.</i>                                                                                                                                                                                                                       | \$0           | \$0           | \$0           | \$0           |
| <b>Salary:</b> Project Evaluator – 10% FTE (19 days). Cost Basis: \$70,000 x 0.1. <i>Design of reporting tools, data collection, descriptive and statistical analysis.</i>                                                                                                                                                                                                                                                                                                                                                                                      | \$7,000       | \$7,000       | \$7,000       | \$7,000       |
| <b>Salary:</b> District Coordinators – CSD & BBBSD 25% FTE each, LPSD 50% FTE (47-94 days). Cost Basis: (\$70,000 average salary x 1.0). <i>Certified District Coordinators provide local district supervision of ELCs and are responsible for fidelity of the implementation of the project throughout the partner districts. Times vary with numbers of sites each district serves.</i>                                                                                                                                                                       | \$70,000      | \$70,000      | \$70,000      | \$70,000      |
| <b>Salary:</b> Early Learning Coordinators CSD, LPSD, and BBBSD. Cost basis is average ELC yearly salary of \$16 x 24.5 hr. x 34 weeks x 18 ELCs. <i>Early Learning Coordinators conduct early childhood screenings, plan &amp; implement preschool to include local cultural activities, utilize adopted curriculum, and participate in district trainings. There are 16 sites with a total of 18 ELCs. Sites with more than 10 students are budgeted for 2 ELCs. Total salary by partner district is: \$39,984 (CSD); \$173,264 (LPSD); \$26,656 (BBBSD).</i> | \$239,904     | \$239,904     | \$239,904     | \$239,904     |
| <b>Performance Pay for ELCs, DCs, PD</b> – up to \$375/year. Cost Basis: \$375 x 22. <i>All ELCs, DCs, and PD will be eligible for</i>                                                                                                                                                                                                                                                                                                                                                                                                                          | \$ 8,250      | \$ 8,250      | \$ 8,250      | \$ 8,250      |

