

**Alaska Pilot Pre-Kindergarten Project (AP3) Application
COVER PAGE**

Yukon-Koyukuk School District
School District

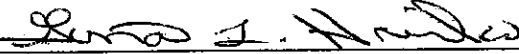
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**Authorized Signatory for Budget Revisions/
Record and Report of Local Expenditures**

5/22/09
Date

■ *Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this state funded program.*


Signature of District Superintendent

5/22/09
Date

Superintendent of Schools
Title

\$ 399,902.74
Total Funding Requested Per Year

EED Use Only

Project Number: _____

Date Received: _____

Project Approval: _____

Amount Awarded: \$ _____

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**Program Summary and Abstract
For
YKSD/Head Start Alaska Pilot Pre-Kindergarten Project**

The Yukon-Koyukuk School District (YKSD) in collaboration with Head Start will implement a comprehensive Pre-K program in Huslia, Minto, and Kaltag; and a school-based Pre-K program in Allakaket which will provide one hour of Athabascan immersion daily. Our Alaska Pilot Pre-K project will serve approximately 30 (four and young five year olds) children annually.

The Pre-K programs will provide comprehensive services that support a child's optimal development and readiness for school entry and success. Strategies that will be implemented are based on best practices and research proven to support children's success in school. Pre-K programs will provide activities that are multi-level and that enhance social, emotional, cognitive and physical growth in children; while promoting an atmosphere conducive to individual differences.

Our Pre-K programs will integrate and provide five domains that were developed by the State of Alaska as Early Learning Guidelines: 1) Physical Well-Being, Health, and Motor Development; 2) Social and Emotional Development; 3) Approaches to Learning; 4) Cognition and General Knowledge; and, 5) Communication, Language, and Literacy.

As a result of this program, our Pre-K children will 1) be **physically ready** to enter kindergarten; 2) be **socially and emotionally** ready to enter kindergarten; 3) be **academically ready for school and ready to learn**; and 4) will develop **age-appropriate communication, language, and literacy skills** in school, as measured by the Dial 3, the Peabody Picture Vocabulary Test (PPVT) and the Alaska Revised Developmental Profile.

A. Need for Project

1. **Target Population:** The Yukon-Koyukuk School District will implement a pre-kindergarten program at four of our nine school sites: Allakaket School, Jimmy Huntington School (Huslia), Kaltag School, and Minto School. These pre-kindergarten programs will provide services to all pre-K students who live in the school's community, all of whom are most in need of services. More than two-thirds of the students at our four targeted schools are eligible for free or reduced lunch; two of the schools are in school improvement; and 66% of the students at these schools qualify as limited English proficient (Table 1).

Table 1: Population to be Served by YKSD Pre-Kindergarten Project

School Site	% Free or Reduced Lunch	# of Preschool-Age Children eligible/served	# of family members to be served	AYP Designation	% of students not proficient in English
Allakaket	73%	8/6	8	Level 5	70%
Huslia	75%	7/7	7	Level 5	56%
Kaltag	74%	6/6	6	Meets AYP	72%
Minto	69%	10/10	10	Level 1	64%

2. **Other Factors:** Several other factors also put our students at risk of academic failure. One factor in particular is very important -- poor school attendance. Our overall school attendance rate is 91.7, which has a significant impact on graduation rates. Table 2 in Appendix B, provides objective data regarding school attendance and dropout rates. The highlighted schools are the ones that will implement a pre-kindergarten program.

In addition, we know that children's' literacy is negatively impacted by parents with low literacy levels, which is prevalent in our communities. Only 74.3% of adults have a high school diploma. In comparison, 88.3% of adults statewide have a high school diploma (Census, 2000).

3. **Objective Data:** In 2008, State of Alaska assessments indicated that many of our students are at-risk of academic failure. As a result of the low proficiency rates achieved by our district on

the Alaska Standards Based Assessment and High School Graduation Qualifying Exam, the YKSD entered Level 4, 2nd Year, for not meeting Annual Yearly Progress (AYP), under the No Child Left Behind (NCLB) regulations. Because of our current status, the district has been placed in corrective action with the State Department of Education. The schools that will implement pre-kindergarten programs have some of the highest numbers of students who are not proficient on state assessments. These schools are highlighted in Table 3 in Appendix B.

B. Program Design

1. Goals, Objectives, Activities

Goal 1: All students participating in the YKSD pre-kindergarten program will experience success in school readiness.

Objective 1: By the end of each grant year, 90% of YKSD students who participated in the pre-kindergarten program will be **physically ready** to enter kindergarten as expressed by significant gains on the Dial 3 and reflected in the Alaska Revised Developmental Profile.

Activity 1.1: The YKSD Pre-K program will provide theme-based instruction that integrates singing, dancing, games, artwork, and other activities that develop fine and gross motor skills. The YKSD Pre-K program will integrate throughout the school day singing, dancing, and playing to develop fine and gross motor skills. Students will have center time to independently use small materials, such as Legos, beads for stringing and sewing.

Objective 2: By the end of each grant year, 90% of the YKSD students who participated in the pre-kindergarten program will be **socially and emotionally ready** to enter kindergarten as expressed by significant gains on the Dial 3 and reflected in the Alaska Revised Developmental Profile.

Activity 2.1: The YKSD Pre-K program will focus on community, sharing, and small group

work to develop students' social and emotional skills. The physical arrangement of the classroom will enable small groups of students to rotate through workstations and learn through cooperative play, conversation, and planned instruction.ⁱ These workstations will provide activities that are 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. **Activity 2.2:** In addition, students will engage, stay on task, and participate in a “classroom community,” by sharing duties and clearly understanding expectations. **Activity 2.3:** The Pre-K program will also provide activities that develop decision-making, self-regulation, accountability, and social cooperation.

Objective 3: By the end of each grant year, 90% of the YKSD students who participated in the pre-kindergarten program will be **academically ready for school and ready to learn** as expressed by significant gain on the Dial 3 and reflected in the Alaska Revised Developmental Profile

Activity 3.1: The YKSD Pre-K program will provide theme-based instruction that integrates literacy activities with multiple subject areas, including math, social studies, and science to make learning interesting and fun and makes use of theme-based literature to encourage development of comprehension and thinking. Each unit will explore a comprehensive, universal theme, such as families, community helpers, animals, places, senses, and changes. Teachers will embed pre-literacy skills in the content area instruction by using theme-based materials, such as books and puzzles, and the community or natural surroundings as tools for teaching.

Objective 4: By the end of each grant year, 90% of the YKSD students who participated in the pre-kindergarten program will have **age-appropriate communication, language, and literacy skills** as expressed by significant gain on the Dial 3, the Peabody Picture Vocabulary

Test (PPVT) and reflected in the Alaska Revised Developmental Profile.

Activity 4.1: The YKSD Pre-K program will provide both explicit and contextualized instruction to ensure that students gain age-appropriate communication, language, and literacy skills. A typical lesson will start with circle time where teachers provide explicit instruction. These lessons will be short (often 15 to 20 minute periodsⁱⁱ) and focus on phonological and phonemic awareness, alphabetic knowledge, and alphabetic principle. **Activity 4.2:** To assist teachers in delivering communication, literacy, and language content, the YKSD Pre-K program will integrate *Open Court Reading Pre-K (OCR Pre-K)* curriculum from SRA/McGraw-Hill. Research cites *OCR Pre-K* as an example of a reading program that is well balanced and reflects the current research on beginning reading instruction.ⁱⁱⁱ The curriculum's scope and sequence provides comprehensive instruction in phonemic awareness through rhyme, oral blending, segmentation, and sound discrimination activities. The program's activities progress from easier phonemic awareness activities to more difficult^{iv} and teach children to manipulate phonemes using the letters of the alphabet. And the curriculum provides systematic and explicit phonics instruction^v that includes a carefully selected set of letter-sound relationships organized into a logical sequence. It is closely aligned with Alaska's Early Learning Guidelines and reading and writing standards for primary grades. **Activity 4.3:** To further enhance the communication, language, and literacy skills of students, the YKSD Pre-K program will also 1) incorporate Athabascan songs and stories that reflect the students' culture; 2) provide a library of pre-decodable books and picture books available for children to read during class time and to check out to read at home with their parents^{vi}; 3) provide well-organized materials that stimulate and support the children's emergent reading, including alphabet puzzles and other manipulatives such as magnetic and textured alphabet cards; small magnetic boards and/or chalkboards; a

variety of paper; a variety of writing tools; and book-making materials; 4) provide language enhancements to the overall environment such as picture and word labels in English and Athabascan; an alphabet border hung at children's eye-level; chart paper and stand; a sign-in area; and books, magazines, catalogs, and writing materials in centers; and 5) provide pre-decodable books that have been translated into Athabascan. Children will be able to take these books home.

2. Gather and Report Data: YKSD will gather student data using the Dial 3 and the Peabody Picture Vocabulary Test (PPVT). We will also use the Revised Alaska Developmental Profile as a yearend observational snapshot of the child's growth across domains.

