

**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 # S299A160046**

**Grants.gov Tracking#: GRANT12175109**

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="05/30/2016"/>	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: <input type="text" value="Yukon-Koyukuk School District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="92-0058951"/>	* c. Organizational DUNS: <input type="text" value="1006422630000"/>

**d. Address:**

* Street1: <input type="text" value="4762 Old Airport Way"/>
Street2: <input type="text"/>
* City: <input type="text" value="Fairbanks"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="AK: Alaska"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="99709-4456"/>

**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: <input type="text"/>	* First Name: <input type="text" value="Gina"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Hrinko"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Assistant Superintendent"/>	

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="907-374-9419"/>	Fax Number: <input type="text" value="907-374-9443"/>
---	---

* Email: <input type="text" value="ghrinko@yksd.com"/>
--

**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.):**

Add Attachment

Delete Attachment

View Attachment

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

The Yukon-Koyukuk School District's Start Strong Project

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="3,098,074.00"/>
* 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="3,098,074.00"/>

**\* 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:

## 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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>KERRY BOYD</p>	<p>TITLE</p> <p>Superintendent of Schools</p>
<p>APPLICANT ORGANIZATION</p> <p>Yukon-Koyukuk School District</p>	<p>DATE SUBMITTED</p> <p>05/30/2016</p>

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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: Yukon-Koyukuk School District

\* Street 1: 4762 Old Airport Way    Street 2: \_\_\_\_\_

\* City: Fairbanks    State: AK: Alaska    Zip: 99709

Congressional District, if known: \_\_\_\_\_

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

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children
	CFDA Number, if applicable: 84.299

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name: Eddy    Middle Name \_\_\_\_\_

\* Last Name: Jeans    Suffix \_\_\_\_\_

\* Street 1: 8681 Dudley Street    Street 2: \_\_\_\_\_

\* City: Juneau    State: AK: Alaska    Zip: 99801

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

Prefix \_\_\_\_\_ \* First Name: Eddy    Middle Name \_\_\_\_\_

\* Last Name: Jeans    Suffix \_\_\_\_\_

\* Street 1: 8681 Dudley Stree    Street 2: \_\_\_\_\_

\* City: Juneau    State: AK: Alaska    Zip: 99801

**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: KERRY BOYD

\* Name: Prefix \_\_\_\_\_ \* First Name: Kerry    Middle Name \_\_\_\_\_  
\* Last Name: Boyd    Suffix \_\_\_\_\_

Title: Superintendent of Schools    Telephone No.: 907-374-9416    Date: 05/30/2016

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S299A160046

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

YKSD StartingStrongGEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## General Education Provisions Act

The Yukon-Koyukuk School District ensures that equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs or special considerations. The following six types of barriers, as highlighted by statute, have been considered in the development of the YKSD's *Starting Strong* Project.

1. Gender – Project activities will appeal to both males and females; project materials will be purchased to appeal to both males and females.
2. Race – Project activities will be designed to meet the needs of Alaska Native students; The majority of participants are Alaska Native, but the opportunities are open to all students in the affected communities.
3. National Origin – This application is open and available to all participants, regardless of national origin.
4. Color – This application is open and available to all participants, regardless of skin color.
5. Disability – This application is open and available to all participants, regardless of disabilities. Project materials will be made available on digital recordings, for students with special needs. Students with special needs will receive supplementary assistance in accordance with individual education plans. Students with physical handicaps are provided access to facilities in compliance with federal and state laws.

## 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**

Yukon-Koyukuk School District

**\* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

## 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:

**Yukon-Koyukuk School District**  
**Indian Education Demonstration Grant Application**  
**ABSTRACT**

The Yukon-Koyukuk School District (YKSD) in partnership with the Tanana Chiefs Conference proposes the *Starting Strong* project designed to improve the college and career readiness of Alaska Native and American Indian students in nine rural Alaska Native communities in the Yukon-Koyukuk School District. In particular, the YKSD *Starting Strong* project will serve the following communities included in the TCC service area: Allakaket, Ruby, Minto, Hughes, Kaltag, Manley Hot Springs, Huslia, Nulato, and Koyukuk. The total population in these nine communities is 1,707, of whom 94% are of Alaska Native descent (Athabaskan).

This project will ensure that every YKSD student has a solid physical, social, emotional, and academic foundation needed for school success. The district has determined that it is imperative that our students have a strong educational foundation and that they must read by third grade. Our objectives include the following: Objective 1: YKSD children will have access to effective pre-K to third grade multi-age classrooms. Objective 2: All parents of YKSD pre-K to third grade students will be actively participate in their child's education. Objective 3: All YKSD children will receive the nutrition, physical activity, and health care necessary to be prepared to learn.

From our needs assessment, we identified several community-level barriers to our students reaching proficiency on the math and reading standards. First, parents are not involved in their children's education at a level to positively impact student achievement. This is a two-pronged issue. First, there is not a community norm for parents to be their child's first (school-related) teacher or educational advocate. On the other hand there are few programs that engage families in their children's education. Children's educational attainment is also negatively impacted by

poor physical, social, and emotional health outcomes. There are few programs that support the physical, social and emotional needs of students in our district. Our communities have also identified several school system barriers to student achievement of math and reading standards. First, our schools have very small staffs and all of our teachers teach in multi-grade classrooms. As the population of our rural communities has decreased our teachers have been teaching larger grade spans. Most teachers – whether trained in Alaska or in the Lower 48 – have not had specific pre-service training in how to address multiple age and grade levels taught together.

To address these barriers to our students eventually graduating college and career ready, the YKSD *Starting Strong* project will replicate many of the successful aspects of the pre-kindergarten program for our students through third grade, including effective multi-grade classroom environments, coordination of school and health components, active parental involvement, and one-on-one coaching for classroom teachers as they implement new strategies.

TCC will coordinate several programs that are integral to the education of young children and with which the YKSD multi-grade program will provide linkages to provide a variety of comprehensive services (i.e., health, mental health, social services) to ensure that children in the Yukon-Koyukuk region are physically, socially, emotionally, and academically ready for school success.

In addition, we will provide professional development to ensure sustainability of project. Professional development will include 1) intense one-on-one coaching to support implementation of model multi-grade classrooms as well as reading instruction; 2) in-service sessions on effective multi-grade instruction, reading instructions, effective parental engagement, and working with TCC; and 3) a study group to develop multi-grade implementation plans, which will consist of both in-person meetings as well as monthly video-conference meetings.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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

**Indian Education Demonstration Grants Program**

**Yukon-Koyukuk School District**

***Starting Strong Project***

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## **NEED FOR PROJECT**

### **(i) Project is informed by evidence**

The Yukon-Koyukuk School District (YKSD) is a Rural Education Attendance Area (REAA) encompassing an area larger than the state of Washington (65,000 square miles of territory). Within this vast area, the district serves 323 K-12 students in nine extremely remote Alaska Native communities.<sup>1</sup> Seven of the nine district communities are not connected to any road system, and distances between the communities are great, ranging from 25 to 300 miles, all of which must be traversed by boat, snow machine, or airplane. Employment in these communities is limited by the lack of infrastructure and economic opportunities. More than half (56.7%) of the people living in our communities are not employed – almost double the statewide rate of 28.5% (U.S. Census Bureau, 2014). Income levels are consistent with unemployment rates, and further demonstrate the dependence of families on a subsistence lifestyle. It is common for village families to mainly eat harvested fish and game and other subsistence foods, diets supplemented by store bought food when money allows.

More than 88% of the 323 students who attend one of our nine physical schools are Alaska Native. All of the district's schools are Title I schools. For the 2015-2016 school year, 81% of students participated in the National School Lunch Program, 19% qualified for special education, 61% were not proficient in reading, and 55% were not proficient in math on Measures of Academic Progress (MAP) assessments. A significant percentage of our student population has been identified as children with greatest needs; these are children who are at risk of educational failure, dropping out of school, involvement in delinquent activities, or who lack strong positive

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<sup>1</sup> The district also operates Raven Homeschool, a statewide correspondence program, which serves 1,200 students in grades K-12; this project will only serve the students who attend one of the nine remote schools.

role models. As a result of the low proficiency rates achieved by our district, two of our schools, Allakaket School and Kaltag School have been placed on the Alaska Department of Education's list of lowest performing schools.

YKSD conducted a needs assessment in 2016, which included three components. First, each of our nine schools conducted a school-level self-assessment, which engaged staff members and stakeholders in purposeful, honest dialogue and reflection to assess their school's adherence to the standards and guide its improvement efforts. The self-assessment included assessment of the school's purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and using results for continuous improvement. The self-assessments were completed in March 2016 by all nine of the district's schools.

Second, our needs assessment included parent, staff, and student surveys disseminated in March 2016. The surveys asked respondents to give their opinion about the following topics: their school's purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and using results for continuous improvement. The parent survey was completed by 111 individuals. The student survey was completed by 64 elementary grade students (grades 3, 4, and 5) and 114 middle and high school grade students (grades 6 through 12). The staff survey was completed by 78 individuals.

Finally, our needs assessment included an analysis of disaggregated student data and community characteristics, including an assessment of the programs and services available to students and families in our communities.

## **ii) Greatest barriers both in and out of school to student college and career readiness**

There are two monumental barriers to our students graduating from college and career ready. First, our students are not mastering the Alaska Reading and Math Standards and second a

majority of our students are simply not graduating.

Students Perform Below Standards: The majority of our students score below standards on the Measures of Academic Progress (aligned to the State of Alaska Standards) in math (64% below standards) and reading (65% below standards). Importantly, the percent of students who score below standards increases from first grade to third grade (Table 1). Students who are not reading on grade level by third grade are less likely to graduate from high school or attend college (Lesnick, et al., 2010).

**Table 1: Percent of YKSD Students Below Standards in Grades 1-4  
2014-2015 School Year**

	<b>Grade</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Math	57%	52%	84%	83%
Reading	59%	52%	84%	78%

Graduation/Dropout Rate: We believe that our students' below standard performance is highly correlated to our graduation/dropout rates. In 2014-2015 the four-year adjusted cohort graduation rate for YKSD was 36.0%. The five-year adjusted cohort graduation rate was 47.9% (Alaska Department of Education and Early Development, 2016).

Our communities have identified several community-level barriers to our students reaching proficiency on the math and reading standards. First, parents are not involved in their children's education at a level to positively impact student achievement. This is a two-pronged issue. First, there is not a community norm for parents to be their child's first (school-related) teacher or educational advocate. Part of this is related to adult's own educational level, which in turn can negatively impact their children's achievement (Delgado and Scott, 2006). Only 77.7% of adults age 25 and older in our communities have a high school diploma. In comparison, 90.7% of adults age 25 and older statewide have a high school diploma (U.S. Census, 2010). Low parental education levels impact early at-home literacy, including teaching children letters, words, and

numbers; and telling stories or teaching songs and music. Among children ages 3 to 5 nationwide, 16% are not read to regularly at home; this figure jumps to 31% when mothers have less than a high school education (Rand Corporation, 2005).

There are few programs that engage families in their children's education. According to our school-level self-assessment, programs that engage families are severely limited. Examples of engagement programs include, calendars outlining when and how families are provided information on child's progress and a parental/family/caregiver involvement plan. All of the schools noted that they can improve by increasing the level of community participation within the school. Parents who completed the parent survey specifically noted the need for better communication between the school and parents as well as additional ways to get involved. Of the elementary students surveyed only 65% agreed that their teachers ask their families to come to school activities. Of the secondary students surveys only 62% agree that the school offers opportunities for their family to become involved in school activities and learning.

Children's educational attainment is also negatively impacted by poor physical, social, and emotional health outcomes. During 2015, only 28% of YKSD students achieved age-appropriate cardiovascular fitness levels measured by the shuttle run; although this was a significant increase from 2012, when only 11% of students met the criteria of age appropriate cardiovascular level (On the Move Final Evaluation Report, 2015). Lack of cardiovascular fitness can affect children later in life. Cardiovascular disease is a major chronic disease concern in our area. The rate of death from diseases of the heart is 146.7 people per 100,000. Our population suffers from coronary heart disease at a rate of 56.4 per 100,000, and 52.9 per 100,000 people suffer from cerebrovascular disease (AK Bureau of Vital Statistics, 2014). Further, in its Healthy Alaskans 2020 report, the Alaska State Department of Health reports that among children aged 19 to 35

months, 35% do not receive all recommended vaccinations for their age. According to the 2013 Youth Risk Behavior Survey results, two thirds (66.4%) of high school students living in the Yukon/Koyukuk School District had at least one drink of alcohol on at least one day during their life, and nearly one quarter (22.9%) of youth reported they had at least one drink of alcohol within the past 30 days (Alaska Division of Public Health, 2013).

There are few programs that support the physical, social and emotional needs of students in our district. Of the parents surveyed only 23% reported that their school provides excellent support services (e.g., counseling or career planning). In written comments parents specifically noted that their students need an on-site counselor to assist with social and emotional needs. Parents and students also felt that there are not enough afterschool activities for students, and no afterschool activities for the youngest students. When asked what they did not like about their schools, many wrote about bullying and teasing.