|                                                                                                                                                                                                                                                                                                                                                                                                                              |                  |                  |                  |                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|------------------|------------------|
| <i>performance pay evaluated annually using a performance pay rubric based on meeting grant goals.</i>                                                                                                                                                                                                                                                                                                                       |                  |                  |                  |                  |
| <b>Subtotal Personnel</b>                                                                                                                                                                                                                                                                                                                                                                                                    | <b>\$395,154</b> | <b>\$395,154</b> | <b>\$395,154</b> | <b>\$395,154</b> |
| <b>2. Benefits</b>                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                  |                  |                  |
| Benefits. Cost Basis: \$395,154 x 0.4.<br><i>Benefits are calculated at 40% of salary. Benefits include health care and life insurance premiums, social security, worker's compensation, and teacher or public employees' retirement benefits.</i>                                                                                                                                                                           | \$158,062        | \$158,062        | \$158,062        | \$158,062        |
| <b>Subtotal Benefits</b>                                                                                                                                                                                                                                                                                                                                                                                                     | <b>\$158,062</b> | <b>\$158,062</b> | <b>\$158,062</b> | <b>\$158,062</b> |
| <b>3. Travel</b>                                                                                                                                                                                                                                                                                                                                                                                                             |                  |                  |                  |                  |
| PD/PA travel to districts. Cost Basis: 3 sites x \$800 each. <i>This amount represents an average for airfare, food, ground transportation, and housing to visit sites in rural Alaska to meet with key district personnel and AK Native council partners. The total cost varies by district.</i>                                                                                                                            | \$2,400          | \$2,400          | \$2,400          | \$2,400          |
| Travel to annual grantee meeting. Cost Basis: Air fare ANC-DC \$800 x 2 people RT; food \$40/day x 2 people x 3 days; lodging \$200/night x 3 nights x 2 people; ground transportation \$100 x 2 people; \$800 for AK Native Tribal partner flight to ANC, motel in ANC, and food for extra day. <i>The purpose of the travel is for 2 people (PD and AN partner) to attend the annual Indian Education grantee meeting.</i> | \$4,040          | \$4,040          | \$4,040          | \$4,040          |
| Cultural trainer travel. Cost Basis: 3 sites x \$800 each. <i>This amount represents an average for airfare, food, ground transportation, and housing to visit sites in rural Alaska to train ELCs on strategies for integrating Alaska Native culture into preschools. The total cost varies by district.</i>                                                                                                               | \$2,400          | \$2,400          | \$2,400          | \$2,400          |
| DC/CC training travel. Cost Basis: 2 trips x (Airfare \$475 x 3 staff; food \$40 x 3 people x 3 days; lodging \$110 x 3 staff x 3 nights; group ground transportation \$40/day x 3 days). <i>The purpose of the travel is for DCs, PD, &amp; CC to attend Anchorage Association of Young Children's annual conference and CHILD training.</i>                                                                                | \$5,790          | \$5,790          | \$5,790          | \$5,790          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                 |                 |                 |                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|
| ELCs district inservice. Cost Basis: Average airfare \$600 x 17 staff; Average housing for 3 days \$315 x 17; Average food for 3 days \$120 x 18. <i>This amount represents a portion of the costs for a district-wide inservice training. The total cost will vary by district, site transportation costs, housing costs, etc. The purpose of the travel is to provide annual face-to-face training for ELCs. 1 staff lives at district office site.</i>                          | \$17,715        | \$17,715        | \$17,715        | \$17,715        |
| DCs Site Visit Travel. Cost Basis: Airfare \$600 x 15 sites; Average food for 2 days \$80 x 15 sites. <i>This amount represents a portion of the cost for district site visits. The total cost will vary by district, site transportation costs, housing costs, etc. Each district will use this amount to support the total cost of site visits. The purpose of the travel is to provide ELCs with on-site support, training, and mentoring. 1 site involves no travel costs.</i> | \$10,200        | \$10,200        | \$10,200        | \$10,200        |
| Ground Transportation Preschool Children. Cost Basis: \$8,200. <i>This amount represents a portion of the costs to transport preschool children in BBBSD to and from 1 preschool. Costs are for gas (other costs are in-kind by district).</i>                                                                                                                                                                                                                                     | \$8,200         | \$8,200         | \$8,200         | \$8,200         |
| <b>Subtotal Travel</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>\$50,745</b> | <b>\$50,745</b> | <b>\$50,745</b> | <b>\$50,745</b> |
| <b>4. Equipment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                 |                 |                 |                 |
| Computers & Printers. Cost Basis: \$2000 x 2 staff/years 1, 2, & 3. <i>Computers and printers for PD, 3 DCs, PE, &amp; PA.</i>                                                                                                                                                                                                                                                                                                                                                     | \$4,000         | \$4,000         | \$4,000         | \$0             |
| <b>Subtotal Equipment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>\$4,000</b>  | <b>\$4,000</b>  | <b>\$4,000</b>  | <b>\$0</b>      |
| <b>5. Supplies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |                 |                 |                 |
| AGS Materials. Cost Basis: \$100/site x 16 sites (consumables) + \$400/site x 1 (new/replacement kits). <i>This charge is for materials for the pre- and post- screenings.</i>                                                                                                                                                                                                                                                                                                     | \$2,000         | \$2,000         | \$2,000         | \$2,000         |
| Alaska Children's Literature. Cost Basis: \$15/book x 18 books x 16 sites. <i>This expense allows students to engage in culturally relevant AN children's literature.</i>                                                                                                                                                                                                                                                                                                          | \$4,320         | \$4,320         | \$4,320         | \$4,320         |
| Alaska Native Cultural Heritage Units/kits. Cost Basis: \$150/kit x 9 months x 16 sites. <i>This charge represents Alaska Native cultural supplies, and material to preserve and</i>                                                                                                                                                                                                                                                                                               | \$21,600        | \$21,600        | \$21,600        | \$21,600        |