3. Scientifically Based Research: The YKSD Pre-K program is based on a body of research that meets the definition of scientifically-based reading and early childhood education research. Please see the end notes.

4. Schedule: The schedule is attached in Appendix C.

5. Vision, Hearing, Health, Developmental, and Social/Emotional Screenings: The YKSD Pre-K program will provide comprehensive health and developmental services: medical, dental, mental health and nutrition services to assist the child's physical, emotional, cognitive and social development. A health screening is conducted and dental, medical, and developmental examinations are performed for each child. The health component is the responsibility of the Head Start Health Coordinator and YKSD Nurse.

6. Provision of Nutritiously Sound Meals: Pre-K programs will provide 1 nutritious snack and lunch each day for Head Start programs; Allakaket Pre-K will provide 2 snacks daily.

7. Outreach to Children and Their Families: YKSD will outreach to children and their families through three methods of communication in rural Alaska: 1) share information with

community leaders; 2) post fliers in community centers; and 3) hold a series of community meetings to outline the Pre-K program services and encourage parents to send their children.

8. Eligibility and Student Enrollment: Students will be eligible for this program if they: 1) come from low-income families, or 2) will attend an underperforming school.

9. Partnerships and Collaborations: YKSD will partner with Head Start in three communities: Huslia, Minto and Kaltag. An MOA outlining the roles and responsibilities is included in **Appendix E**.

C. Parent Support and Involvement

1. Program Activities that Link Family and Child Needs and school Readiness

Achievement: YKSD will provide three primary activities to link family and child needs and school readiness achievement. **Activity 1:** YKSD will provide four home visits per year and two parent-teacher conferences. Each home visit will last 1 ½ hours each and incorporate activities for the parents to do with the child that covers all of the learning domains (math, science, literacy, health, nutrition, and physical development), a parent-partnership activity/subject (i.e. helping to set up medical appointment for the child or assisting the parent with obtaining a GED), planning for the next home visit, and the parent and teacher reflecting on the home visit (in writing). The parent-teacher conferences will take ½ hour and will be completed in the family's home. During the conference, the teacher and parent(s) talk about the child's strengths, the child's needs (medical, developmental etc.), the child's interests, and activities that can be planned in the classroom based on the child's strengths, interests, and needs. Also, the parent states a goal that he/she has for the child (i.e. learning to interact with other children).

Activity 2: YKSD will train parents to use dialogic reading with their children, both pre-school and elementary. Dialogic reading is a set of book-sharing strategies that parents can use

with preliterate children. It involves families reading with their children rather than to their children. Parents, and other family members (grandparents, aunt and uncles), will receive instruction in the PEER (prompts, evaluates, expands, and repeats) sequence, a short interaction between a child and adult that 1) prompts the child to say something about the book, 2) evaluates the child's response, 3) expands the child's response by rephrasing and adding information to it, and 4) repeats the prompts to make sure the child has learned from the expansion. Participating parents will also learn the five types of prompts that are used in dialogic reading: 1) completion prompts, a blank at the end of a sentence that the child completes; 2) recall prompts, questions about what happened in a book a child has already read; 3) open-ended prompts that focus on the pictures in books; 4) what, where, when, why and how questions that focus on the pictures in the book; and 5) distancing prompts that ask children to relate the pictures or words in the book they are reading to experiences outside the book.^{vii} Parents will attend monthly training sessions in which they learn the types of prompts used in dialogic reading, receive books to read with their children and receive extension activities to complete with their children. Child care will be provided during the training sessions.

Activity 3: 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.

2. How Parent and Community Involvement Component address State Board Endorsed standards for parent and family involvement: YKSD will promote communication between home and school by providing home visit services; promote parenting skills and student learning by providing a class for parents that demonstrates strategies they can use at home with their

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children (home visits will reinforce these strategies); promote volunteering by developing a specific volunteer jobs and a schedule that meets parents needs; promote school decision making and advocacy by involving the Parent Policy Council in decisions about the Pre-K program and helping the Parent Policy Council craft recommendations to the YKSD Board of Education; and promote collaboration with the community by providing opportunities for the students to go into the community to learn as well as opportunities for the community to come into the school.

3. Linking families to needed support services: We will use the home visits to coordinate and link families to needed support services.

4. Assessing the quality of parent involvement and support efforts: We will assess the quality of our parent involvement in two ways: 1) YKSD will survey parents annually to gather their feedback on opportunities to volunteer and their perceptions of their volunteer experience; 2) YKSD will develop a volunteer rubric to assess the extent to which volunteers are being used in the classroom. The rubric will be provided to teachers at the beginning of the school year to guide his or her development of parent volunteer opportunities.

D. Adequacy of Resources

1. Staffing: Each of the Pre-K programs will maintain a 1:10 teacher student ratio or better. YKSD will use a combination of staffing arrangements to best meet the needs of each preschool site. The Kaltag Pre-K Program and the Huslia Pre-K Program will each have a lead teacher who has an Associate of Arts in Early Childhood Education and a part-time teacher aide. All 4 are currently teaching in their community's Head Start program. The Minto Pre-K Program and the Allakaket Pre-K Program will each hire a certified teacher with specific early childhood education credentials. The Minto program will be in partnership with Head Start. In addition, Minto and Allakaket Pre-K programs will hire a teacher aide. All aides will be responsible for

working in the classroom and providing home visits.

2. Project Team: The project team includes the YKSD State and Federal Programs Coordinator, the Head Start Director, the district level coordinator, the principals from each of the sites, two Lead Teachers, two certified teachers, and four aides. YKSD will recruit certified teachers using its existing teacher recruitment practices, which includes statewide job fairs. To recruit teacher aides, Head Start will post information about the open jobs in the four school sites, at local community gathering spots, and in the district office. Job descriptions are included in **Appendix D**.

3. Professional Development Plan: This project will provide monthly professional development workshops that focus on teaching the skills that teachers need to support the development of school readiness skills.

Method of Delivery	Content, scope, sequence	Frequency
Head Start Pre-Service	Initial training for all teachers/aides (Huslia, Kaltag, Minto)	August 09
Head Start Meetings/Team Meetings	Audio conferences to provide discuss program and provide ongoing support for teachers and aides (Huslia, Kaltag, Minto) & team meetings with District Coordinator (Allakaket)	Monthly, Ongoing
Parent Workshop	Workshop for parents to encourage reading at home – parenting, child development, health, relevant community resources (Allakaket)	Monthly
In-Service	Implementing the <i>OCR Pre-K</i> program, focusing on classroom set-up and integrating content and literacy activities (all sites)	September 09
Mediated Learning Training	Mediated Learning Training in Anchorage (all sites)	TBA
Conference	Alaska Association for the Education of Young Children (all sites)	January, 10

4. Leveraging Existing Resources: YKSD will leverage significant resources for this project. Head Start will provide teacher aides, health and development services (screening, education, and meals); YKSD will provide oversight and supervision of the program,

professional development coordination, health and development screening, and classroom space. Please see the budget for additional information.

E. Management Plan

1. Organizational Structure: A part-time district level coordinator will provide grant administration to ensure that the grant requirements are met. Under the direct supervision of the State and Federal Programs Coordinator, he or she will be responsible for coordinating assessments and working with the evaluator to report data from each site. He or she will also be responsible for collaborating with Head Start to facilitate related professional development activities for the YKSD Pre-K programs; organizing program activities; completing reports; managing the budget; and confirming that staff evaluation is completed. He or she will also work closely with site administrators and Head Start to implement the program. Site administrators will provide direct supervision of the school-based programs at their school.

2. Classroom Level Oversight: Classroom level oversight will be provided by the principal (Allakaket) and Head Start at each site. He or she will provide evaluation of the classroom instructor, review lesson plans, and help the classroom teacher set and meet professional development goals. Head Start, with input of district Coordinator, provides 5 site visits and weekly audios.

3. Timeline

Activity	Person Responsible	July-Sept	Oct-Dec	Jan-Mar	April-June
Hire 2 certified teachers	YKSD Administration	X			
Hire District Coordinator	State/Fed Program Dir	X			
Purchase supplies	District Coordinator/HS	X			
Establish classrooms	Site Adm/Teachers/HS	X			
Hold community outreach events	Teachers/site Adm	X			
Facilitate quarterly training	District Coordinator/HS	X	X	X	X
Provide Mental Health/Health Audios for parents	Head Start	X	X	X	X

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Provide preschool class	Teachers/Aides	X	X	X	X
Provide home visits	Teacher Aides		X		X
Provide screenings	Health Coordinator/ Nurse	X	X	X	X
Behavior Hlth. Classroom observ.	Behav. Hlth. Consultant		X		X
Collect pre and post data	District Coord/Eval/HS	X			X
Collect evaluation data	Evaluator/HS	X	X	X	X
Write reports	District Coord/Eval/HS				X
Complete evaluation tasks	Evaluator/HS				X

4. Management Materials: YKSD will develop policies and procedures for the collection of student data and reporting; a student and parent handbook that describes the Pre-K program, who can participate, and rules and expectations for parent and student behavior; and a staff handbook that outlines staff responsibilities (Allakaket). Head Start will provide a parent and staff handbook with a parent calendar with timelines.