Our communities have also identified several school system barriers to student achievement of math and reading standards. First, our schools have very small staffs and all of our teachers teach in multi-grade classrooms. One student noted the multiple roles staff play in his/her survey: “The thing I like best about my school is how hard the school staff works to make our school run. Our principal drives the school bus, fixes technical issues, cooks breakfast, disciplines the kids, coaches the basketball team, and even teaches. The teachers also have many various roles like teaching P.E., supervising after school clubs, cleaning up after breakfast, all of which exceed the expectations of their job. I love to see how hard the staff works at my school to ensure that we have the best possible opportunity to get an education.” [Secondary student response to “What do you like best about your school?”] The table below compares the number of elementary teachers to the number of students by grade level at each of our nine schools.

**Table 2: Number of Staff Members by School**

School	Elementary Staff		Elementary Students								
	Teachers	Aides	Total	Pre-K	K	1	2	3	4	5	6
Allakaket School	2	2	23	3	3	2	5	2	6	0	2
Andrew K. Demoski School	2	2	29	2	2	6	6	2	7	3	1
Ella B. Verneti School	1	0	14	0	1	2	4	2	2	1	2
Gladys Dart School	1	1	6	0	1	1	0	2	0	0	2
Jimmy Huntington School	4	0	56	0	10	14	8	7	7	3	7
Johnny Oldman School	2	0	10	0	2	4	1	2	1	0	0
Kaltag School	1	2	14	0	1	2	2	3	4	0	2
Merrelaine A Kangas School	2	1	28	5	2	4	7	2	2	5	1
Minto School	2	2	39	7	5	3	7	3	4	6	4
Total	17	10	219	17	27	38	40	25	33	18	21

As the population of our rural communities has decreased our teachers have been teaching larger grade spans. Most teachers – whether trained in Alaska or in the Lower 48 – have not had specific pre-service training in how to address multiple age and grade levels taught together. All of the school-level self-assessments indicated that little individualization for each student is evident. Of the parents surveyed only 21% strongly agreed that their child’s teachers meet his/her learning needs by individualizing instruction. In written comments, one parent specifically noted that her student is lagging behind because the teacher is not able to meet her advanced academic needs. Another parent specifically wrote that her student is not being challenged. And still another suggested that more training for teachers to work with “different” children is needed. Only 59% of secondary students agreed that their teachers change their

teaching to meet their learning needs.

Our needs assessment also identified the following instructional barriers that impact our students' achievement of the Alaska math and reading standards. First, our staff does not regularly measure the effectiveness of their instruction using a variety of formative assessments. Second, our lowest performing students are not receiving additional support, in either reading or math; this is particularly worrisome for reading based on our MAP data. Third, our schools have limited opportunities to engage in mentoring or coaching and all of the schools rated themselves at the lowest level.

### **iii) Opportunities in the local community to support Native students**

There are few opportunities in our communities that support Native students. Those that are available are provided by the TCC, YKSD's partner in this project. TCC provides the following supportive services:

- Women, Infants and Children (TCC-WIC) program provides nutritional screening, counseling and resources to pregnant, post-partum and breastfeeding women; infants; and children under the age of five to low income women, infants and children within the Yukon-Koyukuk School District.
- Community Health Clinics in each community provide vaccinations and vision, hearing, and health screening for all students and or coordinate Health Fairs that address vision screening, hearing screening, fluoride and oral screening and general physicals.
- Early Head Start, provides home visits to the families of Pre-K students in four of the nine communities addressing one of the following topics: child development, nutrition, health and safety, family engagement, and resources/referrals.
- Head Start, which provides Pre-K education in the communities of Huslia and Nulato. YKSD

provides Pre-K only in communities that do not currently have a center-based Head Start program to minimize duplication of services.

- Community cultural events, including regional culture camps, provided through TCC Tribal Services department.
- Sources of Strength, is an evidence-based program included in SAMHSA's NREPP and in AFSP and the Suicide Prevention Resource Center (SPRC)'s databases. This program focuses on suicide prevention by building protective factors that also protect against risk factors through the use of adult advisors (volunteers) and peer leaders who after training, plan and lead activities among their peers based on the focus. TCC has implemented it in five of the YKSD communities.

**iv) Existing local policies, programs, practices, services providers, and funding sources.**

There are several district programs and practices that will help to address the identified barriers described above. Our district implemented a pre-kindergarten program in 2007. During the 2015-2016 school year programs were implemented in four classrooms, serving 6 three-year-olds and 12 four-year-olds who will enter kindergarten in the Fall of 2016. Programs operated a minimum of 12 hours per week. Outcomes show that the majority of students who participated in the Pre-K Program will enter kindergarten with age-appropriate language development expectations by the end of the 2015-2016 school year: Post-PPVT results show that 64% of students in 2015-2016 scored at or above the 50th percentile, up from 50% in the 2014-2015 school year. The average NCE score on the post assessment was 53.1, up from 46.2 in the spring of 2015.

Our district has begun to implement Response to Intervention, a multi-tier approach to the early identification and support of students with learning and behavior needs. As part of this

implementation, collaborative teacher groups have begun to use data to inform classroom instruction and develop classroom-based Individual Remediation Plans for students whose Measures of Academic Progress scores are below proficient and Starfish Plans for students whose Measures of Academic Progress scores are within 15 points of below proficient. In 2015-2016, the groups developed plans for all of the students identified.

The district purchased a new math curriculum in 2013 and a reading curriculum in 2014 for grades K-12. The new curricula are aligned with the State of Alaska Math and English Language standards and with the Measures of Academic Progress (MAP) assessment, which is used to monitor student progress. The subject area committees that reviewed and recommended these materials included the Director of Curriculum and Instruction, a principal, a community member, a school board member, a high school teacher, and an elementary school teacher. The district has provided professional development opportunities including sessions offered during the August In-services annually to effectively implement these new curricula with fidelity.

The district developed and implemented a teacher evaluation process that is based on Charlotte Danielson's research and tied to student outcomes. The model was developed in collaboration with district teachers and includes four domains: planning and preparation, classroom environment, professional responsibilities, and instruction. The district adopted the new teacher evaluation tool in August 2014. During FY16, student data will be incorporated into the evaluation system.

## **QUALITY OF THE PROJECT DESIGN**

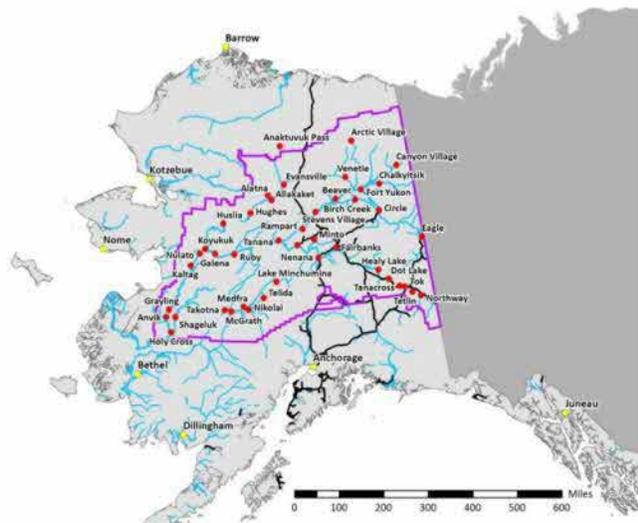
The district has determined that it is imperative that our students have a strong educational foundation and that they must read by third grade. Our strategic goals include 1) Every student starts strong with a solid foundation in grades pre-k through third; and 2) Every student reads on

grade level by the end of third grade. From our needs assessment, we identified that most students are not reading on grade level by the end of third grade and that this impacts their future potential to graduate college and career ready. Evaluation of our pre-kindergarten program indicates that many of our pre-kindergarten students are entering school with age-level language and communication skills and that as first and second graders they are more likely to be reading on grade level; these gains drop off by third grade. Our pre-kindergarten programs have strong parental engagement levels; use numerous effective multi-grade instructional strategies; effectively connect students and parents to community resources; and provide developmentally appropriate early childhood environments. Our needs assessment also identified that these positive aspects of our pre-kindergarten are missing from our elementary program.

To address these barriers to our students eventually graduating college and career ready, the YKSD *Starting Strong* project will replicate many of the successful aspects of the pre-kindergarten program for our students through third grade, including effective multi-grade classroom environments, coordination of school and health components, active parental involvement, and one-on-one coaching for classroom teachers as they implement new strategies.

**(i) Defined local geographic area**

The YKSD *Starting Strong* project will serve the following communities included in the TCC service area (Figure 1): Allakaket, Ruby, Minto, Hughes, Kaltag, Manley Hot Springs, Huslia,



**Figure 1: TCC Service Area**

Nulato, and Koyukuk. The total population in these nine communities is 1,707, of whom 94% are of Alaska Native descent.

**Table 3: Population of Targeted YKSD Communities**

Community	Total Population	Alaska Native Population	Percent Alaska Native
Hughes	80	80	100%
Manley Hot Springs	92	46	50%
Minto	239	234	98%
Allakaket	126	126	100%
Huslia	352	344	98%
Kaltag	193	182	94%
Koyukuk	112	110	98%
Nulato	289	275	95%
Ruby	224	205	92%
Total	1,707	1,602	94%

**ii) Project is based on scientific research**

This project will significantly improve the educational services students in pre-K to third grade multi-grade classroom receive. The project will extend many of the practices that we piloted for our pre-Kindergarten program to students in Kindergarten, first, second, and third grade. These services, such as Parent and Children Together Activities; home visits by Early Head Start; school-based health screening; and connections to social services focus on integrating the community, family, and school. By coordinating school and health components, including health education; nutrition environment and services; social and emotional school climate; physical environment; health services; counseling, psychological, and social services; community involvement; family engagement; and physical education and physical activity, we will improve both health outcomes for our students as well as educational outcomes. If early screening services are available to young children and their families, many health-related impairments that impede a child’s readiness for school can be screened and treated earlier. We will work closely with the TCC to deliver these services.

The *Starting Strong* project will integrate effective approaches for building strong home-school partnerships and support parents as a child's first teacher. Families can provide the school and learning environment with the support needed to develop a strong connection that will help to increase students' external assets. Parents offer a link to the community and other families that the school does not always have. Research supports the idea that the reinforcement parents provide for their children's learning at home has a greater impact on overall achievement when compared to other forms of involvement (Marzano, 2003). It is true, then, that when parents serve as partners with the school, they communicate important messages to their children about the value of education.

Second we will implement model multi-grade classrooms. In multi-grade instruction, children of at least a two-year grade span and diverse ability levels are grouped in a single classroom and are encouraged to share experiences involving intellectual, academic, and social skills (Goodlad & Anderson, 1987). To implement model multi-grade classrooms, we will follow the recommendations of the Multi-grade Classroom Resource Handbook for Small Rural Schools (Vincent, 1999). Research indicates that a high level of staff development is needed to assist educators responsible for multi-grade classrooms implement effective instructions (Vincent, 1999).

Third, we will provide intense one-on-one coaching to support implementation of model multi-grade classrooms as well as reading instruction. The research on instructional coaching is clear. Teachers who are coached are more likely to use a new teaching practice inside the classroom. Also, teachers who are coached report they are more likely to use new teaching practices in the future. Instructional coaching will increase the likelihood that teachers adopt new teaching practices. Instructional coaching increases the likelihood that teachers will use new

practices with a higher degree of quality inside the classroom when compared with teachers who do not receive coaching support (Knight and Cornett, 2009).

### **iii) Goals, objectives, and outcomes to be achieved**

Project Goal: To ensure that every YKSD student has a solid physical, social, emotional, and academic foundation needed for school success.

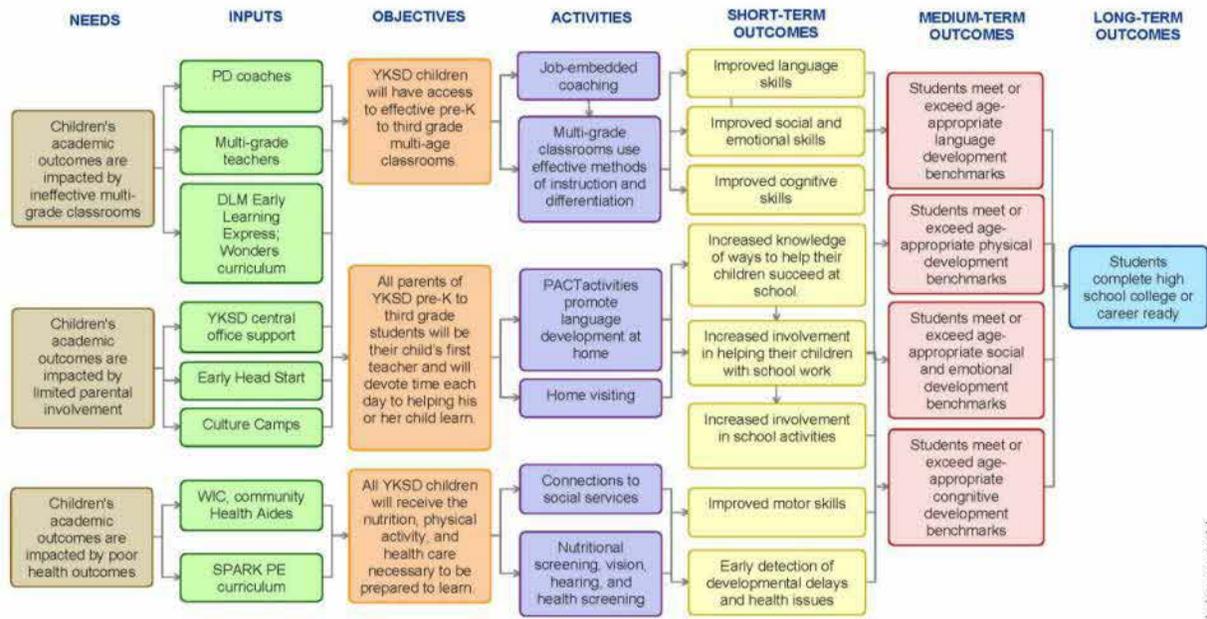
Objective 1: YKSD children will have access to effective pre-K to third grade multi-age classrooms. Outcome 1.1: At least 75% of pre-K to third grade students will improve their language skills each year. Outcome 1.2: At least 75% of pre-K to third grade students will improve their social and emotional regulation skills each year. Outcome 1.3: At least 75% of pre-K to third grade students will improve their cognitive skills each year.