|                                                                                                                                                                                                                                                                    |                  |                  |                  |                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|------------------|------------------|
| <i>strengthen Native culture and/or language in partnership preschools.</i>                                                                                                                                                                                        |                  |                  |                  |                  |
| Preschool Startup Materials. Cost basis: \$2,000 x 1 new preschool to partnership in years 1 & 2, declining in years 3 & 4. <i>Curriculum, resources, activities, manipulatives, dramatic play materials, etc. to maintain consistency between partners.</i>       | \$2,000          | \$2,000          | \$1000           | \$0              |
| <b>Subtotal Supplies</b>                                                                                                                                                                                                                                           | <b>\$29,920</b>  | <b>\$29,920</b>  | <b>\$28,920</b>  | <b>\$27,920</b>  |
| <b>6. Contractual</b>                                                                                                                                                                                                                                              |                  |                  |                  |                  |
| Cultural Coordinator. Cost Basis: \$70,000 x 0.25 + 0.4 for benefits. <i>Contract to develop Alaska Native cultural heritage thematic units, purchase cultural materials, and train ELCs on strategies for integrating cultural activities into the classroom.</i> | \$24,500         | \$24,500         | \$24,500         | \$24,500         |
| <b>Subtotal Contractual</b>                                                                                                                                                                                                                                        | <b>\$24,500</b>  | <b>\$24,500</b>  | <b>\$24,500</b>  | <b>\$24,500</b>  |
| <b>8. Other</b>                                                                                                                                                                                                                                                    |                  |                  |                  |                  |
| Communication. Cost Basis: \$500 x 9 months. <i>Audio/video conferencing costs for long distance communication for meetings and trainings.</i>                                                                                                                     | \$4,500          | \$4,500          | \$4,500          | \$4,500          |
| <b>Subtotal Contractual</b>                                                                                                                                                                                                                                        | <b>\$4,500</b>   | <b>\$4,500</b>   | <b>\$4,500</b>   | <b>\$4,500</b>   |
|                                                                                                                                                                                                                                                                    |                  |                  |                  |                  |
| <b>9. Total Direct Costs</b>                                                                                                                                                                                                                                       | <b>\$666,881</b> | <b>\$666,881</b> | <b>\$665,881</b> | <b>\$660,881</b> |
| <b>10. Indirect Costs</b>                                                                                                                                                                                                                                          |                  |                  |                  |                  |
| Chugach School District has a federal indirect rate of 3.19%                                                                                                                                                                                                       | \$21,273         | \$21,273         | \$21,242         | \$21,082         |
| <b>Subtotal Indirect Costs</b>                                                                                                                                                                                                                                     | <b>\$21,273</b>  | <b>\$21,273</b>  | <b>\$21,242</b>  | <b>\$21,082</b>  |
| <b>12. Total Costs</b>                                                                                                                                                                                                                                             | <b>\$688,154</b> | <b>\$688,154</b> | <b>\$687,123</b> | <b>\$681,963</b> |

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

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

**1. Project Director:**

|         |             |              |            |         |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| Mrs.    | Jane        |              | Bailey     |         |

Address:

|           |                                |
|-----------|--------------------------------|
| Street1:  | 9312 Vanguard Drive, Suite 100 |
| Street2:  |                                |
| City:     | Anchorage                      |
| County:   |                                |
| State:    | AK: Alaska                     |
| Zip Code: | 99507                          |
| Country:  | USA: UNITED STATES             |

|                               |                             |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 907-522-7400                  | 907-522-3399                |

Email Address:

|                             |
|-----------------------------|
| jbailey@chugachschoools.com |
|-----------------------------|

**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

Chugach 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                      | 395,154.00         | 395,154.00         | 395,154.00         | 395,154.00         |                    | 1,580,616.00 |
| 2. Fringe Benefits                | 158,062.00         | 158,062.00         | 158,062.00         | 158,062.00         |                    | 632,248.00   |
| 3. Travel                         | 50,745.00          | 50,745.00          | 50,745.00          | 50,745.00          |                    | 202,980.00   |
| 4. Equipment                      | 4,000.00           | 4,000.00           | 4,000.00           | 0.00               |                    | 12,000.00    |
| 5. Supplies                       | 29,920.00          | 29,920.00          | 28,920.00          | 27,920.00          |                    | 116,680.00   |
| 6. Contractual                    | 24,500.00          | 24,500.00          | 24,500.00          | 24,500.00          |                    | 98,000.00    |
| 7. Construction                   | 0.00               | 0.00               | 0.00               | 0.00               |                    | 0.00         |
| 8. Other                          | 4,500.00           | 4,500.00           | 4,500.00           | 4,500.00           |                    | 18,000.00    |
| 9. Total Direct Costs (lines 1-8) | 666,881.00         | 666,881.00         | 665,881.00         | 660,881.00         |                    | 2,660,524.00 |
| 10. Indirect Costs*               | 21,273.00          | 21,273.00          | 21,242.00          | 21,082.00          |                    | 84,870.00    |
| 11. Training Stipends             |                    |                    |                    |                    |                    |              |
| 12. Total Costs (lines 9-11)      | 688,154.00         | 688,154.00         | 687,123.00         | 681,963.00         |                    | 2,745,394.00 |

**\*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 3.19%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 3.19%.

PR/Award # S299A160007

|                                                             |                                                                                                                                                                                                                                                     |  |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Name of Institution/Organization<br>Chugach 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 B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524