5. Dissemination of Program Information to Community: Pre-K programs will use a range of avenues to disseminate information to the community. We will provide a “kick-off” event at the beginning of each school year inviting parents with preschool-age students to learn about planned programs; disseminate information about the program through the YKSD and Head Start quarterly newsletters; program specific monthly newsletters; and include information in each school’s monthly calendar.

F. Program Evaluation

1. Evaluation Process: Evaluation will be an ongoing process that is integrated into the Pre-K program. It will include program self-assessment, regular parent feedback, and analysis of student pre and post data to ensure programs meet the domains and outcomes as outlined in the Early Learning Guidelines and performance standards for Early Childhood Education.

Information from stakeholders will be collected twice annually and shared with all program stakeholders and project staff to be used in the refinement of the program.

2. Types of Data to be Collected: YKSD will collect pre and post data about the physical preparedness of children to enter kindergarten using the Dial 3 to measure Objective 1; pre and post data about the social and emotional preparedness of children using the Dial 3 to measure Objective 2; pre and post data about the academic readiness of children using the Dial 3 to measure Objective 3; and pre and post data about the communication and literacy skills of children using the Dial 3 and the PPVT to measure Objective 4. Additionally, Head Start will conduct the Ages and Stages Questionnaire and the Ages and Stages Social/Emotional Questionnaire three times annually.

3. Person Responsible for Evaluation: Angela Larson, Evaluator for the Goldstream Group, an independent evaluation firm located in Fairbanks, will conduct the evaluation. Ms. Larson has more than 10 years of experience evaluating educational programs. She holds a BA and MA in political science with an emphasis on public administration and a Type A Alaska Teaching Certificate. Further, Ms. Larson is currently working with YSKD as an evaluator for other projects; is familiar with district demographics, has worked closely with school staff to perform interviews and surveys and has traveled to many of our school sites to conduct observations.

4. Assessment of the Quality of your Intervention Efforts: The evaluator with program staff and Head Start input will develop benchmarks for quality of delivery of program services, participant satisfaction, attendance rates, and goal achievement.

G. Previous Success/Promise of Success

The YKSD has successfully implemented a previous pre-K program. The program included five components: preschool program for children, Parents as Teachers, structured activities for parents and children together, and adult education. The program had high participation rates by families, and Minto School showed improvements on the SBA scores of 3rd and 4th graders.

- ⁱ Neuman, S. 1998. How can we enable all children to achieve? In Neuman, S. and K. Roskos. (eds.) Children Achieving: Best Practices in Early Literacy. Newark, DE: International Reading.
- ⁱⁱ Significant gains in phonemic awareness are often made in 15-20 minute daily instruction and practice. See for example, Smith S. B., Simmons, D. C., and Kame'enui, E. J. 1998. Phonological awareness: Instructional and curricular basics and implications. In D. C. Simmons & E. J. Kame'enui (eds.), What reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates.
- ⁱⁱⁱ Burns, M.S, Griffin, P., and Snow, C.E. (eds.). 1999. Starting out right: A guide to promoting children's reading success. Washington, DC: National Academy Press.
<<http://www.nap.edu/html/sor/>>
- ^{iv} The *Open Court Reading Pre-K* program's materials correlate closely with current research. See for example, Smith S. B., Simmons, D. C., and Kame'enui, E. J. 1998. Phonological awareness: Research bases. In D. C. Simmons & E. J. Kame'enui (eds.), What reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates.
- ^v The *Open Court Reading Pre-K* instruction in phonemic awareness and systematic phonics reflect the research of Marilyn Adams whose summary work on beginning reading instruction, *Learning to Read: Thinking and Learning About Print* is the most frequently cited book on beginning reading. Adams, Marilyn. 1990. Learning to Read: Thinking and Learning About Print. Cambridge, MA: MIT Press.
- ^{vi} The International Reading Association and National Association for the Education of Young Children recommends that the classroom library is well stocked with a variety of materials and to allow time for children to enjoy the library area independently. International Reading Association & National Association for the Education of Young Children. 1998. Learning to read and write: Developmentally appropriate practices for young children.
<http://www.naeyc.org/resources/position_statements/psread0.htm>
- ^{vii} Whitehurst, Grover J. 1992. Dialogic reading: An effective way to read to preschoolers. *Reading Rockets*. Retrieved February 4, 2009 from <http://www.readingrockets.org/article/400>.

Program Budget

Grant Recipient: Yukon-Koyukuk School District

Grant Number: _____

Grant Title: Pre-Kindergarten Program **Revision Number:** _____

UNIFORM CHART of ACCOUNTS		Account Title	Budget Amount		
<i>Required</i>	<i>Optional</i>		<i>Initial/Current Budget</i>	<i>Revisions (+ or -)</i>	<i>Approved Budget</i>
100		Personal Services	207,164.00	(207,164.00)	0.00
200		Travel	24,695.00	(24,695.00)	0.00
300		Contractual	122,520.00	(122,520.00)	0.00
400		Supplies	22,599.50	(22,599.50)	0.00
500		Equipment	0.00	0.00	0.00
600		Other	0.00	0.00	0.00
UNALLOCATED** -->				0.00	
Subtotal Direct Costs			376,978.50	(376,978.50)	0.00
Indirect Rate					
Indirect Amount			22,924.24	(22,924.24)	0.00
Equipment >\$5,000 per unit (no indirect charges)				0.00	
TOTAL			399,902.74	(399,902.74)	0.00
** UNALLOCATED FUNDS MAY NOT BE ENCUMBERED OR SPENT. A BUDGET REVISION IS REQUIRED. A narrative explanation is required for ALL budget revisions.					
REQUESTED BY					
NAME & TITLE			SIGNATURE		
DATE			TELEPHONE NUMBER		

Narrative Description of Program Budget

(A narrative justification must accompany EACH request for a budget revision)

Grant Recipient: Yukon-Koyukuk School District

Grant Number:

Grant Title: Pre-Kindergarten Program

Revision Number:

Chart of Accounts Number <i>Required</i>	Budget Amount TOTAL	Account Title	Narrative Description Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved.
100	48,750.00	Personal Services Certified Teacher	A .75 FTE certified teacher will be hired to provide pre-kindergartent instruction for the Minto Pre-K Program (190 days/year)
	48,750.00	Certified Teacher	A .75 FTE certified teacher will be hired to provide pre-kindergartent instruction for the Allakaket Pre-K Program (190 days/year).
	17,100.00	Classified Staff	A teacher aide (40 hours/week) will be hired to assist the Pre-K teacher and provide home visits for the Allakaket Pre-K program; this position will work 190 days a year.
	40,000.00	Director/Coordinater/Manager	A part-time (20 hours/week) Pre-K Program Coordinator will provide administrative support and supervision of the Pre-K program (210 days a year).
	52,564.00	Fringe Benefits	The Yukon-Koyukuk School District's Fringe Benefit Rate is 34%, which includes the following: Worker's Compensation (1.7%); FICA (7.65%); and Retirement and Health Insurance (24.65%).
200	18,641.00	Travel	Travel funds have been budgeted for training and required travel: 11 staff members will attend the required MLE training in Anchorage (\$7050 airfare; \$3927 per diem; \$3564 lodging; \$100 incidentals); travel for project coord. for Pre-K training (\$4000)
	6,054.00		5 staff members will attend the AK Association for the Education of Young Children training in Anchorage (\$3350 airfare + \$1020 per diem + \$1584 hotel + 100 incidentals)
300	13,200.00	Contractual	Evaluation of the Pre-K program will be contracted to Goldstream Group, Inc. for \$13,200 (120 hrs. x \$110/hr).
	66,880.00		Contractual to Head Start: A lead teacher (40 hours/week) will be hired to provide pre-kindergartent instruction for the Huslia Pre-K Program (190 days/year); A lead teacher (40 hours/week) will be hired to provide pre-kindergarten instruction for the Kaltag Pre-K Program (190 days/year).