Objective 2: All parents of YKSD pre-K to third grade students will be actively participate in their child's education. Outcome 2.1: Parents of pre-K to third grade students will report increased comfort level interacting with the school and teachers. Outcome 2.2: Parents will report increased involvement connecting their children's home and school lives. Outcome 2.3: Parents will report increased involvement in school activities.

Objective 3: All YKSD children will receive the nutrition, physical activity, and health care necessary to be prepared to learn. Outcome 3.1: At least 75% of pre-K to third grade students will improve their fine and gross motor skills each year. Outcome 3.2: 100% of pre-K to third grade students will have nutritional, vision, hearing and health screening and vaccinations. Outcome 3.3: Developmental delays and health issues for pre-K to third grade students will be identified early.

### **iv) Design of the proposed project is appropriate to the needs and target population**

The logic model below will guide the implementation of the YKSD *Starting Strong* project.



Recognizing that our district will never be able to replicate urban school systems where each teacher teaches only a specialty area, that our schools are becoming smaller and our teachers are responsible for teaching larger grade spans, and that most teachers – whether trained in Alaska or in the Lower 48 – have not had specific pre-service training in how to address multiple age and grade levels taught together, our district proposes to develop an explicit multi-grade model of instruction for pre-kindergarten to third grade that reflects the unique nature of our communities and provide intensive one-on-one training to our pre-kindergarten through third grade multi-grade classroom teachers. Our proposed integrates best practices in multi-grade instruction with enhanced parental involvement and coordinated community services that address health and wellness. Our multi-grade model will extend many of the community integration and parental involvement strategies we developed for our pre-kindergarten program. Following is a description of the model's central components that will be implemented as part of this project.

Multi-grade Classrooms: Our multi-grade classrooms will be organized, like our pre-kindergarten classrooms, around activity centers to facilitate multiple activities occurring at the

same time. We will work closely with our multi-grade teachers to establish clear guidance and direction about rules and procedures; having clear and efficient routines, and consistent rules and procedures is even more critical in a multi-grade classroom. Instructional techniques will focus on differentiating learning opportunities to ensure that all students, including high and low-performing students are motivated to learn and providing open-task activities that have no single correct answer, but provide students with the opportunity to respond to the task in his or her own unique way and at their own level. Writing a letter to a friend, brainstorming a list of words to be used in a story, or describing a favorite story character reflects divergent or open tasks.

Evaluation of students will focus on tracking students' long-term learning within and across subject areas. Research-based instructional methods that are the most beneficial for multi-grade, multi-age instruction will be used, such as discussions, grouping (e.g., small group, pairs), learning centers (open-ended thematic stations for independent learning), self-directed learning (developing skills and strategies in students that allow for a high level of independence and efficiency in learning), peer tutoring (students serve as "teachers" to other students within and across differing grade levels) (Vincent, 1999).

Parental Involvement: The *Starting Strong* project will integrate effective approaches for building strong home-school partnerships and support parents as a child's first teacher. Parent/family and community engagement activities will be provided in the Strengthening Families protective factors framework (Center for the Study of Social Policy, 2012) which focuses on: building parental resilience; improving social connections; providing concrete support in times of need; increasing parents' knowledge of parenting and child development; and increasing the social and emotional competence of children. In all of our activities we will clarify how parents can help the school and their students; encourage parents to be assertive; develop

trust with parents; build on home experiences; and use parent expertise (Finders and Lewis, 1994). To achieve these goals, YKSD will provide the following specific activities.

- YKSD will continue its partnership with the TCC Early Head Start/Head Start to provide home visits to our Pre-K families. Each family will receive a home visit weekly for 1.5 hours. During these visits the four Head Start domains will be covered: child development, nutrition, family support, and health/safety. The home visitors will also share resources and make referrals as well as plan topics for group meetings to meet parents' interests.
- We will provide parent nights once a month where parents meet to enhance their parenting knowledge, gain new insights and share their experiences, common concerns and successes.
- YKSD will provide Parents and Children Together (PACT) family literacy nights. PACT family literacy nights will be offered once a month. The program will choose a book that mirrors the themes being covered in the classroom curriculum to read and discuss (modeling dialogic reading for parents/family members). Then children will rotate through several related activities and take an activity to complete at home. Each child also receives a copy of the book to take home.
- Parent Classroom Volunteers: Parents will be asked to volunteer in the classroom one time a month. When volunteering in the classroom, parents will help with activities, such as preparing classroom materials (cutting, copying, etc), helping students with a special project, and chaperoning field trips into the community. Teachers will learn to be explicit to parents about how they can help in the classroom and will ask parents what expertise they can contribute to the classroom (e.g., beading, teaching traditional songs or dances, building, cooking, nature hikes).
- Parents will be asked to attend TCC's regional culture camp with their children each summer. Culture camps will include a variety of wellness, language, and cultural activities

geared towards the whole family.

Nutrition, Physical Activity and Health Care: The *Starting Strong* project will integrate effective approaches for improving students' physical, mental, and emotional health outcomes.

- Similar to our pre-kindergarten programs, we will provide theme-based instruction that integrates singing, dancing, games, artwork, and other activities that develop fine and gross motor skills. Students will have learning center time to independently use small materials, such as beads for stringing and sewing.
- Our multi-age classrooms will focus on community, sharing, and small group work to develop students' social and emotional skills. Small groups of students will rotate through workstations and learn through cooperative play, conversation, and planned instruction (Neuman, 1998). TCC Learning center activities will be multi-level and will promote an atmosphere conducive to individual differences and varying areas in the classroom that enhance social, emotional, cognitive and physical growth in a child-centered environment.
- Through our partnership with TCC we will provide vision, dental and hearing screening. YKSD will advertise and set appointments for students and their families.
- Through our partnership with TCC we will help to connect parents and parents and children to health and social services, including Women, Infants and Children (WIC), childcare services, energy assistance, temporary assistance, education assistance, prevention services, and health service.
- Our multi-age classrooms will dedicate 45 minutes each day to physical education using the SPARK Physical Education curriculum. The curriculum is designed to be used by classroom teachers and was specifically designed to address the issue of inactivity and decreasing fitness levels in children and youth and focuses on developing cardiovascular endurance in students by

increasing participation in moderate-to-vigorous physical activity. It also includes components of abdominal and upper strength instruction, with a heavy emphasis on age-appropriate fundamental movement skill development.

Professional Development: Our teachers will not be able to effectively implement the *Starting Strong* project without extensive professional development. Professional development will focus on the following topics:

- Skills teachers need to be effective multi-grade teachers: in-depth knowledge of child development; large repertoire of instructional strategies; ability to design open-ended divergent learning experiences accessible to students functioning at different levels; understanding of homogeneous and heterogeneous grouping; how to design cooperative group tasks; proficiency in assessing, and evaluating and recording student progress using qualitative methods such as portfolios and anecdotal reports (Vincent, 1999).
- Teaching reading in a multi-grade environment.
- Working effectively with community groups to meet the health and social needs of pre-K to third grade students. Teachers, paraprofessionals, and administrators will receive information about the health and social services provided by the TCC as well as specific contact information for referrals.
- Bringing parents into the classroom and providing them with meaningful opportunities to participate in classroom activities. Teachers and paraprofessionals will receive specific professional development to learn how to work with parents in the classroom and encourage parent volunteering.

Professional development will be implemented in three ways: We will provide intense one-on-one coaching to support implementation of model multi-grade classrooms as well as reading

instruction. The research on instructional coaching is clear. Teachers who are coached are more likely to use a new teaching practice inside the classroom. Also, teachers who are coached report they are more likely to use new teaching practices in the future. Instructional coaching will increase the likelihood that teachers adopt new teaching practices. Instructional coaching increases the likelihood that teachers will use new practices with a higher degree of quality inside the classroom when compared with teachers who do not receive coaching support (Knight and Cornett, 2009). Secondly, we will provide in-service sessions on effective multi-grade instruction, reading instructions, effective parental engagement, and working with TCC. Third, participating teachers will meet in a study group (for 3 academic credits) to develop multi-grade implementation plans. The collaborative implementation plan development will consist of both in-person meetings as well as monthly video-conference meetings. In year one the focus will be on understanding the multi-grade model, organizing the classroom to be the most effective, and designing open-task activities that have no single correct answer, but provide students with the opportunity to respond to the task in his or her own unique way and at their own level. In year two the focus will be on further developing the classroom to be most effective, developing activity centers to facilitate multiple activities occurring at the same time; further developing open-task activities; and evaluating year one implementation. In addition, participants will develop plans for integrating parental participation and physical, social, and emotional health activities. In years three and four, participants will further refine their classroom organization, continue to develop and refine activity centers, continue to develop and refine open-task activities, and learn about additional research-based construction methods that are the most beneficial for multi-grade classrooms. In addition they will continue to develop and revise plans for integrating parental participation and physical, social, and emotional health activities.

**v) Services involve the collaboration of appropriate partners**

TCC is the traditional tribal consortium of the 42 tribes in the Doyon Region and its impact on the region and the state of Alaska continues to grow. TCC's Health Services were established under a self-governance compact for tribal health care entered into between TCC and the Public Health Service pursuant to P.L. 93-638. Under this compact, TCC provides general medical, mental health, dental care and preventive health services for the Alaska Native population living in the Doyon Region, including alcohol and drug abuse treatment, prevention and education. TCC operates Chief Andrew Isaac Health Center, a comprehensive outpatient primary care center accredited by the Accreditation Association for Ambulatory Health Care. Additionally, TCC provides itinerant medical services and community health care through clinics in 35 communities. TCC's Client Development division operates numerous programs to assist individuals and families, including the Temporary Assistance for Needy Families program, which continues to experience an overall decrease in the number of families requesting and receiving assistance; employment and training programs; educational programs; a developmental disabilities program; vocational rehabilitation; child protection; elder nutrition; and infant learning, Early Head Start and Head Start.

TCC and YKSD signed a Memorandum of Agreement to outline the roles and responsibilities of each organization to better serve our shared population of families with elementary aged children. TCC provides several programs that are integral to the education of young children and with which the YKSD multi-grade program will provide linkages to provide a variety of comprehensive services (i.e., health, mental health, social services) to ensure that children in the Yukon-Koyukuk region are physically, socially, emotionally, and academically ready for school success.

## QUALITY OF THE PROJECT PERSONNEL

### i) The qualifications of the project director or principal investigator

Assistant Superintendent: The Assistant Superintendent, Gina Hrinko will serve as the project director. She will oversee full implementation of the *Starting Strong* project. Ms. Hrinko has been a valued member of the YKSD faculty for over 12 years. Her positive attitude and love of education are reflected in the outstanding quality of the programs she maintains. Ms. Hrinko has experience as a teacher, principal and district office administrator. Her experiences include program management, curriculum development, program development, evaluation, accreditation, and grant writing. Ms. Hrinko holds a Masters of Educational Leadership, a Type A Alaska Teaching Certificate, and a Type B K -12 Administrators Certificate (her resume is attached).

### ii) The qualifications, including relevant training and experience of the project personnel

State and Federal Programs Coordinator: The district's State and Program Coordinator, Rachel Reilly will oversee the direct implementation of this project. Ms. Reilly demonstrates the highest level of professional commitment and competency in her work with at-risk students and with colleagues. She has a strong background in education. Her experiences include teaching, program management, and federal programs. These experiences enable her to develop a broad, complete educational knowledge base. She will oversee project operations and activities at the site levels. Ms. Reilly holds a B.A. in English with a Minor in Reading (grades K-12), and a Type A Alaska Teaching Certificate (her resume is attached).

The following positions will be hired in year one of the project.

Position	Qualifications
Project Coordinator (to be hired)	Training in early childhood and primary education; multi-grade instruction; working in small rural schools; specific experience implementing professional development program, and extensive knowledge of the Alaska Native community and working with Alaska Native students. He or she will have a BA in education and preferably a MA.

Multi-Grade Instruction Coach:	Training in early childhood and primary education; multi-grade instruction; working in small rural schools; specific experience coaching elementary teachers, and extensive knowledge of the Alaska Native community and working with Alaska Native students. He or she will have a BA in education and preferably a MA.
Parent and Community Involvement Specialist	Experience working with parents and community services, excellent communications skills, and extensive knowledge of the Alaska Native community. He or she will have a BA in education and preferably a MA.
Paraprofessionals	Training in elementary education, experience working with children, and extensive knowledge of the Alaska Native community and working with Alaska Native children. He or she will have a AA in education.

