

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

Juneau School District

School District

10014 Crazy Horse Dr., Juneau, AK 99801

Mailing Address

Laury Scandling

Name of Contact Person

523-1704

Telephone

laury-scandling@jsd.k12.us

E-mail address

523-1709

Fax Number

Daniel A. Busto  
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]  
Signature of District Superintendent

Date

5/21/09

District Superintendent  
Title

\$ 210,362.36

Total Funding Requested Per Year

**EED Use Only**

Project Number: \_\_\_\_\_

Date Received: \_\_\_\_\_

Project Approval: \_\_\_\_\_

Amount Awarded: \$ \_\_\_\_\_

# Juneau Pilot Preschool

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## **Program Summary and Abstract**

**In order to ensure that preschool children most in need are served**, the Juneau PreK Pilot is a collaboration between the Juneau School District (JSD) and Tlingit and Haida (T & H) Head Start, the only center-based preschool provider in Juneau serving low socioeconomic children and families. The project includes 2 preschool classrooms with 20 children each for 4 and early 5 year olds located at 2 Title I elementary school sites – Gastineau Elementary (on Douglas Island) with 34% free or reduced lunch and Glacier Valley Elementary (in the Valley) with 39% free or reduced lunch. The programs comply with all Head Start Performance Standards including comprehensive family services, breakfast and lunch and transportation to and from school.

**Gastineau currently houses a Head Start classroom** to which the JSD is adding a full-time, certified teacher with strong ECE background (SEED Level 10) funded with American Recovery and Reinvestment Act funds. There will be Head Start funds for upgrade of equipment and an increase in workdays (to increase days of service) for the Head Start Lead Teacher (SEED Level 8) and Teacher Aide (SEED Level 4) to provide a 1/7 staff/child ratio.

**20 additional Head Start eligible children will be served** by opening a preschool at Glacier Valley Elementary School. This program matches the model at Gastineau Elementary. We are requesting grant funds for a full time certified Teacher with strong ECE background (SEED Level 10), equipment, staff development, mental/behavioral health consultation, a .5 Coordinator, a .25 Administrative Assistant/Data Analyst, monthly Family Nights at both sites for all neighborhood families (including Imagination Library book distribution), and the 20 hour class “Engaging with Families” for Valley child care providers co-sponsored with the Association for the Education of Young Children – Southeast Alaska (AEYC-SEA).

## Application Narrative

### A. Need for Project

Name of Preschool	Designation- Title I/School Improvement Site	% free or reduced lunch	# of eligible children in need of service by age (Demo of currently served - HS:4/09)	# of students to be served	# of family members to be served, if appropriate
Glacier Valley Elementary	Title I site	39%	4 yr: 20 Yng.5yr: 14	20	Majority single parents
Gastineau Elementary	Title I site	34%	4yr: 7 Yng. 5yr: 9	20	Majority single parents

### Section 2

1. The program/classrooms will be located in 2 of the 3 JSD Title I elementary sites with the **highest % of poverty** based on free or reduced lunch. All of the children and families to be served will meet **Head Start eligibility** requirements.

2. Other **risk factors** are taken into consideration for Head Start eligibility including homelessness, need for food, family separation or divorce, domestic violence history, English as a second language, child or family member with disability, poor living conditions, death in the immediate family, history of abuse, or other issues of concern.

3. **Assessment** information from Juneau SD - Developmental Profile, PALS-K, K 1<sup>st</sup> Quarter Report Cards, District Writing Assessment, Benchmarks for Grade 3 Reading & from Head Start – Creative Curriculum, Brigance Screening, DECA Social/Emotional Screening indicate high needs for social/emotional and language/literacy support. (See Appendix D)

4. There are **no other preschool programs** in Juneau primarily serving low socioeconomic families. Head Start currently has a wait list of at least 8 eligible children at each of their 5 sites 2 of which are in the Valley.

## **B. Program Design**

### **1. Goals, Measurable Objectives and Activities**

**Goal #1:** Children participating in the Pilot PreK will show improvement in school readiness in all domains of the Alaska Early Learning Guidelines (AELG).

**Measurable Objectives # 1:** By the end of the school year, 65% of the students will progress 3 growth points in each objective on the Creative Curriculum Continuum.

*Activity #1:* The Pilot PreK will implement The Creative Curriculum for Preschool and the accompanying assessment Continuum based on NAEYC DAP principles.

*Activity #2:* Constructivist mathematics will primarily be taught through DAP math games.

*Activity #3:* Science will be “hands-on” based on the child as “theory builder” while developing the skills of observation and communication.

*Activity #4:* The T & H Head Start place-based curriculum At Yatx’i Satu Kei Nas.ax, Voices of Our Children Rising, will be implemented in all domains.

**Measurable Objective #2:** Teachers will demonstrate growth on teacher/child interactions that influence learning on the CLASS rating scale.

*Activity #1:* The principles of Mediated Learning Experiences will ground all adult/child interactions in the classroom.

**Goal #2:** Students will acquire reading readiness skills by the end of the school year.

**Measurable Objectives #1:** By the post-test of the PPVT (receptive language and vocabulary development), 75% of the students’ scores will increase by 5 points in mean standard score.

*Activity #1:* The PreK will establish a language-rich environment as prescribed by use of The Creative Curriculum.

**Measurable Objectives #2:** 60% of the students will achieve the benchmarks in each of the skill areas on PALS-PreK by the end of the year.

*Activity #1:* Children will be read to x2 daily during school.

*Activity #2:* Parents and families will be helped to understand the importance of story-telling and reading and will be provided with “how to” information.

*Activity #3:* The classroom will have an ample amount of quality children’s books and writing materials available at all times to children.