Form #05-09-035

Revised 04/20/09

Alaska Department of Education Early Development

	33,440.00		Contractual to Head Start: Fringe Benefits and Indirect
	0.00		Leveraged Funds: Head Start will provided funding for a part-time teacher aide for the Huslia, Kaltag, and Minto Pre-K programs (\$17,100 x 3 positions = \$51,300).
	9,000.00		Professional development (\$2250 x 4 sites)
400	2,580.00	Supplies	DIAL-3 Complete Kit Includes Manual, 50 Record Forms (English), 1 Record Form (Spanish), 50 Cutting Cards, 50 Parent Questionnaires (English), manipulatives, dials, Operator's Handbooks in English and Spanish for Motor, Concepts, & Language Areas plus the Speed DIAL and Training Packet and Assist Software (\$645 x 4 sites).
	1,716.00		PPVT-III Forms IIIA and IIIB Test Kits: Includes both Picture Plates, 2 Norms Booklets, 2 Examiner's Manuals and 1 pkg (25) Performance Records for each form (\$429 x 4 sites)
	209.00		Training video for the PPVT (\$136) and Norms Booklet (\$73).
	94.50		Training video for the DIAL 3 (\$94.50)
	3,000.00		Open Court Pre-K Curriculum materials for three sites \$9,000 (\$3,000 x 3 sites). Minto Pre-K program already has these materials an in-kind contribution of \$3,000.
	15,000.00		Classrrom materials, including preschool chairs, tables, bookshelves, reading materials, math materials, manipulatives, games, puzzles, toys, decorative items, creative play materials, computers, and consumables (\$3750 x 4 sites) .
500		Equipment	
600		Other	
700			
	22,924.24	Indirect	The Yukon-Koyukuk School District's Indirect Rate is 7%.
Total			

Copy and attach additional pages as needed.

Appendix B

(assessment data)

APPENDIX B: Assessment Data

Table 1: Attendance and Graduation Rates

School Name	Attendance Rate	Graduation Rate
Allakaket School	88%	50%
Andrew K. Demoski	89%	88%
Ella B. Verneti	81%	No seniors
Jimmy Huntington	97%	50%
Johnny Oldman	083%	No seniors
Kaltag School	97%	100%
Gladys Dart School	97%	100%
Minto School	85%	50%
Merrelina A. Kangas	92%	No seniors
District Total	90%	40.5%

Table 2: Alaska Standards Based Assessment Results for YKSD Schools, 2008

School Name	% Not Proficient		
	Reading	Writing	Mathematics
Allakaket School	55.56%	81.48%	76.92%
Andrew K. Demoski School	37.93%	62.07%	51.72%
Ella B. Verneti School	20.00%	60.00%	40.00%
Gladys Dart School	33.33%	33.33%	16.67%
Jimmy Huntington School	35.42%	45.83%	52.08%
Johnny Oldman School	44.44%	66.67%	66.67%
Kaltag School	50.00%	66.67%	44.44%
Merrelina A. Kangas School	15.00%	55.00%	50.00%
Minto School	32.00%	48.00%	52.00%
District Total	37.43%	57.75%	53.76%

Appendix C

(schedule of operation)

APPENDIX C: Sample Schedule of Operation for Sites

YKSD Pre-K Programs will provide classes for 3.5 hours Monday through Friday

11:30-11:40	Arrival with warm greeting for parents/children; handwashing; quiet play as all children arrive (puzzles, manipulatives, books)
11:40-12:00	Together time: welcoming circle: name song/name cards, book, song, calendar, daily "talk" time, attendance, etc.
12:00-12:30	Transition to lunch (sing as you wash hands, do jobs); Eat lunch (family style, all sit and eat, talk about food, children serve themselves); Clean place areas and brush teeth
12:30-1:30	Choice Time/Centers: The children choose from several centers. Most of these will change daily or weekly and some are part of the project that the theme that the classroom is working on at that time. There will generally be a writing/reading center, art center, science center, math center, small-motor, dramatic play, etc.
1:30-1:45	Transition with clean up songs; Snack with story time
1:45-2:15	Reading and writing activities varied by day, but aligned to the theme.
2:15-2:45	Project work or hands-on group Math activities, or Science Experiments together or Music/Movement Activities, aligned to the theme.
2:45-3:00	Clean up and get ready to leave for home.

Appendix D

**(job descriptions, credentials for key project
personnel)**

JOB DESCRIPTION:

Elementary Teacher

Definition:

To implement the curriculum by providing instruction to students grades K-8 in all subjects under the direction of the Unit Administrator.

Reports to:

Site Administrator

Qualifications:

Bachelors Degree in Education. Current Alaska Type A with endorsement for K-6 or K-8.

Skills & Abilities:

Reading, Writing, Math multiage strategies.

Six-trait writing knowledge is helpful.

Open Court Reading experience or knowledge is also helpful.

Job Duties:

1. Prepare daily lesson plans for implementation of the curriculum.
2. Maintain accurate student records on student attendance in assigned classroom.
3. Plan and implement learning activities as per the YKSD Board approved curriculum.
4. Assess and evaluate students on a daily, weekly, quarterly and annual basis using appropriate methods and instruments and keeping appropriate and accurate records of such assessment.
5. Comply with all state and federal laws regarding the instruction and supervision of children by certificated employees.
6. Supervise classroom paraprofessional aides assigned to his/her classroom.
7. Maintain a professional manner and decorum in the classroom, in the school, and throughout the working day.
8. Meet with parents during parent-teacher conferences and as necessary to maintain achievement and student discipline.
9. Comply with and carry out the school discipline policy.
10. Maintain open communications and involvement with the student's families and community.

11. Design and implement a personal professional development plan.
12. Serve on school and district level staff communities as requested.
13. Collaborate with other professional staff members to meet student needs and to implement the goals of the school and district.
14. Keep abreast of current and emerging educational research, trends and pedagogical techniques.
15. Maintain a safe and secure environment for all students.
16. Uses a variety of instructional tools to reach students with different learning styles.

Working Environment & Equipment Used

The job's functions requires the following physical demands: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. Some evening and weekend work will be required; High volume of work and strict adherence to workload may be stressful; frequent deadline and/or pressure situations. Some travel in small aircraft required. Some dealings with irate employees may happen on the job. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.

JOB CLASS: Associate Teacher I**Salary Schedule Range: H-I****Definition:**

Assist in the implementation of District educational programs under the direction of Unit Administrator or individual certificated teachers.

Qualifications:

High School Diploma or GED and at least 60 credits in a Bachelor of Education degree program leading to a teaching certificate.

Knowledge, Skills and Abilities:

- Appropriate use of English.
- Ability to follow and give direction.
- Work well independently.
- Working knowledge of various office machines as required: i.e. computer, copy machine, fax machine, etc.
- Ability to maintain a friendly and professional atmosphere in the classroom and interactions with other staff, parents and the community.

Distinguishing Characteristics:

This classification performs support to a classroom, through independent performance of a variety of tasks with general directions. The general directions are defined by established procedure and include priorities of the teacher. This classification differs from the Teacher Aide classification by the number of credits earned toward a Bachelor of Education degree according to the YKSD Career Ladder.

Job Duties:

1. Work with individual children or small groups under indirect supervision of certificated staff members.
2. Prepare teaching materials as directed by certificated staff.
3. Perform clerical duties as related to classroom instruction.
4. Prepare evaluations on students as directed by certificated staff.
5. Implement requirements as needed for special programs.
6. Keep records on students as directed.
7. Make home visits where directed.
8. Assist in classroom management.
9. Perform other related duties as assigned.

Working Environment & Equipment Used

The job's functions requires the following physical demands: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting. Specific vision abilities required by this job may include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. Some dealings with irate students may happen on the job. Equipment may include personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.

JOB CLASS: Associate Teacher II**Salary Schedule Range: H-J****Definition:**

Assist in the implementation of District educational programs under the direction of Unit Administrator or individual certificated teachers.

Qualifications:

High School Diploma or GED and at least 90 credits in a Bachelor of Education degree program leading to a teaching certificate.

Knowledge, Skills and Abilities:

- Appropriate use of English.
- Ability to follow and give direction.
- Work well independently.
- Working knowledge of various office machines as required: i.e. computer, copy machine, fax machine, etc.
- Ability to maintain a friendly and professional atmosphere in the classroom and interactions with other staff, parents and the community.

Distinguishing Characteristics:

This classification performs support to a classroom, through independent performance of a variety of tasks with general directions. The general directions are defined by established procedure and include priorities of the teacher. This classification differs from the Teacher Aide classification by the number of credits earned toward a Bachelor of Education degree according to the YKSD Career Ladder.

Job Duties:

1. Work with individual children or small groups under indirect supervision of certificated staff members.
2. Prepare teaching materials as directed by certificated staff.
3. Perform clerical duties as related to classroom instruction.
4. Prepare evaluations on students as directed by certificated staff.
5. Implement requirements as needed for special programs.
6. Keep records on students as directed.
7. Make home visits where directed.
8. Assist in classroom management.
9. Perform other related duties as assigned.

Working Environment & Equipment Used

The job's functions requires the following physical demands: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting. Specific vision abilities required by this job may include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. Some dealings with irate students may happen on the job. Equipment may include personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.

JOB CLASS: Associate Teacher III**Salary Schedule Range: H-K****Definition:**

Assist in the implementation of District educational programs under the direction of Unit Administrator or individual certificated teachers.

Qualifications:

High School Diploma or GED and at least 120 credits in a Bachelor of Education degree program leading to a teaching certificate.