**iii) Demonstrated capacity to improve outcomes**

YKSD has a solid track record of improving outcomes that are relevant to this project. The most salient of these is our Pre-Kindergarten Program, which has been an important and successful project with significant outcomes for our district. The Pre-Kindergarten Program had three central components: Pre-K programs were implemented in four classrooms. These classrooms served 6 three-year-olds and 12 four-year-olds who will enter kindergarten in the Fall of 2016. Programs operated a minimum of 12 hours per week. Professional development opportunities included district-wide in-service, on-site coaching and mentoring, training provided through other grants and district initiatives, feedback during and after the ECERS/CLASS visits, and weekly communications. Parent involvement opportunities have been documented quarterly at each site and included a range of activities from family math and literacy nights, Culture Week, backpack activities and holiday parties. The YKSD Pre-K program provided on-site coaching and mentoring to Pre-K teachers and paraprofessionals as well as two of the principals who oversee those sites. This mentoring was provided and well received by participating staff members who reported that this training increased their knowledge of topics covered.

Based on the program’s four indicators, it appears that students are in fact making gains.

Student outcomes show the following results toward meeting the program's specific objectives: Outcomes show that the majority of students who participated in the Pre-K Program will enter kindergarten with age-appropriate language development expectations by the end of the 2015-2016 school year. Post-PPVT results show that 64% of students in 2015-2016 scored at or above the 50th percentile, up from 50% in the 2014-2015 school year. The average NCE score on the post assessment was 53.1, up from 46.2 in the spring of 2015; 63% of the students showed growth in every dimension of the language development domain of the Teaching Strategies Gold Assessment. Overall, 75% of the students showed growth in every dimension of the physical development domain of the TSG Assessment; 50% of the students showed growth in every dimension of the social-emotional domain of the TSG Assessment; 38% of the students showed growth in every dimension of the cognitive development domain of the TSG Assessment.

## **ADEQUACY OF RESOURCES**

### **i) The relevance and demonstrated commitment of each partner**

The YKSD is committed to this project and will provide the necessary resources to ensure the success of the project. YKSD will provide the space and furniture needed to create the newly established and enhanced multi-grade classroom environments. The district will share in the cost of professional development for staff members. Other resources include administrative support, technology integrated support, custodial assistance, fiscal resources, and professional development facilities for workshops, as well as years of successful financial management of multiple federal and state grants and projects. In respect to technology, the grantee will support the project with tech support, computers, network support, e-mail and software needed for project participants.

TCC will contribute its expertise and time coordinating services between YKSD and TCC

services; providing home visits to families; nutritional screening, counseling and resources to pregnant, post-partum and breastfeeding women; infants; and children under the age of five to low income women, infants and children; vaccinations and vision, hearing, and health screening; Community cultural events, including regional culture camps, provided through TCC's Tribal Services department; and Tribal representation on the Community Advisory Council, which will include a school board member, parents, teachers, and Head Start/Early Head Start.

**ii) Costs are reasonable in relation to the number of person to be served**

An analysis of the costs of this project indicates that they are reasonable, effective and adequate in relation to the stated objectives and outcomes of the project. The grantee is committed to this project and will provide the necessary resources to ensure its success. Funding is available for each of the categorical areas and provides a reasonable amount of funding for partners to institute systemic change and collaboration support with research based professional development and curriculum. Sustainability and replication will be facilitated through development of on line training and resources. The ongoing change of culture that is developing out of the district's use of the effective multi-grade model will provide for long-term sustainability.

**QUALITY OF THE MANAGEMENT PLAN**

**i) Management plan**

The roles of the project's key personnel are as follows:

Project Coordinator: Under the direct supervision of the Assistant Superintendent, a 1.0 FTE project coordinator will develop and oversee full implementation of the project. This position will coordinate all activities, including the hiring, supervising, and scheduling the Multi-Grade Instruction Coach and the Parent and Community Involvement Specialist; planning and

delivering professional development; monitoring implementation of model multi-grade classrooms at each school; monitoring the implementation of parent involvement activities; and monitoring the implementation of the community connections. In addition, the coordinator will be responsible for purchasing any equipment, curricula, or other materials. This position will coordinate all contracts with consultants and will work with the YKSD business office to ensure accountability.

Multi-Grade Instruction Coach: A 1.0 FTE Multi-Grade Instruction Coach will be hired to provide itinerant coaching services to all of our pre-K to third grade multi-grade classroom teachers. He or she will assist the teachers establish an effective multi-grade classroom that meets the district's proposed model and will provide coaching, modeling, and on-site support. The instructional coach will have specific training in early childhood and primary education; multi-grade instruction; working in small rural schools; specific experience coaching elementary teachers, and extensive knowledge of the Alaska Native community and working with Alaska Native students.

Parent and Community Involvement Specialist: A 1.0 FTE Parent and Community Involvement Specialist will be hired to coordinate and facilitate parent activities (e.g., Parents and Children Together literacy nights); develop and implement procedures for working with parents and provide related training to teachers; communicate with TCC programmatic contacts (e.g, Early Head Start, Client Services), develop and implement procedures for coordinating services with TCC, facilitate activities, and provide related training to teachers; and develop and implement procedures for physical education and provide related training to teachers. He or she will have specific experience working with parents and community services, excellent communications skills, and extensive knowledge of the Alaska Native community.

Paraprofessionals: Nine 1.0 FTE paraprofessionals will be hired to assist teachers in the implementation of the multi-grade model. Hiring paraprofessional is necessary to accommodate the addition teacher preparation time, monthly in-service, and curriculum development. The paraprofessional will assist classroom teachers with a wide variety of tasks, including providing one-on-one services for students, preparing classroom materials, supervising students, helping with administrative and support tasks, scheduling and working with parents in the classroom, and coordinating individual student health and wellness appointments. Classroom paraprofessionals will have training in elementary education, experience working with children, and extensive knowledge of the Alaska Native community and working with Alaska Native children.

Evaluation Consultant: Under the direction of the Project Coordinator, the Evaluation Consultant will design and disseminate evaluation tools, analyze data and write annual evaluation reports. He/She will also provide verbal feedback to the Project Coordinator throughout the evaluation process. In developing the tools and analyzing the data, the Evaluation Consultant will work closely with the Project Coordinator and focus specifically on using the evaluation data to make improvements to the project. An evaluation consultant will be hired to conduct the evaluation of the *Starting Strong* project. This person will have specific experience evaluating a variety of educational programs, including programs designed to specifically address Alaska Native students and teachers. Further, he or she will have experience and expertise using a variety of quantitative and qualitative evaluation techniques. This person will hold a Master’s degree, and should have some classroom teaching experience.

**Implementation Timeline**

Activity	Person Responsible	Milestone	Dates
<b>PROJECT DEVELOPMENT</b>			
Appoint project coordinator	Asst. Superintendent	Project coordinator hired	Oct-Dec 2016

<b>Activity</b>	<b>Person Responsible</b>	<b>Milestone</b>	<b>Dates</b>
Inform partners and staff of award.	Project coordinator	Partnership agreement is updated and finalized	Oct-Dec 2016
Hire Multi-Grade Instructional Coach; Parent and Community Involvement Specialist	Project coordinator; principals	Staff is in place to implement project	Oct-Dec 2016
Contract with an external evaluator	Project coordinator	evaluator contract finalized	Oct-Dec 2016
Convene the Community Advisory Council	Project coordinator	Advisory council meets monthly	Nov-Dec 2016
Plan for January 2017 training sessions focusing on an introduction to effective multi-grade instruction, reading instructions, effective parental engagement, and working with TCC	Project coordinator	2-day training scheduled	Nov-Dec 2016
Plan for one-on-one coaching; develop annual travel schedule	Project Coordinator; Multi-Grade Instructional Coach	Coaching schedule and plan is developed	Nov-Dec 2016
Develop detailed description and procedures of the model multi-grade classroom	Project Coordinator; Multi-Grade Instructional Coach	Model implementation manual is prepared for training	Dec 2016-May 2017
Develop detailed description and procedures of parent involvement activities and community service coordination	Project coordinator; parent and community involvement specialist	model implementation manual is ready for training	Dec 2016-May 2017
Develop multi-grade classroom monitoring process	Project coordinator; evaluator	monitoring process is ready to implement	Nov-Dec 2016
<b>IMPLEMENTATION</b>			
Hold face-to-face study group meetings	Project coordinator; multi-grade instructional coach; parent and community involvement specialist; additional trainers; TCC representative	9 multi-grade (pre-K through grade 3) teachers participate in study group each year	January 2017 August 2017 August 2018 August 2019

<b>Activity</b>	<b>Person Responsible</b>	<b>Milestone</b>	<b>Dates</b>
Study groups meets monthly throughout project	Project coordinator; multi-grade instructional coach; parent and community involvement specialist; additional trainers; TCC representative	9 multi-grade (pre-K through grade 3) teachers participate in study group each year	Feb-April 2017 Sep-April 2018 Sep-April 2019 Sep-April 2020
Hold study group share fair	Project coordinator; multi-grade instructional coach; parent and community involvement specialist; additional trainers; TCC representative	9 multi-grade (pre-K through grade 3) teachers disseminate materials developed and lessons learned to their peers	May 2017 May 2018 May 2019 May 2020
Provide one-on-one coaching	Project Coordinator; Multi-Grade Instructional Coach	9 multi-grade (pre-K through grade 3) teachers receive on-site coaching two times each year	Feb-April 2017 Sep-April 2018 Sep-April 2019 Sep-April 2020
Hire paraprofessionals to work in multi-grade classrooms	Project coordinator; principals	9 multi-grade (pre-K through grade 3) classrooms have additional assistance needed to be effective	August 2017 August 2018 August 2019
Provide in-service training sessions focusing on an introduction to effective multi-grade instruction, reading instructions, effective parental engagement, and working with TCC	Project coordinator; multi-grade instructional coach; parent and community involvement specialist; additional trainers; TCC representative(s)	9 multi-grade (pre-K through grade 3) paraprofessionals and teachers as well as other teachers and paraprofessionals as interested learn about multi-grade program	August 2017 August 2018 August 2019
Hold monthly community advisory council meetings	Project coordinator	Problems and concerns are addressed as they arise; new activities are implemented	Feb-April 2017 Sep-April 2018 Sep-April 2019 Sep-April 2020

<b>Activity</b>	<b>Person Responsible</b>	<b>Milestone</b>	<b>Dates</b>
Conduct regular parent engagement activities	Teachers; paraprofessionals; Early Head Start/Head Start staff; Tribal Services Staff; parent and community involvement specialist; TCC representative	Parents participate in greater numbers each year	Feb- May 2017 Sep- May 2018 Sep- May 2019 Sep- May 2020
Conduct physical, social, and emotional health activities	Teachers; paraprofessionals; Early Head Start/Head Start staff; Tribal Services Staff; parent and community involvement specialist; TCC representative	All children in 9 communities are screened, participate in physical education; participate in cultural activities; receive services when needed	Feb- May 2017 Sep- May 2018 Sep- May 2019 Sep- May 2020
<b>EVALUATION</b>			
Develop evaluation instruments	Evaluator; project coordinator	instruments are ready for pre/post data collection	Jan 2017
Collect baseline data to measure outcomes	Evaluator; project coordinator	Baseline data is available for evaluation and reporting	Nov-Dec 2016
Collect data	Evaluator; project coordinator; teachers; principals; TCC representatives	Data is available for evaluation and reporting	May 2017 August 2017 May 2018 August 2018 May 2019 August 2019 May 2020
Observe multi-grade instruction for fidelity	Evaluator	fidelity assessment is completed	annually based on evaluation schedule
Survey parents	Evaluator; project coordinator	parents perceptions/attitudes measured annually	May 2017 May 2018 May 2019 May 2020

<b>Activity</b>	<b>Person Responsible</b>	<b>Milestone</b>	<b>Dates</b>
Preliminary Annual Performance Report	Evaluator; project coordinator		May 2017 May 2018 May 2019 May 2020
Data analysis	Evaluator	data reported	May-July 2017 May-July 2018 May-July 2019 May-July 2020
Annual evaluation reports and presentations	Evaluator	YKSD understands impacts of the program and is able to make modifications	July 2017 July 2018 July 2019 July 2020

**ii) Methods of evaluation will provide performance feedback**

The program coordinator will ensure feedback and continuous improvement in the operation of the proposed project through regular communication with project personnel and the external evaluator. The program coordinator will hold quarterly meetings with the evaluator to discuss student progress, programmatic issues, trouble-shooting of difficulties, and acknowledgment of successes. Built into the evaluation are quarterly observations of program activities and during these meetings the evaluator will report on findings from the observations, including outcomes from teacher training, issues identified during teacher training, observations of implementation of multi-grade classrooms with fidelity, observations of parent involvement activities, observations of physical, social, and emotional health activities. During these meeting, the evaluator will also provide recommendations for improvement. The evaluation section includes additional details.