Knowledge, Skills and Abilities:

- Appropriate use of English.
- Ability to follow and give direction.
- Work well independently.
- Working knowledge of various office machines as required: i.e. computer, copy machine, fax machine, etc.
- Ability to maintain a friendly and professional atmosphere in the classroom and interactions with other staff, parents and the community.

Distinguishing Characteristics:

This classification performs support to a classroom, through independent performance of a variety of tasks with general directions. The general directions are defined by established procedure and include priorities of the teacher. This classification differs from the Teacher Aide classification by the number of credits earned toward a Bachelor of Education degree according to the YKSD Career Ladder.

Job Duties:

1. Work with individual children or small groups under indirect supervision of certificated staff members.
2. Prepare teaching materials as directed by certificated staff.
3. Perform clerical duties as related to classroom instruction.
4. Prepare evaluations on students as directed by certificated staff.
5. Implement requirements as needed for special programs.
6. Keep records on students as directed.
7. Make home visits where directed.
8. Assist in classroom management.
9. Perform other related duties as assigned.

Working Environment & Equipment Used

The job's functions requires the following physical demands: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting. Specific vision abilities required by this job may include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. Some dealings with irate students may happen on the job. Equipment may include personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.

TANANA CHIEFS CONFERENCE

JOB DESCRIPTION

Job Title: Lead Teacher
Oracle Job Name: 0042.Educator

Location: Village based; location to be announced

FLSA: Non-exempt
Department: Family Services
Program: Head Start
Supervisor: Site Coordinator
Level: 3
Classification: II-A
Status: Part-time; Regular

Job Summary: Job incumbent provides support and assistance through family centered programming, in a developmentally appropriate way, to families with pregnant women, and children between the ages of three and five years, dependent upon the local program option (Center Base, Combination Base, or Home Base). Incumbent also provides programming in a professional manner in accordance with the NAEYC Code of Ethical Conduct and the Federal Head Start Performance Standards and Regulations.

Essential Functions: *This list is ILLUSTRATIVE ONLY and is not a comprehensive listing of all functions and tasks performed by incumbents. Incumbent(s) may not be required to perform all duties listed and may be required to perform additional, position-specific duties.*

Representative Duties: Under the direct supervision of the Site Coordinator, job incumbent:

1. Works with families as follows:
 - a. Recruits and enrolls all Head Start eligible children and families in the community.
 - b. Encourages attendance and participation in all Head Start class sessions, home visits, and group socializations, as required by option.
 - c. Includes parents in the planning process for classroom lesson plans, home visit preparation, group socializations, and parent activities.
 - d. Supports families by assisting them with achieving their personal goals.
 - e. Shares information with parents about the child's success and progress, special program activities, travel schedules for itinerant providers, appropriate community resources, and related issues.
1. If center-base option, position provides at least two home visits annually for each child enrolled in a center-base program, lasting for a minimum of 1 and ½ hours.

2. If combination-base option, position provides eight to twenty-four home visits per year, depending on number of classes per week, lasting for a minimum of 1 and ½ hours.
 3. If home-base option, position provides one home visit per week per family (a minimum of 32 home visits per year) lasting for a minimum of 1 and ½ hours each). Provide, at a minimum, two group socialization activities per month for each child (a minimum of 16 group socializations each year).
 - f. Maintains respectful, professional relationship with parents at all times, and encourages parent involvement in the classroom, home visits, group socials, activities, parent committee, and policy council.
 - g. Establishes trusting relationships with the families.
 - h. Keeps all information shared by the family confidential.
2. Works with the Child as follows:
- a. Provides a safe & healthy learning environment for children, that promotes developmentally appropriate social, emotional, physical and intellectual growth, and development.
 - b. Provides learning experiences, which promote independence, exploration and experimentation.
 - c. Completes observations and screenings to identify each child's strengths and interests within the first 45 days of enrollment. Continues this process by following the child's development and growth throughout the year and using this information to develop materials and activities for the child.
 - d. Facilitates learning for children by introducing and providing materials and activities of interest to the children while using developmentally appropriate tools.
 - e. Practices approved methods for child guidance and discipline.
 - f. Respects the child by observing, listening, and learning from what the child has to teach.
3. Works for the program as follows:
- a. Serves as a leader and role model for parents, staff, and volunteers and develops a strong team which administers a quality program. Includes the Site Coordinator, Teacher Aide, Maintenance person, and Parent Committee on this team, working closely with them striving towards excellence.
 - b. Advocates for the Head Start program and collaborates with other local and regional child/family resource providers.
 - c. Maintains organized, accurate and up-to-date child file information and documentation, and promptly reports updates to central office.
 - d. Accurately reports monthly activities and contacts in the required time frame. Reports include the component report-newsletter, participation sign-in sheet, family visit plans/schedules, family file updates, menu/meal analysis, itemized food receipts, child observations, special needs service information, and group experience plans.
 - e. Maintains confidentiality of all information and records on families and children enrolled in the Head Start program.

- f. Familiarizes with site budget, prepares annual inventory, develops material/supply orders and provides information to parent committee so the Program Director and Policy Council can develop appropriate budgets.
- g. Is involved in formal and informal training programs to improve skills and knowledge.
- h. Attends scheduled parent meetings and reports on Head Start activities, provides parent educational opportunities.

Minimum Qualifications:

- 1. Must be at least nineteen years of age.
- 2. Child Development Associate Credential, A.A. in Early Childhood Education or BA/BS with 12 credit hours in Early Childhood Education. If does not meet minimum, must complete Training Employment Agreement at time of application.
- 3. At least 6 months experience working with children ages three to five.
- 4. Demonstrated leadership and supervisory skills.
- 5. Demonstrated ability to establish a developmentally appropriate program for inter-cultural groups of young children in a rural community.
- 6. Initial physical exam upon hire, and annual negative TB clearance.
- 7. Clear State criminal background check.
- 8. Willingness to travel outside of the community to attend training and conferences.
- 9. Annual Adult, Child, Infant CPR certification and current First Aid Certification.
- 10. Demonstrated respect for the family as the child's first teacher and demonstrated ability to represent Head Start well in the community.
- 11. Must be dependable, responsible, self-motivated, and independent.
- 12. Demonstrated respect, sensitivity, empathy, non-judgmental, ability to inspire trust.
- 13. Must maintain strict confidentiality.

Knowledge, Skills and Abilities:

- 1. Strong interpersonal skills.

Supervision: This position supervises all staff, volunteers, trainees and any specialists from other agencies providing service to Head Start children or adults during Head Start hours and activities in their community.

Physical demands: Some travel.

This job description is not an employee agreement or contract. Management has the exclusive right to alter this job description at any time without notice.

Signature below acknowledges that I have received a copy of my job description and my supervisor has discussed it with me.

Employee Name (print)

Employee Acknowledgment

Date

Supervisor Signature

Date

TANANA CHIEFS CONFERENCE

JOB DESCRIPTION

Job Title: Teacher Aide/Nutritionist
Oracle Job Name: 0042.Educator

Location: Village based; location to be announced

FLSA: Non-exempt
Department: Family Services
Program: Head Start
Supervisor: Lead Teacher
Level: 3
Classification: II-A
Status: Part-time; Regular

Job Summary: Job incumbent provides support and assistance through family centered programming, in a developmentally appropriate way, to families with children between the ages of three and five years. Incumbent supports family and child wellness through health and nutrition activities and experiences. Incumbent also provides programming in a professional manner in accordance with the NAEYC Code of Ethical Conduct and the Federal Head Start Performance Standards and Regulations.

Essential Functions: Under the direct supervision of the Lead Teacher, job incumbent:

1. Works with the family as follows:
 - a. Recruits and enrolls all eligible families in the community.
 - b. Encourages attendance and participation in Head Start sessions and parent meetings.
 - c. Includes parents in the planning of daily activities and special occasions.
 - d. Supports families and assist them in meeting their individual goals through coordination with resources.
 - e. Discusses Head Start program content and activities and finds solutions to issues together.
 - f. Shares information with parents about the child's success and progress, special program activities, travel schedule for itinerant providers, and related information.
 - g. Provides support and information to families in the area of health and nutrition.

- h. Shows respect for the parents by listening and learning from what they have to teach.
 - i. Provides five to eight individualized family visits with each family during the program year.
 - j. Establishes trusting relationship with the families.
 - k. Keeps all information confidential.
2. Works with the Child:
- a. Provides a safe health learning environment for children that promotes developmentally appropriate social, emotional, physical and intellectual growth and development.
 - b. Provides learning experiences, which promote independence, exploration and experimentation.
 - c. Completes observations and screenings to identify each child's strengths and interests within the first 45 days of enrollment. Continues this process by following the child's development and growth throughout the year and using this information to develop materials and activities for the child.
 - d. Facilitates learning for children by introducing and providing materials and activities of interest to the children while being developmentally appropriate.
 - e. Provides health and hygiene activities and experiences, such as hand washing and brushing teeth, organizing dental screening, for children to support wellness.
 - f. Provides meals and snacks that meet the minimum daily requirements according to the USDA/CCFP requirements. Meals are served family style, encouraging social interactions, learning self-help skills and good nutritional habits.
 - g. Practices approved methods for child guidance and discipline.
 - h. Respects the child by observing, listening, and learning from what the child has to teach.
3. Advocates for the program:
- a. Acts as a role model for parents, staff, and volunteers, and develops a strong team for implementing a quality program. Works closely with the Site Coordinator and Parent Committee in working towards excellence.
 - b. Advocates for the Head Start program and collaborates with other local and regional child/family resource providers.
 - c. Maintains organized, accurate, and up-to-date Family File information and documentation.
 - d. Insures that health information and documentation, specifically, is up-to-date and submitted monthly.

- e. Plans menus, purchases food supplies (within budgeted amounts), and request donations of nutritional food. Meals are served according to the USDA Child Care Food Program requirements. Menus and food receipts are submitted monthly. Maintains accurate documentation of nutrition program.
- f. Attends scheduled parent meetings and reports on Head Start activities, provides parent educational opportunities and related matters.
- g. Maintains confidentiality of all information and records on families and children enrolled in the Head Start program.
- h. Is involved in formal and informal training program to improve skills and knowledge.

Other Responsibilities:

Performs other job-related duties as assigned.

Minimum Qualifications:

1. Nineteen years of age or older.
2. Current Child Development Associate Credential, AA in Early Childhood Education preferred. If does not meet minimum, must complete Training Employment Agreement at time of application.
3. At least 6 months experience working with children ages three to five.
4. Demonstrated ability to work effectively in a developmentally appropriate program for inter-cultural groups of young children in a rural community.
5. Demonstrated ability to prepare and provide nutritional services and educational experiences to children and adults.
6. Must be able to communicate with families to be served and be familiar with the community and ethnic background of the families.
7. Demonstrated respect for family as the child's first teacher and demonstrated ability to represent Head Start well in the community.
8. Annual physical exam, with negative TB clearance.
9. Clear State Criminal background check.
10. Annual adult/child/infant CPR certification and current First Aid certification.

11. Willingness to travel outside of community to attend training's/conferences.

Supervision: This position has no supervisory responsibilities.

Physical Demands: Some travel. Lifting up to 25 pounds, in support of supplies. Periodically lifts and carry children, when necessary. Some periods of standing for long periods of time. Walking when bringing children on walks outside of building.

This job description is not an employee agreement or contract. Management has the exclusive right to alter this job description at any time without notice.

Signature below acknowledges that I have received a copy of my job description and my supervisor has discussed it with me.

Employee Name (print)

Employee Acknowledgment

Date

Supervisor Signature

Date

TANANA CHIEFS CONFERENCE

JOB DESCRIPTION

Job Title: Teacher Aide
Oracle Job Name: 0042.Educator

Location: Village based; location to be announced

FLSA: Non-exempt
Department: Family Services
Program: Head Start
Supervisor: Lead Teacher
Level: 3
Classification: II-A
Status: Part-time; Regular

Job Summary: Job incumbent provides support and assistance through family centered services, in a developmentally appropriate way, to families with children between the ages of three and five, dependent upon the local program option (Center Base, Combination Base, or Home Base). This position supports family and child wellness through assisting with family goals and promoting health and nutrition activities and experiences. Incumbent also provides programming in a professional manner in accordance with the NAEYC Code of Ethical Conduct and the Federal Head Start Performance Standards and Regulations.

Essential Functions: Under the direct supervision of the Lead Teacher, job incumbent:

1. Works with the family as follows:
 - a. Prepares and provides snacks that meet the minimum daily requirements according to the USDA/CCFP requirements, dependent on program option. Snacks are served family style, encouraging social interactions, learning self-help skills and good nutritional habits.
 - b. Develops and nurtures relationships with families. Supports families and assists them in meeting their goals through coordination of available resources.
 - c. Maintains respectful, professional relationship with parents at all times, and encourages parent involvement in the classroom, home visits, group socials, activities, parent committee meetings, and policy council meetings.
 - d. Helps with recruitment and enrollment of all eligible children and families in the community.
 - e. Encourages attendance and participation in all Head Start class sessions, home visits, and group socializations, and parent activities.

1. If center-base option, position assists Lead Teacher with at least two home visits annually for each child enrolled in a center-base program, lasting for a minimum of 1 ½ hours.
 2. If combination-base option, position assists Lead Teacher with at least eight to twenty-four home visits per year, depending on number of classes per week, lasting for a minimum of 1 ½ hours.
 3. If home-base option, position provides one home visit per week per family assigned (a minimum of 32 home visits per year) lasting for a minimum of 1 ½ hours each).
- f. Includes parents in the planning of daily activities and special occasions.
 - g. In conjunction with Lead Teacher, shares information with parents about the child's success and progress, special program activities, travel schedule for itinerant providers, and related information.
 - h. Provides support and information to families in the area of health and nutrition.
 - i. Shows respect for the parents by listening and learning from what they have to teach.
 - j. Keeps all information confidential.
2. Works with the Child:
 - a. Provides a safe health learning environment for children that promotes developmentally appropriate social, emotional, physical and intellectual growth and development.
 - b. Insures a learning environment where the child feels safe, a sense of belonging, trust, and environment where children are challenged, successful, and self-confident.
 - c. Assists Lead Teacher in completing observations and screenings to identify each child's strengths and interests within the first 45 days of enrollment. Continues this process by following the child's development and growth throughout the year and using this information to develop materials and activities for the child.
 - d. Provides health and hygiene activities and experiences, such as hand washing and brushing teeth, organizes dental screening for children to support wellness.
 - e. Practices approved methods for child guidance and discipline.
 - f. Respects the child by observing, listening, and learning from what the child has to teach.
 3. Advocates for the program:
 - a. Acts as a role model for parents, staff, and volunteers, and supports a strong team to implement a quality program. Works closely with the Site Coordinator, Lead Teacher, and Parent Committee in working towards a high quality program.
 - b. Advocates for the Head Start program and collaborates with other local and regional child/family resource providers.
 - c. Assists in maintaining organized, accurate, and up-to-date Family File information and documentation.
 - d. Insures that health information and documentation, specifically, is up-to-date and submitted monthly.
 - e. Plans menus, purchases food supplies (within budgeted amounts), and requests donations of nutritional food. Snacks are served according to the USDA Child Care

Food Program requirements. Menus and food receipts are submitted monthly.
Maintains accurate documentation of nutrition program.

- f. Attends scheduled parent meetings and reports on Head Start activities, provides parent educational opportunities and related matters.
- g. Is involved in a program development plan to improve skills and knowledge.

Other Responsibilities:

Performs other job-related duties as assigned.

Minimum Qualifications:

- 1. Nineteen years of age or older.
- 2. Current Child Development Associate Credential. AA in Early Childhood Education preferred. If does not meet minimum, must complete Training Employment Agreement at time of application.
- 3. At least 6 months experience working with children ages three to five.
- 4. Demonstrated ability to work effectively in a developmentally appropriate program for inter-cultural groups of young children in a rural community.
- 5. Demonstrated ability to prepare and provide nutritional services and educational experiences to children and adults.
- 6. Must be able to communicate with families to be served and be familiar with the community and ethnic background of the families.
- 7. Demonstrated respect for family as the child's first teacher and demonstrated ability to represent Head Start well in the community.
- 8. Annual physical exam, with negative TB clearance.
- 9. Clear State Criminal background check.
- 10. Annual adult/child/infant CPR certification and current First Aid certification.
- 11. Willingness to travel outside of community to attend trainings/conferences.

Supervision: This position has no supervisory responsibilities.

Physical Demands: Some travel. Lifting up to 25 pounds, in support of supplies. Periodically lifts and carry children, when necessary. Some periods of standing for long periods of time. Walking when bringing children on walks outside of building.

This job description is not an employee agreement or contract. Management has the exclusive right to alter this job description at any time without notice.

Signature below acknowledges that I have received a copy of my job description and my supervisor has discussed it with me.

Employee Name (print)

Employee Acknowledgment

Date

Supervisor Signature

Date

Yukon Koyukuk School District

Appendix E

(Memorandums of Agreement)

MAY-22-2009 08:47

FROM-KALTAG SCHOOL

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T-297

P.002/002

F-341

p.c



Yukon Koyukuk School District
Administrative & Support Offices
4762 Old Airport Way
Fairbanks, Alaska 99709

Kerry M. Boyd
Superintendent

Telephone: (907) 374-9400
Fax: (907) 374-9443

**Memorandum of Agreement
Between
The Yukon-Koyukuk School District
And
Kaltag School**

Kaltag School is committed to providing solid educational opportunities for all students, district-wide. On behalf of Kaltag School, myself and our school staff, we support the full implementation of a school-based preschool program in Kaltag, in close partnership with Head Start, for the children of the Yukon-Koyukuk School District.