**iii) Indian tribes and parents of Indian children have been involved in development**

The Alaska Native community and families have been significantly involved in various aspects of the development of this project. The YKSD seven-member Board of Education is elected for a three-year term of office and all of the members live in one of the nine communities

this project will serve and all are Alaska Native. The Board of Education established its mission to provide YKSD students with the skills and knowledge necessary to become contributing members of their families, communities, and societies in active participation with its families and communities. The Board of Education determined the district's strategic goals: 1) Every student starts strong with a solid foundation in grades pre-K through third; and 2) Every student reads on grade level by the end of third grade. Input from the YKSD School Board, which is which in Input from Alaska Native parents provided the focus on parental involvement activities that clearly define how parents can help the school and their students; encourage parents to be assertive; develop trust between teachers and parents; build on home experiences; and use parent expertise. Additionally, this project has been informed by our work with Tanana Chiefs Conference on implementation of our Pre-Kindergarten program and evaluation of this program. Evaluations of this program included parent surveys and students data and have been used to improve the program's operation and to inform this project's development.

**iv) Project is designed to build capacity**

This project is solely designed to build the capacity of the YKSD school district and TCC to 1) implement effective multi-grade classrooms; 2) collaborate with parents to contribute to effective multi-grade classrooms; and 3) collaborate between the school system and the only service provider in our region to build pathways that increase student access to the physical, social, and emotional health services available in the community. By the end of this project we will have several products in hand that will extend beyond the period of federal financial assistance: 1) a detailed description and procedures to implement an effective multi-grade classroom for students in grades pre-K to third; 2) a detailed description and procedures for effectively engaging parents in their children's education and in the effective delivery of multi-

grade education; 3) a detailed description and procedures for effectively collaborating between YKSD and TCC to increase student access to the physical, social, and emotional health services available in the community; 4) nine highly trained pre-K through third grade teachers who provide effective multi-grade education to Alaska Native students in the YKSD; and 5) an effective Community Advisory Council that meets regularly to discuss issues, concerns, and future areas of collaboration.

## **QUALITY OF THE PROJECT EVALUATION**

### **i) Evaluation will provide guidance about effective strategies**

The evaluation will document whether the multi-grade model developed for the *Starting Strong* project impacts student academic success. The evaluator will work closely with project staff to create a multi-grade classroom fidelity implementation rubric and will generate implementation fidelity scores and correlate those scores with student academic outcomes. The evaluators will also train staff to use the rubric for evaluation replication and for generating ideas for program improvement. Additionally, the evaluators will create formative tools for monitoring the project's outputs and outcomes, including an annual parent survey and interview, a collaborative partner survey, and assessments measuring teacher preparation to implement multi-grade classrooms. Evaluators will conduct quarterly observations and generate monitoring reports so that program staff can adjust program activities to achieve outcomes. Evaluation Questions: The purpose of this evaluation is to document whether the proposed multi-grade model impacts student success. The specific evaluation questions include the following:

1. Was the project implemented as planned? (Were materials developed and approved on time? Did professional development take place as planned? Did parent involvement activities take place as planned? Did coordination of parent activities and physical, social, and emotional

health services between TCC and YKSD take place as planned? How did the partnership evolve? How did parents perceive the project? How did TCC representatives perceive the project? How did school district representatives perceive the project? How did teachers perceive the project? Were participating teachers satisfied with training? Did teachers gain the knowledge and understanding needed to implement the multi-grade model with fidelity? Was the multi-grade model implemented with fidelity?

2. To what extent and in what ways did the implementation of the project activities impact the outcomes?

The following methods will be used to address question 1: Was the project implemented as planned?

**Observations:** The evaluators will observe project activities throughout the project period. Observation protocols will focus on implementation of project activities, and will provide contextual information to explain how and why activities were implemented. Observations will be analyzed using inductive analysis to identify themes and patterns.

**Written Survey:** A written retrospective pre/post survey aligned to the teacher outcomes (increased confidence and increased knowledge) will be developed to measure all teachers' self-reported change related to confidence, knowledge and understanding needed to implement the multi-grade model with fidelity; post-surveys will also measure satisfaction with training. Follow-up surveys will be sent to all participating teachers annually to measure whether they were able to use the training to implement lessons, additional areas of training needed, and perspectives about the impact of the lessons on students. Surveys will be analyzed using descriptive statistics, content analysis and t-test or analysis of variance/covariance where appropriate.

Interviews: Evaluators will conduct interviews with a purposeful sample of community members, TCC representatives, school district representatives, teachers, and parents to collect data related to the implementation of the project and participants' perceptions of the implementation and impacts as well as their experiences with the project. We will offer incentives to those who agree to interviews. Interviews will be analyzed using inductive analysis to identify themes and patterns.

Web-based management and evaluation data collection: We will develop a web-based data collection system and protocol to collect program data to report on the objectives. Data collected will include information, such as participant characteristics, materials developed, meetings held, board approvals, trainings held, and student participants. Data will be used for quarterly and annual reports.

Fidelity Rubric: In close collaboration with the project staff the evaluators will develop a fidelity rubric to assess the extent to which the multi-grade model is implemented with fidelity. Evaluators will implement the rubric with a random sample of participating teachers over the course of the evaluation and will provide training to project staff in using and interpreting the rubric results for future program implementation. Evaluators will use this rubric to generate fidelity scores and to correlate those scores with student outcomes. Data will be analyzed using analysis of variance and covariance to correlate data.

The following methods will be used to address question 2. To what extent and in what ways did the implementation of the project activities impact the outcomes?

Measures of Academic Progress: Measures of Academic Progress is a computer adaptive interim assessment aligned to the State of Alaska reading and mathematics standards. YKSD assesses students in grades 1-12 three times a year.

Peabody Picture Vocabulary Test (PPVT): The PPVT is an untimed, individually administered, norm-referenced test. The PPVT is a pre/post-test with two parallel forms, Form A and Form B for accurate retesting, and comes with scoring software. Students were tested in September and May of each program year.

Teaching Strategies Gold (TSG): Teaching Strategies Gold is an authentic observation-based assessment system implemented four times a year.

Parent Survey: A written pre/post survey aligned to outcomes identified for parents during subsequent planning will be developed to measure all parents' self-reported change related to school involvement and participation; the post-survey will also measure satisfaction and engagement with parent activities. Post-surveys will specifically ask parents to report on activities that they perceived as relevant or authentic to their life. We will offer incentives to those who complete pre/post surveys. Pre/post surveys will be analyzed using descriptive statistics, content analysis, and t-test where appropriate.

District Data: District student data will be collected to report GPRA performance measures related to graduation and proficiency on state academic standards in math, science, and language arts (e.g., formative assessments, grades). Fidelity data will be correlated with student data to assess if program participation is correlated with academic outcomes.

Reporting Plan: The evaluators will submit quarterly reports to the project director after specific activities as detailed in the timeline above. In addition, the evaluators will provide annual formative reports with recommendations for improvement annually. The summative report will provide an overview of the three-year project period.

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**Yukon-Koyukuk School District *Starting Strong* Project  
Memorandum of Agreement with Tanana Chiefs Conference**

This Memorandum of Agreement between the Tanana Chiefs Conference and the Yukon-Koyukuk School District *Starting Strong* project and outlines the roles and responsibilities of each organization to better serve our shared population of families with children in pre-kindergarten to third grade.

YKSD will provide a multi-grade program for pre-kindergarten to third grade students in nine communities: Allakaket, Ruby, Minto, Hughes, Kaltag, Manley Hot Springs, Huslia, Nulato, and Koyukuk. The goal of the YKSD project is to ensure that all students participating in the YKSD program are ready to graduate college and career ready.

Tanana Chiefs Conference provides several programs that are integral to the *Starting Strong* project and with which YKSD will provide linkages to provide a variety of comprehensive services (i.e., health, mental health, social services) to ensure that children in the Yukon-Koyukuk region are physically, socially, emotionally, and academically successful.

- Women, Infants and Children (TCC-WIC) program will provide: Nutritional screening, counseling and resources to pregnant, post-partum and breastfeeding women; infants; and children under the age of five to low income women, infants and children within the Yukon-Koyukuk School District.
- Community Health Clinics in each community will provide vaccinations and vision, hearing, and health screening for all students and or coordinate Health Fairs that will address vision screening, hearing screening, fluoride and oral screening and general physicals.
- Early Head Start, which provides home visits to the families of Pre-K students addressing one of the following topics: child development, nutrition, health and safety, family engagement, and resources/referrals.
- Head Start, which provides Pre-K education in the communities of Huslia and Nulato. YKSD provides Pre-K only in communities that do not currently have a center-based Head Start program to minimize duplication of services.
- Community cultural events, including regional culture camps, provided through TCC's Tribal Services department.
- Representation on the Community Pre-K Advisory Council, which will include a school board member, parents, teachers, and Head Start/Early Head Start.

In collaborating with TCC YKSD will:

- Provide classroom space for the *Starting Strong* project.
- Hire, supervise, and evaluate certified teachers with specific elementary education credentials.
- Hire, supervise, and evaluate teacher assistants with a current CDA or 12 ECE credits, an Associate degree with specialized training in early childhood education, an AAS in

early childhood education or similar or related field, or who meet the definition of Highly Qualified provided by the State of Alaska.

- Organize and deliver professional development for certified teachers and teacher assistants.
- Coordinate with TCC to facilitate students' vaccinations and vision, hearing, and health screening through annual health fairs.
- Coordinate with Early Head Start to facilitate home visits for children attending YKSD Pre-K program in Allakaket, Ruby, Minto, Hughes, Kaltag, Manley and Koyukuk.
- Facilitate the Community Pre-K Advisory Council; schedule and hold quarterly meetings.
- Ensure data is collected and evaluation activities are completed.
- Contract with a local evaluator to ensure progress toward program benchmarks and objectives.
- Write and submit all required quarterly grant reports and final reports.

(b)(6)

**Victor Joseph**  
**TCC President and Chairman**

5-25-16

Date

*Kerry Boyd*  
**Kerry Boyd**

**Yukon-Koyukuk School District Superintendent of Schools**

5/26/16

Date

Gina L. Hrinko

(b)(6)

#### QUALIFICATIONS

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Extensive and diverse experiences working with students, parents, community and staff members to implement and support educational programs.

#### EDUCATION

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2008 – May, 2010:

University of Alaska Anchorage  
Educational Leadership Program  
Type B Administrator's Certification  
M.ED Educational Leadership

1992 - 1996

Wright State University; Dayton, OH  
Science Education

1990 – 1992

University of Toledo; Toledo, OH  
Major: Elementary Education (1-8), graduated August 1992  
Minor: Social Studies  
Bachelor of Education  
Teacher Certification: Ohio, Alaska  
Highly Qualified: Elementary Education, Middle School Science, Reading/Language Arts

1986 – 1990

University of Cincinnati; Cincinnati, OH  
Major: Elementary Education (1-8)

#### PROFESSIONAL EXPERIENCE

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July 1, 2011 – Current: Yukon-Koyukuk School District, Fairbanks, AK; Assistant Superintendent

July 2008 – June 30, 2011: Yukon-Koyukuk School District, Fairbanks, AK; Director of State and Federal Programs (grants, accreditation, CTE)

August 2003 – June, 2008: Yukon-Koyukuk School District, Fairbanks, AK; Grant Coordinator, Accreditation, Career and Technical Education, Tech Prep Programs

August 1997 – July 2003: Contract with non-profit organizations & school districts in AK as a grant writer.

March 2003 – May 2003: Open Arms Lutheran School, Fairbanks, AK; Substitute Teacher for K-1

July 2001 – June 2002: Yukon-Koyukuk School District, Fairbanks, AK; Grant Writer, CTE Coordinator & Accreditation Coordinator for 11 sites.

July 1999 – June 2001: Yukon-Koyukuk School District, Fairbanks, AK; School

Principal for Wiseman Charter School/Wiseman School & CTE Coordinator.  
December 1996 – June 1997: Fairbanks North Star Borough School District, NPE  
School: Fourth grade Teacher Aide.  
September 1996 – December 1996: Fairbanks North Star Borough School District:  
Substitute Teaching, all grade levels.  
Summer 1996: Wright State University: Taught graduate level Biology Inquiry class.  
August, 1995 – 1996: Vandalia-Butler City Schools, Vandalia, OH: Helke Elementary  
Grade 4: Language Arts, Math in a.m., 4 sections of Science in p.m.  
August, 1994 – 1995: Trotwood-Madison City Schools, Trotwood, OH:  
Olivehill Elementary: Grade 2: Entire Curriculum  
August, 1993 – 1994: East Dayton Christian School, Grade 5: Entire Curriculum  
August, 1992 – 1993: Norwood Baptist Christian School, Grade 5 – Entire  
Curriculum

#### ADDITIONAL PROFESSIONAL ACTIVITIES

September 2004 – Current: Board member, rural school district representative for  
secondary - Alaska Tech Prep Consortium.  
September 2004 – Current: Board member, Co-Chairperson, First Book, Fairbanks  
Chapter  
June 1999 – Current: Participant of many professional development classes &  
workshops through the Yukon-Koyukuk School District & University of Alaska.  
October 1998 – June 1999: Contracted with the Yukon-Koyukuk School District as a  
grant writer. Funding was secured for many grants that were written and submitted.  
February 1999: Wrote a Charter School Proposal and Grant to develop and implement  
a charter school in Wiseman, AK. This endeavor was successful and a school opened in  
September 1999.  
Summer 1996: Taught graduate level science-inquiry course for educators at Wright  
State University.  
Summer 1996: Participated in a geology field study in Dubois, WY  
School Year 1995 – 1996: Teaching Science with TOYS participant & Science and  
Language Arts participant at Miami University

#### PROFESSIONAL MEMBERSHIPS

First Book, Fairbanks Chapter, Board Co-Chair  
Parents as Teachers International Affiliation, member  
National Tech Prep Network, member  
Alaska Tech Prep Consortium, Board Member, Secondary  
Alaska Association for Career and Technical Education (AACTE), member

#### REFERENCES

References can be obtained upon request.