This memorandum of agreement is between the Yukon-Koyukuk School District and Kaltag School. Kaltag School, in collaboration with Head Start, will provide the necessary resources to ensure the successful operation of a preschool program. Therefore, the following resources provided by our school and the Yukon-Koyukuk School District are outlined as follows:

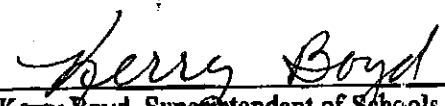
Kaltag School will:

- Provide use of the school's facilities including school gym, classrooms, library, and computer lab for activities;
- Provide utilities such as electric, heat, phone, fax, and videoconferencing;
- Provide copying and printing equipment; and,
- Provide professional development for preschool teacher and staff for successful implementation.

The YKSD will:

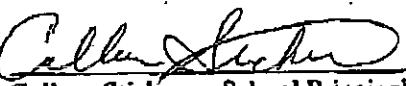
- Ensure the preschool program has sufficient guidance from the Program Coordinator and District Administration;
- Provide instructors for each after-school activities;
- Provide continuous, ongoing assessment of program;
- Provide all supplies, materials and resources for full implementation;

This partnership between the YKSD and Kaltag School will strengthen the overall goals of the program.


Kerry Boyd, Superintendent of Schools
Yukon-Koyukuk School District

Date

5/22/09


Colleen Stickman, School Principal
Kaltag School

Date

5/22/09

05-22-'09 09:32 FROM-Jimmy Huntington Sch 907-829-2270

T-647 P001/001 F-782



Yukon Koyukuk School District
Administrative & Support Offices
4762 Old Airport Way
Fairbanks, Alaska 99709

Kerry M. Boyd
Superintendent

Telephone: (907) 374-9400
Fax: (907) 374-9443

**Memorandum of Agreement
Between
The Yukon-Koyukuk School District
And
Jimmy Huntington School**

Jimmy Huntington School is committed to providing solid educational opportunities for all students, district-wide. On behalf of Jimmy Huntington School, myself and our school staff, we support the full implementation of a preschool program in Huslia, in close partnership with Head Start, for the children of the Yukon Koyukuk School District.

This memorandum of agreement is between the Yukon-Koyukuk School District and Jimmy Huntington School. Jimmy Huntington School will provide the necessary resources to ensure the successful operation of a preschool program. Therefore, the following resources provided by our school and the Yukon-Koyukuk School District are outlined as follows:

Jimmy Huntington School will:

- Provide use of the school's facilities including school gym, classrooms, library, and computer lab for activities (the actual preschool will be hosted in Head Start building);
- Provide utilities such as electric, heat, phone, fax, and videoconferencing;
- Provide copying and printing equipment; and,
- Provide professional development for preschool teacher and staff for successful implementation.

The YKSD will:

- Ensure the preschool program has sufficient guidance from the Program Coordinator and District Administration;
- Provide instructors for each after-school activities;
- Provide continuous, ongoing assessment of program;
- Provide all supplies, materials and resources for full implementation;

This partnership between the YKSD and Jimmy Huntington School will strengthen the overall goals of the program.

Kerry Boyd
Kerry Boyd, Superintendent of Schools
Yukon-Koyukuk School District

5/22/09
Date

Doug Woods
Doug Woods, School Principal
Jimmy Huntington School

5/22/09
Date

05/22/2009 08:50 19079682250

ALLAKAKET SCHDDL

PAGE 02/02

May 22 2009 8:30AM Yukon-Koyukuk School Dist 9073749443

p. 2



Yukon Koyukuk School District
Administrative & Support Offices
4762 Old Airport Way
Fairbanks, Alaska 99709

Kerry M. Boyd
Superintendent

Telephone: (907) 374-9400
Fax: (907) 374-9443

**Memorandum of Agreement
Between
The Yukon-Koyukuk School District
And
Allakaket School**

Allakaket School is committed to providing solid educational opportunities for all students, district-wide. On behalf of Allakaket School, myself and our school staff, we support the full implementation of a school-based preschool program in Allakaket for the children of the Yukon-Koyukuk School District.

This memorandum of agreement is between the Yukon-Koyukuk School District and Allakaket School. Allakaket School will provide the necessary resources to ensure the successful operation of a preschool program. Therefore, the following resources provided by our school and the Yukon-Koyukuk School District are outlined as follows:

Allakaket School will:

- Provide use of the school's facilities including school gym, classrooms, library, and computer lab;
- Provide utilities such as electric, heat, phone, fax, and videoconferencing;
- Provide copying and printing equipment; and,
- Provide professional development for preschool teacher and staff for successful implementation.

The YKSD will:

- Ensure the preschool program has sufficient guidance from the Program Coordinator and District Administration;
- Provide instructors for each after-school activities;
- Provide continuous, ongoing assessment of program;
- Provide all supplies, materials and resources for full implementation;

This partnership between the YKSD and Allakaket School will strengthen the overall goals of the program.

Kerry Boyd
Kerry Boyd, Superintendent of Schools
Yukon-Koyukuk School District

5/22/09
Date

N. Mason
Nancy Mason, School Principal
Allakaket School

5-21-09
Date

MAY-22-2009 11:48AM FROM-MINTO SCHOOL

19077987282

T-428 P.001/001 F-703



Yukon Koyukuk School District
Administrative & Support Offices
4762 Old Airport Way
Fairbanks, Alaska 99709

Kerry M. Boyd
Superintendent

Telephone: (907) 374-9400
Fax: (907) 374-9443

**Memorandum of Agreement
Between
The Yukon-Koyukuk School District
And
Minto School**

Minto School is committed to providing solid educational opportunities for all students, district-wide. On behalf of Minto School, myself and our school staff, we support the full implementation of a school-based preschool program in Minto, in close partnership with Head Start, for the children of the Yukon-Koyukuk School District.

This memorandum of agreement is between the Yukon-Koyukuk School District and Minto School. Minto School, in collaboration with Head Start, will provide the necessary resources to ensure the successful operation of a preschool program. Therefore, the following resources provided by our school and the Yukon-Koyukuk School District are outlined as follows:

Minto School will:

- Provide use of the school's facilities including school gym, classrooms, library, and computer lab for activities;
- Provide utilities such as electric, heat, phone, fax, and videoconferencing;
- Provide copying and printing equipment; and,
- Provide professional development for preschool teacher and staff for successful implementation.

The YKSD will:

- Ensure the preschool program has sufficient guidance from the Program Coordinator and District Administration;
- Provide instructors for each after-school activities;
- Provide continuous, ongoing assessment of program;
- Provide all supplies, materials and resources for full implementation;

This partnership between the YKSD and Minto School will strengthen the overall goals of the program.

Kerry Boyd
Kerry Boyd, Superintendent of Schools
Yukon-Koyukuk School District

5/22/09
Date

Vicky Charlie
Vicky Charlie, School Principal
Minto School

5/22/09
Date



Yukon Koyukuk School District
Administrative & Support Offices
4762 Old Airport Way
Fairbanks, Alaska 99709

Kerry Boyd
Superintendent

Telephone: (907) 374-9400
Fax: (907) 374-9440

**A Memorandum of Understanding Between
Yukon-Koyukuk School District
&
Tanana Chiefs Conference Head Start**

I. Parties to the Agreement

- A. Yukon-Koyukuk School District (YKSD) and
- B. Tanana Chiefs Conference Head Start (TCC)

II. Purpose of Agreement

- A. To improve availability and the quality of services for Huslia, Kaltag and Minto children, age four through age early five, and their families;
- B. To support children's optimal development and readiness for school entry and success;
- C. To promote collaboration regarding shared use of transportation, facilities, and other resources, as appropriate;
- D. To promote further collaboration to reduce duplication and enhance efficiency of services;
- E. To define the roles and responsibilities of the named parties toward coordination and greater collaboration; enhance linkages and relationships; and exchange information on the provision of educational and non-educational services;
- F. Coordinate a comprehensive system of activities, policies, and procedures among the named parties which guide and support their delivery of services to children and their families.

III. Program Descriptions

- A. TCC provides part day center-based Head Start services for eligible families and has a funded enrollment of 89 children.

The mission of the Yukon-Koyukuk School District, in active partnership with its families and communities, is to provide our students with the skills and knowledge necessary to become contributing members of their families, communities and society.

- B. Head Start is a nation-wide Federal grant program funded by the U.S. Department of Health and Human Services. It is a comprehensive child development program for families with young children in the areas of education, social services, health, and family involvement. Head Start preschool programs are for children from 3 to 5 years of age and their families.

Head Start is mandated to assume a leadership role in the development of partnerships with community agencies and service providers. Each Head Start, Migrant and Seasonal, and American Indian/Alaska Native Head Start program must have a written agreement with the local education agency (LEA) to coordinate and collaborate to best meet the needs of children and their families.

IV. Authority

- A. TCC's responsibility for coordination and collaboration with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the Head Start grantee is mandated in the Head Start Act: Public Law 110-134 "Improving Head Start for School Readiness Act of 2007."
- B. The Yukon-Koyukuk School District is authorized by School Board policies and the District's designation as a Local Education Agency to enter into such partnership agreements, in this case for early learning programs.

V. Guiding Principles

- Create and maintain a meaningful partnership to promote school readiness so that children from low-income families in Head Start programs, or who are of pre-school age, may receive comprehensive services to prepare them for elementary school and to address any potential "achievement gap."
- Plan and implement strategies based on best practice and research that have proven to support children's school success.
- Respect the uniqueness of each locality's needs and resources.
- Promote the involvement of members of the early care and education communities.
- Share commitment, cooperation, and collaboration for a coordinated comprehensive service delivery system.

VI. Joint Roles in System Review, Coordination, Collaboration, Alignment, and Implementation

As part of this collaboration, YKSD and TCC will review and develop plans for the coordination, collaboration, alignment, and implementation of each of the following 10 activities, as mandated by the Head Start Act.

- A. Educational activities, curricular objectives, and instruction;
- B. Public information dissemination and access for families contacting the Head Start program;
- C. Selection priorities for eligible children to be served through this collaboration;
- D. Definition of service areas;
- E. Staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and cognitive, social and emotional development;
- F. Program technical assistance;
- G. Provision of services to meet the needs of working parents, as applicable;
- H. Communication and parent outreach for smooth transitions to kindergarten;
- I. Provision and use of facilities, transportation, and other program elements;
- J. Other elements mutually agreed to by the parties.

VII. Confidentiality

All acknowledge confidentiality requirements that each grantee and agency must follow regarding the sharing and release, with the consent of families, of personally identifiable information regarding children and families. TCC and YKSD will protect the rights of young children with respect to records and reports created, maintained, and used by the public agencies. It is the intent of this agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records, and that applicable State and Federal laws for exercise of these rights be strictly followed. Family Educational Rights and Privacy Act (FERPA) will be followed. (See 34CFR 303.460.)

VIII. Dispute Resolution

Parties will first attempt to resolve the dispute between or among themselves. TCC and YKSD will ensure that a system is in place to resolve disputes and solve problems. The system should include:

- a. Timelines for regular meetings to review local agreements, plan collaborative activities, and resolve issues; and
- b. The identification of a liaison from each grantee and agency.

IX. Review of Agreement

The agreement will be jointly reviewed by all parties annually and more frequently if laws and regulations are amended that will significantly impact this agreement, or when a party requests a formal change.

X. Term of Agreement

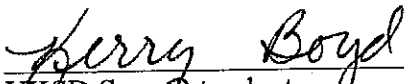
The agreement will become effective immediately after being signed and dated by all parties.

By signing the agreement each grantee and agency agrees to the terms.

The signed agreement will be binding on all successors of parties to the agreement.

XII. SIGNATURES

This agreement shall remain in effect until a revision is agreed upon by all parties involved.


YKSD Superintendent

5/22/2009
Date


TCC Head Start Director

5/22/2009
Date

Appendix F

(Assurances)

Appendix F: Assurances *This must be included in your application.*

Alaska Pilot Pre-Kindergarten Project Assurances

By my signature below, I agree, upon the approval of the project application by the Alaska Department of Education & Early Development, to accept and perform the following requirements:

The program will take place in a safe and easily accessible facility;

The program was developed and will be carried out in active collaboration with the families, the schools the students attend and any existing pre-kindergarten provider;

The program will be offered with high levels of intensity and of enough duration to significantly increase the likelihood of success.

The program will primarily target students who attend schools with a high concentration of students of lower socio-economic status;

Funds under the program will be used to increase the level of Federal, State, local and other non-Federal funds that would, in absence of these state funds, be made available for authorized programs and activities, and will not supplant Federal, State, local, or non-Federal funds;

The community was given notice of the applicant's intent to submit an application; and

The applicant will provide opportunities for public review of the application after submission.

Kerry M. Boyd, Superintendent Yukon Koyukuk School District

Typed Name and Title of Authorized Representative

Kerry M. Boyd

Signature of Authorized Representative
Fix numbers and formatting.

Date

5/20/2009

Yukon Koyukuk School District

Appendix G

(Commitment and Signature Packet)

Appendix A: Commitment and Signature Form *This must be included in your application.*

Commitment and Signature Packet

In order to apply for the Alaska Pilot Pre-Kindergarten Project applicants must have the commitments and signatures of the primary partners for the proposed application.

The signatures needed are those of the **primary staff responsible for delivery** of the program should funding be awarded. Since all funded programs will work with school populations, signatures will be needed from the following types of staff:

- The Principal for each school site involved
- Teachers, Aides or other School-Based Workers who will commit to working in the pilot programming
- Community-Based, Faith-Based and other partners who will provide significant services within the application

(This page may be reproduced if multiple sites will be served through this application.)

We, the undersigned staff and support systems of Yukon Koyukuk School District (School or Organization), are willing to participate in and fully support the Alaska Pilot Pre-Kindergarten Project should our site receive the grant award.

Name and Title, Nancy Mason, Principal Allakaket School

Name and Title; Colleen Stickman, Principal Kaltag School

Name and Title; Doug Woods, Principal Jimmy Huntington School

Vicky Charlie

Name and Title; Vicky Charlie, Principal Minto School

Name and Title

05/21/2009 14:55

19079682250

ALLAKAKET SCHOOL

PAGE 02/02

Appendix A: Commitment and Signature Form *This must be included in your application.***Commitment and Signature Packet**

In order to apply for the Alaska Pilot Pre-Kindergarten Project applicants must have the commitments and signatures of the primary partners for the proposed application.

The signatures needed are those of the primary staff responsible for delivery of the program should funding be awarded. Since all funded programs will work with school populations, signatures will be needed from the following types of staff:

- The Principal for each school site involved
- Teachers, Aides or other School-Based Workers who will commit to working in the pilot programming
- Community-Based, Faith-Based and other partners who will provide significant services within the application

(This page may be reproduced if multiple sites will be served through this application.)

We, the undersigned staff and support systems of Yukon Koyukuk School District (School or Organization), are willing to participate in and fully support the Alaska Pilot Pre-Kindergarten Project should our site receive the grant award.

Nancy Mason, Principal, Allakaket School
Name and Title, Nancy Mason, Principal Allakaket School

Name and Title; Colleen Stickman, Principal Kaltag School

Name and Title; Doug Woods, Principal Jimmy Huntington School

Name and Title; Vicky Charlie, Principal Minto School

Name and Title

MAY-21-2009 15:19

FROM-KALTAG SCHOOL

+9075342227

T-296 P.002/002 F-339

Appendix A: Commitment and Signature Form *This must be included in your application.***Commitment and Signature Packet**

In order to apply for the Alaska Pilot Pre-Kindergarten Project applicants must have the commitments and signatures of the primary partners for the proposed application.


The signatures needed are those of the **primary staff responsible for delivery** of the program should funding be awarded. Since all funded programs will work with school populations, signatures will be needed from the following types of staff:

- The Principal for each school site involved
- Teachers, Aides or other School-Based Workers who will commit to working in the pilot programming
- Community-Based, Faith-Based and other partners who will provide significant services within the application

(This page may be reproduced if multiple sites will be served through this application.)

We, the undersigned staff and support systems of **Yukon Koyukuk School District** (School or Organization), are willing to participate in and fully support the Alaska Pilot Pre-Kindergarten Project should our site receive the grant award.

Name and Title, Nancy Mason, Principal Allakaker School



Name and Title; Colleen Stickman, Principal Kaltag School

Name and Title; Doug Woods, Principal Jimmy Huntington School

Name and Title; Vicky Charlie, Principal Minto School

Name and Title

05-21-'09 16:04 FROM-Jimmy Huntington Sch 907-829-2270

T-646 P002/002 F-774

Appendix A: Commitment and Signature Form *This must be included in your application.***Commitment and Signature Packet**

In order to apply for the Alaska Pilot Pre-Kindergarten Project applicants must have the commitments and signatures of the primary partners for the proposed application.

The signatures needed are those of the **primary staff responsible for delivery** of the program should funding be awarded. Since all funded programs will work with school populations, signatures will be needed from the following types of staff:

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- Community-Based, Faith-Based and other partners who will provide significant services within the application

(This page may be reproduced if multiple sites will be served through this application.)

We, the undersigned staff and support systems of Yukon Koyukuk School District (School or Organization), are willing to participate in and fully support the Alaska Pilot Pre-Kindergarten Project should our site receive the grant award.

Name and Title, Nancy Mason, Principal, Allakaket School

Name and Title, Colleen Stickman, Principal Kaltag School

Doug Woods, Principal

Name and Title, Doug Woods, Principal Jimmy Huntington School

Name and Title, Vicky Charlie, Principal Minto School

Name and Title