Gina L. Hrinko

(b)(6)

## Professional Experience Narrative

### Grant Management/Administration (Yukon-Koyukuk School District)

- o Administers of all aspects of grant projects including grant writing, program development, assessment and evaluations;
- o Liaison between the school district and all partner organizations;
- o Facilitated grant project meetings (planning, program & curriculum development);
- o Collected and analyzed data for grant programs;
- o Created assessments and evaluated grant programs;
- o Completed and submitted required grant reports for grants that I administered; and
- o Successfully implemented and delivered many grant programs.

### Curriculum Development

- o Served on Science Curriculum Committee, researched various science curricula, made recommendations for adoption of selected science curriculum, aligned current science curriculum to State and National Standards;
- o Worked with a team to develop a hands on, science-inquiry Biology curriculum to be used for graduate level course designed for Science Educators;
- o Team Leader for development of Hispanic Culture curriculum, Rainforest curriculum and Backyard Science curriculum to be used during intercession periods of a year-round school;
- o Developed Career and Technical Education Tech Prep Program: aligned all CTE courses to state, national and industry standards, worked closely with UA system to develop articulation agreements for college credit, developed two CTE Academies – Construction and Welding to be implemented in April, 2007;
- o Developed Math curriculum using Curriculum Designer software;
- o Co-Founder of Yellowstone International English Camp, Huangshi City, Hubei Province, People's Republic of China, developed ESL curriculum to be used during annual summer English camp, currently working with a team to research and develop a new ESL curriculum that integrates science throughout;
- o Effectively provided staff development and curriculum development for 9-12 staff in new Career and Technical Education curriculum aligned with National, State and Industry Standards;
- o Developed and successfully written Technology plans for districts; and,
- o Developed and successfully written School Improvement Plans, Professional Development Plans, and Action Plans for districts.

### Grant Writing/Federal Programs

- o Successfully written competitive State and Federal Grant Proposals (i.e., Goals 2000, Governor's Grant, 21<sup>st</sup> Century Grant, HGJTI Grant, Native American/Alaska Native Children in School Program Grant, Carl Perkins Secondary/Post-Secondary Grant, National Science Foundation Grants, to name a few);
- o Developed assessments and evaluation plans for grant programs;
- o Successful planning and implementation of all Federal Programs and select State Programs including No Child Left Behind, Title IA Basic, Title IC Migrant Education, Title IC Summer Migrant Education, Title IID Enhancing Education through Technology, Title IIIA English Language Acquisition, Title IV Safe and Drug Free Schools, Title V Innovative Education, Title VII Indian Education, Carl Perkins, Bilingual Program, Highly Qualified Staff Development, School Improvement Title IIA SIP, and Supplemental Education Services.



(b)(6)

## Experience

State and Federal Programs Coordinator  
Yukon Koyukuk School District, Fairbanks, AK

October 2010-Present

- Managed all grant program requirements, including data collection, project reporting, committee meetings and policy updates. Grant projects include:
  - Carol M White On the Move Physical Education Project Grant 2012-2015
  - Project FIERCE, Obesity Prevention Project 2013-2014
  - Alaska Pre-Kindergarten Project 2010-2015
  - YKSD Pre-Kindergarten Indian Education Demonstration Grant 2011-2015
  - Expanding Our Horizons Project I and II for English Learners 2010-Present
  - ESEA Formula Grants 2010-Present
- Provided professional development for staff members (Principals, Certified Teachers and Paraprofessionals) individually, in small groups and in large groups to help them better fulfill grant requirements and meet learners' needs.
- Conducted grant writing, including research, drafting/revisions, editing and application completion.
- Traveled to villages across Interior Alaska to work directly with stakeholders, including teachers, paraprofessionals, students and parents/community members.

## Student Teaching

East Kentwood High School, Grand Rapids, MI

December 2009-April 2010

- Taught 10<sup>th</sup> grade English to 130 students of varying abilities and socio-economic backgrounds. Responsibilities included:
  - Teaching technical reading and writing skills, close reading and analysis techniques, and how to use technology to conduct research and communicate ideas
  - Entering grades, attendance, etc. by established deadlines
  - Creating daily lesson plans aligned to state standards and school-wide curriculum
  - Communicating with families about student progress
  - Collaborating with other staff members during PLC and department meetings

## Education/Certifications

Alaska Teaching Certificate

Valid through December 2016

Endorsements: English (7-12), Reading (7-12)

Aquinas College, Grand Rapid, MI

Degree: Bachelor of Arts

Majors: English, Secondary Education

Minor: Reading

Stony Brook University, Stony Brook, NY

August 2005-May 2007

Major: Comparative Literature

Moses Peter Memorial High School, Akiachak, AK

August 2001-May 2005

Diploma

## Skills

**Software Skills:** Microsoft Suite, Apple Suite, Google Suite, Alio, the G5 Grants Management System, PowerSchool, Website design/management, Video editing

**Writing Skills:** Drafting, Editing, Publishing

**Communication Skills:** Coaching/mediation, written in the form of letters, narratives and emails, and informally in-person with families, colleagues and students



THE STATE  
of **ALASKA**  
GOVERNOR BILL WALKER

**Department of Education  
& Early Development**

SCHOOL FINANCE / FACILITIES

810 West 10<sup>th</sup> Street, Suite 200

P.O. Box 110500

Juneau, Alaska 99811-0500

Main: 907.465.8683

Fax: 907.463.5279

Email: [Meridith.Boman@alaska.gov](mailto:Meridith.Boman@alaska.gov)

April 8, 2016

Jenny Martens, Business Manager  
Yukon/Koyukuk School District  
4762 Old Airport Way  
Fairbanks, AK 99709

Dear Ms. Martens:

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 Yukon/Koyukuk School District is **10.06%**. 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](mailto:meridith.boman@alaska.gov).

Sincerely,

(b)(6)

Meridith Boman  
School Finance Specialist

Enclosure

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

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**Indian Education Demonstration Grants Program  
Yukon-Koyukuk School District  
Budget Narrative Year 1**

	Year 1
<b>A. Personnel</b>	
Project Coordinator (1.0 FTE)	80,000
State and Federal Programs Coordinator (.30 FTE)	21,240
Multi-Grade Instructional Coach	90,000
Parent and Community Involvement Specialist	70,800
Paraprofessionals (9 positions x \$13,750)	123,750
Substitute Teachers (9 x 125/day x 6 days)	6,750
<b>Total Personnel</b>	392,540
<b>B. Fringe Benefits @ 46.9%</b>	184,101
<b>C. Travel</b>	
Grant related travel	2,685
<b>Staff Travel -- teachers to Fairbanks for training</b>	37,800
Staff Travel -- School Site Visits	9,000
Evaluator Travel for Observations	4,500
<b>Total Travel</b>	53,985
<b>D. Equipment</b>	
<b>E. Supplies</b>	
Multi-grade Classroom Supplies	17,000
<b>Total Supplies</b>	17,000
<b>F. Contractual</b>	
Evaluation	25,000
<b>Total Contractual</b>	25,000
<b>H. Other</b>	
Tuition and Stipends	7,560
<b>Total Other</b>	7,560
I. Subtotal	680,186
J. Indirect @ 10.06	68,427
K. Total	748,613

**A. Personnel**

Project Coordinator: Under the direct supervision of the Assistant Superintendent, a 1.0 FTE project coordinator will develop and oversee full implementation of the project. This position

will coordinate all activities, including the hiring, supervising, and scheduling the Multi-Grade Instruction Coach and the Parent and Community Involvement Specialist; planning and delivering professional development; monitoring implementation of model multi-grade classrooms at each school; monitoring the implementation of parent involvement activities; and monitoring the implementation of the community connections. In addition, the coordinator will be responsible for purchasing any equipment, curricula, or other materials. This position will coordinate all contracts with consultants and will work with the YKSD business office to ensure accountability. The total request for this position in Year 1 is \$80,000 (\$80,000 x 100%).

State and Federal Programs Coordinator (.30 FTE): Under the direct supervision of the Assistant Superintendent, the Grants Coordinator will be responsible for ensuring that the assessment measures are implemented to measure GPRA outcomes, contract with the evaluator and work closely with the evaluator to complete all grant reports, and attend any grant related meetings. The total request for this position in Year 1 is \$21,240 (\$70,800 x 30%).

Multi-Grade Instruction Coach: A 1.0 FTE Multi-Grade Instruction Coach will be hired to provide itinerant coaching services to all of our pre-K to third grade multi-grade classroom teachers. He or she will assist the teachers establish an effective multi-grade classroom that meets the district's proposed model and will provide coaching, modeling, and on-site support. The instructional coach will have specific training in early childhood and primary education; multi-grade instruction; working in small rural schools; specific experience coaching elementary teachers, and extensive knowledge of the Alaska Native community and working with Alaska Native students. The total request for this position in Year 1 is \$90,000 (\$90,000 x 100%).

Parent and Community Involvement Specialist: A 1.0 FTE Parent and Community Involvement Specialist will be hired to coordinate and facilitate parent activities (e.g., Parents

and Children Together literacy nights); develop and implement procedures for working with parents and provide related training to teachers; communicate with TCC programmatic contacts (e.g, Early Head Start, Client Services), develop and implement procedures for coordinating services with TCC, facilitate activities, and provide related training to teachers; and develop and implement procedures for physical education and provide related training to teachers. He or she will have specific experience working with parents and community services, excellent communications skills, and extensive knowledge of the Alaska Native community. The total request for this position in Year 1 is \$70,800 ( $\$70,800 \times 100\%$ ).

Paraprofessionals: Nine 0.5 FTE paraprofessionals will be hired to assist teachers in the implementation of the multi-grade model. Hiring paraprofessional is necessary to accommodate the addition teacher preparation time, monthly in-service, and curriculum development. The paraprofessional will assist classroom teachers with a wide variety of tasks, including providing one-on-one services for students, preparing classroom materials, supervising students, helping with administrative and support tasks, scheduling and working with parents in the classroom, and coordinating individual student health and wellness appointments. Classroom paraprofessionals will have training in elementary education, experience working with children, and extensive knowledge of the Alaska Native community and working with Alaska Native children. The total request in Year 1 is 123,750 ( $\$13,750/\text{year} \times 9$  positions).

Substitute Teachers: We budgeted for nine teachers participating in the group study professional development activity to have six days of substitute time. The total request in Year 1 is \$6,750 ( $\$125/\text{day} \times 6$  days  $\times 9$  participants).

## **B. Fringe Benefits**

YKSD’s fringe benefit rate is 46.9% and includes health insurance, unemployment insurance, workman’s compensation, Medicare, Public Retirement System contribution, and life insurance. The total request in Year 1 is \$184,101 (\$392,540 x 46.9%).

**C. Travel**

Grant Related Travel: We have budgeted for the Project Coordinator to attend a grantee meeting in Year 1. The total request for this travel in Year 1 is \$2,685. The costs are detailed below.

Item	Cost Per Item	Number	Cost Per Trip
Airfare	1,500	1	1,500
Hotel/Meals	270	3 nights	810
Parking	50	1	50
Rental Car	100	3 days	300
Other	25	1	25
			2,685

Staff Travel for Training: We have budgeted for the nine teachers participating in the study group to travel to Fairbanks for face-to-face meetings in September and May. The total request in Year 1 is \$37,800 (\$2,100/average cost of trip [airfare, hotel, per diem] x 9 participants).

Staff Travel for On-Site Coaching: We have budgeted for the Instructional Coach to travel to the school sites to provide on-site coaching to participating teachers. In Year 1 we budgeted for the Instructional Coach to visit each site 2 times. There are not hotels in our rural communities so there are not costs associated with hotel, meals or rental cars. The total request in Year 1 is \$9,000 (\$500/average roundtrip flight x 9 school sites x 2 trips).

Evaluator Travel: We have budgeted for the evaluator to travel to the school sites to observe implementation of the program. In Year 1 we budgeted for the evaluator to make 9 observation trips. There are not hotels in our rural communities so there are not costs associated with hotel,

meals, or rental cars. The total request in Year 1 is \$4,500 (\$500/average roundtrip flight x 9 trips).

**D. Equipment: \$0**

**E. Supplies**

Multi-Grade Classroom Supplies: We have budgeted to purchase materials for activities in the classroom and parent activities. These materials include items such as art supplies, books, puzzles, and tables. The total request in Year 1 is \$17,000.

**F. Contractual**

Evaluation Consultant: Under the direction of the Project Coordinator, the Evaluation Consultant will design and disseminate evaluation tools, analyze data and write annual evaluation reports. He/She will also provide verbal feedback to the Project Coordinator throughout the evaluation process. In developing the tools and analyzing the data, the Evaluation Consultant will work closely with the Project Coordinator and focus specifically on using the evaluation data to make improvements to the project. An evaluation consultant will be hired to conduct the evaluation of the *Starting Strong* project. This person will have specific experience evaluating a variety of educational programs, including programs designed to specifically address Alaska Native students and teachers. Further, he or she will have experience and expertise using a variety of quantitative and qualitative evaluation techniques. This person will hold a Master's degree, and should have some classroom teaching experience. The total request in Year 1 is \$25,000.

**H. Other**

Tuition and Stipends: We have budgeted to pay for nine teachers to receive University of Alaska Fairbanks academic credits for participating in the study group (\$90 x 9 participants) and a stipend for participation (\$750 x 9 participants). The total request in Year 1 is \$7,560.

**I. Subtotal:** Total Year 1 subtotal is \$680,186.

**J. Indirect:** The total request for indirect in Year 1 is \$68,427 ( $\$680,186 \times 10.06\%$ ).

**K. Total Request:** The total request in Year 1 is \$748,613.

**Indian Education Demonstration Grants Program  
Yukon-Koyukuk School District  
Budget Narrative Year 2**

	Year 2
<b>A. Personnel</b>	
Project Coordinator (1.0 FTE)	82,400
State and Federal Programs Coordinator (.30 FTE)	21,877
Multi-Grade Instructional Coach	92,700
Parent and Community Involvement Specialist	72,924
Paraprofessionals (9 positions x \$13,750)	127,463
Substitute Teachers (9 x 125/day x 6 days)	6,750
<b>Total Personnel</b>	404,114
<b>B. Fringe Benefits @ 46.9%</b>	189,529
<b>C. Travel</b>	
Grant related travel	2,685
<b>Staff Travel -- teachers to Fairbanks for training</b>	37,800
Staff Travel -- School Site Visits	9,000
Evaluator Travel for Observations	4,500
<b>Total Travel</b>	53,985
<b>D. Equipment</b>	
<b>E. Supplies</b>	
Multi-grade Classroom Supplies	17,000
<b>Total Supplies</b>	17,000
<b>F. Contractual</b>	
Evaluation	25,000
<b>Total Contractual</b>	25,000
<b>H. Other</b>	
Tuition and Stipends	7,560
<b>Total Other</b>	7,560
I. Subtotal	697,188
J. Indirect @ 10.06	70,137
K. Total	767,325

**A. Personnel**

Project Coordinator: Under the direct supervision of the Assistant Superintendent, a 1.0 FTE project coordinator will develop and oversee full implementation of the project. This position

will coordinate all activities, including the hiring, supervising, and scheduling the Multi-Grade Instruction Coach and the Parent and Community Involvement Specialist; planning and delivering professional development; monitoring implementation of model multi-grade classrooms at each school; monitoring the implementation of parent involvement activities; and monitoring the implementation of the community connections. In addition, the coordinator will be responsible for purchasing any equipment, curricula, or other materials. This position will coordinate all contracts with consultants and will work with the YKSD business office to ensure accountability. The total request for this position in Year 2, reflects a 3% salary increase, is \$82,400 ( $\$82,400 \times 100\%$ ).

State and Federal Programs Coordinator (.30 FTE): Under the direct supervision of the Assistant Superintendent, the Grants Coordinator will be responsible for ensuring that the assessment measures are implemented to measure GPRA outcomes, contract with the evaluator and work closely with the evaluator to complete all grant reports, and attend any grant related meetings. The total request for this position in Year 2, reflects a 3% salary increase, is \$21,877 ( $\$72,924 \times 30\%$ ).

Multi-Grade Instruction Coach: A 1.0 FTE Multi-Grade Instruction Coach will be hired to provide itinerant coaching services to all of our pre-K to third grade multi-grade classroom teachers. He or she will assist the teachers establish an effective multi-grade classroom that meets the district's proposed model and will provide coaching, modeling, and on-site support. The instructional coach will have specific training in early childhood and primary education; multi-grade instruction; working in small rural schools; specific experience coaching elementary teachers, and extensive knowledge of the Alaska Native community and working with Alaska Native students. The total request for this position in Year 2, reflects a 3% salary increase, is

\$92,700 (\$92,700 x 100%).

Parent and Community Involvement Specialist: A 1.0 FTE Parent and Community Involvement Specialist will be hired to coordinate and facilitate parent activities (e.g., Parents and Children Together literacy nights); develop and implement procedures for working with parents and provide related training to teachers; communicate with TCC programmatic contacts (e.g, Early Head Start, Client Services), develop and implement procedures for coordinating services with TCC, facilitate activities, and provide related training to teachers; and develop and implement procedures for physical education and provide related training to teachers. He or she will have specific experience working with parents and community services, excellent communications skills, and extensive knowledge of the Alaska Native community. The total request for this position in Year 2, reflects a 3% salary increase, is \$72,924 (\$72,924 x 100%).

Paraprofessionals: Nine 0.5 FTE paraprofessionals will be hired to assist teachers in the implementation of the multi-grade model. Hiring paraprofessional is necessary to accommodate the addition teacher preparation time, monthly in-service, and curriculum development. The paraprofessional will assist classroom teachers with a wide variety of tasks, including providing one-on-one services for students, preparing classroom materials, supervising students, helping with administrative and support tasks, scheduling and working with parents in the classroom, and coordinating individual student health and wellness appointments. Classroom paraprofessionals will have training in elementary education, experience working with children, and extensive knowledge of the Alaska Native community and working with Alaska Native children. The total request in Year 2 reflects a 3% increase is \$127,463 (\$14,162.50/year x 9 positions).

Substitute Teachers: We budgeted for nine teachers participating in the group study professional development activity to have six days of substitute time. The total request in Year 2

is \$6,750 ( $\$125/\text{day} \times 6 \text{ days} \times 9 \text{ participants}$ ).

## **B. Fringe Benefits**

YKSD's fringe benefit rate is 46.9% and includes health insurance, unemployment insurance, workman's compensation, Medicare, Public Retirement System contribution, and life insurance. The total request in Year 2 is \$189,529 ( $\$404,114 \times 46.9\%$ ).

## **C. Travel**

Grant Related Travel: We have budgeted for the Project Coordinator to attend a grantee meeting in Year 2. The total request for this travel in Year 2 is \$2,685. The costs are detailed below.

Item	Cost Per Item	Number	Cost Per Trip
Airfare	1,500	1	1,500
Hotel/Meals	270	3 nights	810
Parking	50	1	50
Rental Car	100	3 days	300
Other	25	1	25
			2,685

Staff Travel for Training: We have budgeted for the nine teachers participating in the study group to travel to Fairbanks for face-to-face meetings in September and May. The total request in Year 2 is \$37,800 ( $\$2,100/\text{average cost of trip [airfare, hotel, per diem]} \times 9 \text{ participants}$ ).

Staff Travel for On-Site Coaching: We have budgeted for the Instructional Coach to travel to the school sites to provide on-site coaching to participating teachers. In Year 2 we budgeted for the Instructional Coach to visit each site 2 times. There are not hotels in our rural communities so there are not costs associated with hotel, meals or rental cars. The total request in Year 2 is \$9,000 ( $\$500/\text{average roundtrip flight} \times 9 \text{ school sites} \times 2 \text{ trips}$ ).

Evaluator Travel: We have budgeted for the evaluator to travel to the school sites to observe implementation of the program. In Year 2 we budgeted for the evaluator to make 9 observation trips. There are not hotels in our rural communities so there are not costs associated with hotel, meals, or rental cars. The total request in Year 2 is \$4,500 (\$500/average roundtrip flight x 9 trips).

**D. Equipment: \$0**

**E. Supplies**

Multi-Grade Classroom Supplies: We have budgeted to purchase materials for activities in the classroom and parent activities. These materials include items such as art supplies, books, puzzles, and tables. The total request in Year 2 is \$17,000.

**F. Contractual**

Evaluation Consultant: Under the direction of the Project Coordinator, the Evaluation Consultant will design and disseminate evaluation tools, analyze data and write annual evaluation reports. He/She will also provide verbal feedback to the Project Coordinator throughout the evaluation process. In developing the tools and analyzing the data, the Evaluation Consultant will work closely with the Project Coordinator and focus specifically on using the evaluation data to make improvements to the project. An evaluation consultant will be hired to conduct the evaluation of the *Starting Strong* project. This person will have specific experience evaluating a variety of educational programs, including programs designed to specifically address Alaska Native students and teachers. Further, he or she will have experience and expertise using a variety of quantitative and qualitative evaluation techniques. This person will hold a Master's degree, and should have some classroom teaching experience. The total request in Year 2 is \$25,000.

## **H. Other**

Tuition and Stipends: We have budgeted to pay for nine teachers to receive University of Alaska Fairbanks academic credits for participating in the study group (\$90 x 9 participants) and a stipend for participation (\$750 x 9 participants). The total request in Year 2 is \$7,560.

**I. Subtotal:** Total Year 2 subtotal is \$697,188.

**J. Indirect:** The total request for indirect in Year 2 is \$70,137 (\$697,188 x 10.06%).

**K. Total Request:** The total request in Year 2 is \$767,325.

**Indian Education Demonstration Grants Program  
Yukon-Koyukuk School District  
Budget Narrative Year 3**

	Year 3
<b>A. Personnel</b>	
Project Coordinator (1.0 FTE)	84,872
State and Federal Programs Coordinator (.30 FTE)	22,534
Multi-Grade Instructional Coach	95,481
Parent and Community Involvement Specialist	75,112
Paraprofessionals (9 positions x \$13,750)	131,286
Substitute Teachers (9 x 125/day x 6 days)	6,750
<b>Total Personnel</b>	416,035
<b>B. Fringe Benefits @ 46.9%</b>	195,120
<b>C. Travel</b>	
Grant related travel	2,685
<b>Staff Travel -- teachers to Fairbanks for training</b>	37,800
Staff Travel -- School Site Visits	9,000
Evaluator Travel for Observations	4,500
<b>Total Travel</b>	53,985
<b>D. Equipment</b>	
<b>E. Supplies</b>	
Multi-grade Classroom Supplies	17,000
<b>Total Supplies</b>	17,000
<b>F. Contractual</b>	
Evaluation	25,000
<b>Total Contractual</b>	25,000
<b>H. Other</b>	
Tuition and Stipends	7,560
<b>Total Other</b>	7,560
I. Subtotal	714,700
J. Indirect @ 10.06	71,899
K. Total	786,599

**A. Personnel**

Project Coordinator: Under the direct supervision of the Assistant Superintendent, a 1.0 FTE project coordinator will develop and oversee full implementation of the project. This position

will coordinate all activities, including the hiring, supervising, and scheduling the Multi-Grade Instruction Coach and the Parent and Community Involvement Specialist; planning and delivering professional development; monitoring implementation of model multi-grade classrooms at each school; monitoring the implementation of parent involvement activities; and monitoring the implementation of the community connections. In addition, the coordinator will be responsible for purchasing any equipment, curricula, or other materials. This position will coordinate all contracts with consultants and will work with the YKSD business office to ensure accountability. The total request for this position in Year 3, reflects a 3% salary increase, is \$84,872 ( $\$84,872 \times 100\%$ ).

State and Federal Programs Coordinator (.30 FTE): Under the direct supervision of the Assistant Superintendent, the Grants Coordinator will be responsible for ensuring that the assessment measures are implemented to measure GPRA outcomes, contract with the evaluator and work closely with the evaluator to complete all grant reports, and attend any grant related meetings. The total request for this position in Year 3, reflects a 3% salary increase, is \$22,534 ( $\$75,112 \times 30\%$ ).

Multi-Grade Instruction Coach: A 1.0 FTE Multi-Grade Instruction Coach will be hired to provide itinerant coaching services to all of our pre-K to third grade multi-grade classroom teachers. He or she will assist the teachers establish an effective multi-grade classroom that meets the district's proposed model and will provide coaching, modeling, and on-site support. The instructional coach will have specific training in early childhood and primary education; multi-grade instruction; working in small rural schools; specific experience coaching elementary teachers, and extensive knowledge of the Alaska Native community and working with Alaska Native students. The total request for this position in Year 3, reflects a 3% salary increase, is

\$95,481 ( $\$95,481 \times 100\%$ ).

Parent and Community Involvement Specialist: A 1.0 FTE Parent and Community Involvement Specialist will be hired to coordinate and facilitate parent activities (e.g., Parents and Children Together literacy nights); develop and implement procedures for working with parents and provide related training to teachers; communicate with TCC programmatic contacts (e.g, Early Head Start, Client Services), develop and implement procedures for coordinating services with TCC, facilitate activities, and provide related training to teachers; and develop and implement procedures for physical education and provide related training to teachers. He or she will have specific experience working with parents and community services, excellent communications skills, and extensive knowledge of the Alaska Native community. The total request for this position in Year 3, reflects a 3% salary increase, is \$75,112 ( $\$75,112 \times 100\%$ ).

Paraprofessionals: Nine 0.5 FTE paraprofessionals will be hired to assist teachers in the implementation of the multi-grade model. Hiring paraprofessional is necessary to accommodate the addition teacher preparation time, monthly in-service, and curriculum development. The paraprofessional will assist classroom teachers with a wide variety of tasks, including providing one-on-one services for students, preparing classroom materials, supervising students, helping with administrative and support tasks, scheduling and working with parents in the classroom, and coordinating individual student health and wellness appointments. Classroom paraprofessionals will have training in elementary education, experience working with children, and extensive knowledge of the Alaska Native community and working with Alaska Native children. The total request in Year 3 reflects a 3% increase is \$131,286 ( $\$14,587/\text{year} \times 9 \text{ positions}$ ).

Substitute Teachers: We budgeted for nine teachers participating in the group study professional development activity to have six days of substitute time. The total request in Year 3

is \$6,750 ( $\$125/\text{day} \times 6 \text{ days} \times 9 \text{ participants}$ ).

## **B. Fringe Benefits**

YKSD's fringe benefit rate is 46.9% and includes health insurance, unemployment insurance, workman's compensation, Medicare, Public Retirement System contribution, and life insurance. The total request in Year 3 is \$195,120 ( $\$416,035 \times 46.9\%$ ).

## **C. Travel**

Grant Related Travel: We have budgeted for the Project Coordinator to attend a grantee meeting in Year 3. The total request for this travel in Year 3 is \$2,685. The costs are detailed below.

Item	Cost Per Item	Number	Cost Per Trip
Airfare	1,500	1	1,500
Hotel/Meals	270	3 nights	810
Parking	50	1	50
Rental Car	100	3 days	300
Other	25	1	25
			2,685

Staff Travel for Training: We have budgeted for the nine teachers participating in the study group to travel to Fairbanks for face-to-face meetings in September and May. The total request in Year 3 is \$37,800 ( $\$2,100/\text{average cost of trip [airfare, hotel, per diem]} \times 9 \text{ participants}$ ).

Staff Travel for On-Site Coaching: We have budgeted for the Instructional Coach to travel to the school sites to provide on-site coaching to participating teachers. In Year 3 we budgeted for the Instructional Coach to visit each site 2 times. There are not hotels in our rural communities so there are not costs associated with hotel, meals or rental cars. The total request in Year 3 is \$9,000 ( $\$500/\text{average roundtrip flight} \times 9 \text{ school sites} \times 2 \text{ trips}$ ).

Evaluator Travel: We have budgeted for the evaluator to travel to the school sites to observe implementation of the program. In Year 3 we budgeted for the evaluator to make 9 observation trips. There are not hotels in our rural communities so there are not costs associated with hotel, meals, or rental cars. The total request in Year 3 is \$4,500 (\$500/average roundtrip flight x 9 trips).

**D. Equipment: \$0**

**E. Supplies**

Multi-Grade Classroom Supplies: We have budgeted to purchase materials for activities in the classroom and parent activities. These materials include items such as art supplies, books, puzzles, and tables. The total request in Year 3 is \$17,000.

**F. Contractual**

Evaluation Consultant: Under the direction of the Project Coordinator, the Evaluation Consultant will design and disseminate evaluation tools, analyze data and write annual evaluation reports. He/She will also provide verbal feedback to the Project Coordinator throughout the evaluation process. In developing the tools and analyzing the data, the Evaluation Consultant will work closely with the Project Coordinator and focus specifically on using the evaluation data to make improvements to the project. An evaluation consultant will be hired to conduct the evaluation of the *Starting Strong* project. This person will have specific experience evaluating a variety of educational programs, including programs designed to specifically address Alaska Native students and teachers. Further, he or she will have experience and expertise using a variety of quantitative and qualitative evaluation techniques. This person will hold a Master's degree, and should have some classroom teaching experience. The total request in Year 3 is \$25,000.

**H. Other**

Tuition and Stipends: We have budgeted to pay for nine teachers to receive University of Alaska Fairbanks academic credits for participating in the study group (\$90 x 9 participants) and a stipend for participation (\$750 x 9 participants). The total request in Year 3 is \$7,560.

**I. Subtotal:** Total Year 3 subtotal is \$714,700.

**J. Indirect:** The total request for indirect in Year 3 is \$71,899 (\$714,700 x 10.06%).

**K. Total Request:** The total request in Year 3 is \$786,599.

**Indian Education Demonstration Grants Program  
Yukon-Koyukuk School District  
Budget Narrative Year 4**

	Year 4
<b>A. Personnel</b>	
Project Coordinator (1.0 FTE)	87,418
State and Federal Programs Coordinator (.30 FTE)	23,210
Multi-Grade Instructional Coach	98,345
Parent and Community Involvement Specialist	77,365
Paraprofessionals (9 positions x \$13,750)	135,225
Substitute Teachers (9 x 125/day x 6 days)	6,750
<b>Total Personnel</b>	421,563
<b>B. Fringe Benefits @ 46.9%</b>	197,713
<b>C. Travel</b>	
Grant related travel	2,685
<b>Staff Travel -- teachers to Fairbanks for training</b>	37,800
Staff Travel -- School Site Visits	9,000
Evaluator Travel for Observations	4,500
<b>Total Travel</b>	53,985
<b>D. Equipment</b>	
<b>E. Supplies</b>	
Multi-grade Classroom Supplies	17,000
<b>Total Supplies</b>	17,000
<b>F. Contractual</b>	
Evaluation	25,000
<b>Total Contractual</b>	25,000
<b>H. Other</b>	
Tuition and Stipends	7,560
<b>Total Other</b>	7,560
I. Subtotal	722,821
J. Indirect @ 10.06	72,716
K. Total	795,537

**A. Personnel**

Project Coordinator: Under the direct supervision of the Assistant Superintendent, a 1.0 FTE project coordinator will develop and oversee full implementation of the project. This position

will coordinate all activities, including the hiring, supervising, and scheduling the Multi-Grade Instruction Coach and the Parent and Community Involvement Specialist; planning and delivering professional development; monitoring implementation of model multi-grade classrooms at each school; monitoring the implementation of parent involvement activities; and monitoring the implementation of the community connections. In addition, the coordinator will be responsible for purchasing any equipment, curricula, or other materials. This position will coordinate all contracts with consultants and will work with the YKSD business office to ensure accountability. The total request for this position in Year 4, reflects a 3% salary increase, is \$87,418 ( $\$87,418 \times 100\%$ ).

State and Federal Programs Coordinator (.30 FTE): Under the direct supervision of the Assistant Superintendent, the Grants Coordinator will be responsible for ensuring that the assessment measures are implemented to measure GPRA outcomes, contract with the evaluator and work closely with the evaluator to complete all grant reports, and attend any grant related meetings. The total request for this position in Year 4, reflects a 3% salary increase, is \$23,210 ( $\$77,365 \times 30\%$ ).

Multi-Grade Instruction Coach: A 1.0 FTE Multi-Grade Instruction Coach will be hired to provide itinerant coaching services to all of our pre-K to third grade multi-grade classroom teachers. He or she will assist the teachers establish an effective multi-grade classroom that meets the district's proposed model and will provide coaching, modeling, and on-site support. The instructional coach will have specific training in early childhood and primary education; multi-grade instruction; working in small rural schools; specific experience coaching elementary teachers, and extensive knowledge of the Alaska Native community and working with Alaska Native students. The total request for this position in Year 4, reflects a 3% salary increase, is

\$98,345 (\$98,345 x 100%).

Parent and Community Involvement Specialist: A 1.0 FTE Parent and Community Involvement Specialist will be hired to coordinate and facilitate parent activities (e.g., Parents and Children Together literacy nights); develop and implement procedures for working with parents and provide related training to teachers; communicate with TCC programmatic contacts (e.g, Early Head Start, Client Services), develop and implement procedures for coordinating services with TCC, facilitate activities, and provide related training to teachers; and develop and implement procedures for physical education and provide related training to teachers. He or she will have specific experience working with parents and community services, excellent communications skills, and extensive knowledge of the Alaska Native community. The total request for this position in Year 4, reflects a 3% salary increase, is \$77,365 (\$77,365 x 100%).

Paraprofessionals: Nine 0.5 FTE paraprofessionals will be hired to assist teachers in the implementation of the multi-grade model. Hiring paraprofessional is necessary to accommodate the addition teacher preparation time, monthly in-service, and curriculum development. The paraprofessional will assist classroom teachers with a wide variety of tasks, including providing one-on-one services for students, preparing classroom materials, supervising students, helping with administrative and support tasks, scheduling and working with parents in the classroom, and coordinating individual student health and wellness appointments. Classroom paraprofessionals will have training in elementary education, experience working with children, and extensive knowledge of the Alaska Native community and working with Alaska Native children. The total request in Year 4 reflects a 3% increase is \$135,225 (\$15,025/year x 9 positions).

Substitute Teachers: We budgeted for nine teachers participating in the group study professional development activity to have six days of substitute time. The total request in Year 4

is \$6,750 (\$125/day x 6 days x 9 participants).

**B. Fringe Benefits**

YKSD’s fringe benefit rate is 46.9% and includes health insurance, unemployment insurance, workman’s compensation, Medicare, Public Retirement System contribution, and life insurance. The total request in Year 4 is \$197,713 (\$421,563 x 46.9%).

**C. Travel**

Grant Related Travel: We have budgeted for the Project Coordinator to attend a grantee meeting in Year 4. The total request for this travel in Year 4 is \$2,685. The costs are detailed below.

Item	Cost Per Item	Number	Cost Per Trip
Airfare	1,500	1	1,500
Hotel/Meals	270	3 nights	810
Parking	50	1	50
Rental Car	100	3 days	300
Other	25	1	25
			2,685

Staff Travel for Training: We have budgeted for the nine teachers participating in the study group to travel to Fairbanks for face-to-face meetings in September and May. The total request in Year 4 is \$37,800 (\$2,100/average cost of trip [airfare, hotel, per diem] x 9 participants).

Staff Travel for On-Site Coaching: We have budgeted for the Instructional Coach to travel to the school sites to provide on-site coaching to participating teachers. In Year 4 we budgeted for the Instructional Coach to visit each site 2 times. There are not hotels in our rural communities so there are not costs associated with hotel, meals or rental cars. The total request in Year 4 is \$9,000 (\$500/average roundtrip flight x 9 school sites x 2 trips).

Evaluator Travel: We have budgeted for the evaluator to travel to the school sites to observe implementation of the program. In Year 4 we budgeted for the evaluator to make 9 observation trips. There are not hotels in our rural communities so there are not costs associated with hotel, meals, or rental cars. The total request in Year 4 is \$4,500 (\$500/average roundtrip flight x 9 trips).

**D. Equipment: \$0**

**E. Supplies**

Multi-Grade Classroom Supplies: We have budgeted to purchase materials for activities in the classroom and parent activities. These materials include items such as art supplies, books, puzzles, and tables. The total request in Year 4 is \$17,000.

**F. Contractual**

Evaluation Consultant: Under the direction of the Project Coordinator, the Evaluation Consultant will design and disseminate evaluation tools, analyze data and write annual evaluation reports. He/She will also provide verbal feedback to the Project Coordinator throughout the evaluation process. In developing the tools and analyzing the data, the Evaluation Consultant will work closely with the Project Coordinator and focus specifically on using the evaluation data to make improvements to the project. An evaluation consultant will be hired to conduct the evaluation of the *Starting Strong* project. This person will have specific experience evaluating a variety of educational programs, including programs designed to specifically address Alaska Native students and teachers. Further, he or she will have experience and expertise using a variety of quantitative and qualitative evaluation techniques. This person will hold a Master's degree, and should have some classroom teaching experience. The total request in Year 4 is \$25,000.

**H. Other**

Tuition and Stipends: We have budgeted to pay for nine teachers to receive University of Alaska Fairbanks academic credits for participating in the study group (\$90 x 9 participants) and a stipend for participation (\$750 x 9 participants). The total request in Year 4 is \$7,560.

**I. Subtotal:** Total Year 4 subtotal is \$722,821.

**J. Indirect:** The total request for indirect in Year 4 is \$72,716 ( $\$722,821 \times 10.06\%$ ).

**K. Total Request:** The total request in Year 4 is \$795,537.

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Gina		Hrinko	

Address:

Street1:	4762 Old Airport Way
Street2:	
City:	Fairbanks
County:	
State:	AK: Alaska
Zip Code:	99709
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(907) 374-9419	(907) 374-9443

Email Address:

ghrinko@yksd.com
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**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:

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

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

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

Name of Institution/Organization

Yukon-Koyukuk 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	392,540.00	404,114.00	416,035.00	421,563.00		1,634,252.00
2. Fringe Benefits	184,101.00	189,529.00	195,120.00	197,713.00		766,463.00
3. Travel	53,985.00	53,985.00	53,985.00	53,985.00		215,940.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	17,000.00	17,000.00	17,000.00	17,000.00		68,000.00
6. Contractual	25,000.00	25,000.00	25,000.00	25,000.00		100,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	7,560.00	7,560.00	7,560.00	7,560.00		30,240.00
9. Total Direct Costs (lines 1-8)	680,186.00	697,188.00	714,700.00	722,821.00		2,814,895.00
10. Indirect Costs*	68,427.00	70,137.00	71,899.00	72,716.00		283,179.00
11. Training Stipends						
12. Total Costs (lines 9-11)	748,613.00	767,325.00	786,599.00	795,537.00		3,098,074.00

**\*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 10.06%.

(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 %.

PR/Award # S299A160046

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

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

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

ED 524