**Goal #3:** Teachers will effectively identify and deal with challenging child behaviors.

**Measurable Objective #1:** Referrals for JDS Student Services and/or the mental health consultant will be made earlier in the year than the previous HS year and will be based on observations of child behavior, teacher intervention and parent/family interviews.

*Activity #1:* Staff development and follow-up with mental health consultant will include clear info on how to identify behavior issues and intervention (Blanket of Wellness Project).

**Measurable Objective #2:** Children ‘s score will increase on the DECA

*Activity #1:* Teachers will be shown how to change classroom management to meet the needs of challenging behaviors.

**Measurable Objective #3:** Teaching staff’s scores will increase on the CLASS.

*Activity #1:* Staff development will include Conscious Discipline to assist staff to make changes in their own classroom management behaviors.

## **2. Gather and Report Data**

**Creative Curriculum.net**, the on-line assessment continuum linked to The Creative Curriculum for Preschool, will be used to gather formative and summative data about individual children. It directly addresses the 4 child development domains of Cognitive, Language, Social/Emotional and

Physical in 50 objectives of development. Approaches to Learning, the 5<sup>th</sup> domain of the **Alaska Early Learning Guidelines (AELG)**, is addressed in the objectives of the Social/Emotional and the Cognitive domains of the Creative Curriculum. Entries about children are recorded on the continuum so that growth is viewed over time. Fall, winter and spring assessment reports are generated for each child and are shared with parents and families. The tool is aligned with the Washington State Early Learning and Development Benchmarks that were adapted as the Alaska Early Learning Guidelines (AELG). In the Fall, 6 weeks after the beginning of school, literacy screening will be conducted with **Phonological Awareness Literacy Screening (PALS-PreK)** to provide teachers with information to guide their planning and delivery of literacy instruction. The Fall kindergarten literacy screening is completed with the PALS-K which assists in aligning the Pilot PreK with the Juneau and the Alaska K-2 standards. The **Devereux Early Childhood Assessment (DECA)**, to be completed with every child in the Fall and Spring, will be used for program planning, working with parents, mental health consulting and referral if needed. The **Classroom Assessment Scoring System (CLASS)** will be conducted in the Fall and in the Spring by supervisory staff.

### **3. Scientifically Based Research**

**The Creative Curriculum for Preschool** developed by Teaching Strategies, Inc. is a comprehensive, scientifically based early childhood curriculum that has been shown to improve cognitive and social/emotional outcomes in young children. It is linked with a valid and reliable assessment instrument, The Creative Curriculum Developmental Continuum for Ages 3-5. The instrument meets all of the assessment standards of the National Association for the Education of Young Children (NAEYC) and the National Association of State Early Childhood Specialists in State Departments of Education (NASECS/SDE) and has adequate assessment properties. It also



meets federal and state reporting requirements for Head Start Child Outcomes and the U.S. Department of Education's Office of Special Education Programs (OSEP). The product development and research protocols used to create and evaluate The Creative Curriculum for Preschool are designed to meet the definition of “scientifically based reading research” put forth in federal law. The **PALS-PreK** literacy screening developed on a broad research base by the Virginia Dept. of Education and the University of Virginia includes name writing, alphabet recognition, letter sounds, beginning sounds, print and word awareness, rhyme awareness and nursery rhyme awareness – skills, that appear (through extensive research) to be predictive of future reading success. **Devereux Early Childhood Assessment (DECA)** is a standardized, norm-referenced, strength-based assessment of young children’s protective factors (attachment, self-control & initiative) and is based on resiliency research (protective factors play a key role in the healthy social and emotional development of young children) and DAP. It supports a strength-based approach to reducing challenging behaviors. **Classroom Assessment Scoring System (CLASS)** is an observational instrument developed at the University of Virginia to assess classroom quality looking at the dimensions of the interactions between teacher and students that have been linked (validated in over 2,000 classrooms) to student achievement and social development. It measures instructional and social interactions in 3 domains of classroom quality - Emotional Support, Classroom Organization and Instructional Support. **Conscious Discipline: 7 Basic Skills for Brain Smart Classroom Management** designed by Dr. Becky Bailey is an emotional intelligence and classroom management system that creates critical thinking, reflective, problem-solving adults who can then teach children these same metacognitive skills through modeling and interaction. The skills taught are anger management, helpfulness, assertiveness, impulse control, cooperation, empathy and problem solving. The resulting values that are

developed are integrity, interdependence, respect, empowerment, diversity, compassion and responsibility. **Blanket of Wellness** was initiated in 2003 as a collaboration between Alaska state and Southeast Alaska agencies to connect mental health consultants with early childhood knowledge to early childhood programs who serve children showing signs of emotional distress and behavioral problems. It is based on research and best practices in the mental health and ECE fields.

**4. Schedule of operation** (see appendix C)

**5. Vision, hearing and health screening** will be provided by Head Start as per Performance Standards. Dial 3 and PPVT will be used for developmental screening & DECA for social/emotional screening.

**6. Nutritionally sound breakfast and lunch** will be provided by Head Start through a contractor who cooks off site and delivers to the classrooms.

**7. Head Start recruitment** policy will be followed. The Pilot will participate in Child Find and 2 new recruitment events are planned for the summer. T & H Head Start knows the communities to be served well and will thoroughly canvass the neighborhoods, especially low income neighborhoods, door to door, to make contact with families.

**8. The T & H Head Start policy for eligibility & enrollment** is in place & will be utilized.

**9. The primary partnership** is between the Juneau SD and T & H Head Start. Each is providing what the other cannot - strengthening, not supplanting. Additionally, the Juneau Pilot PreK will be an active member of the Partnership for Families and Children, a group of 16 non-profit and state agencies who work collaboratively to promote a seamless web of support for young children and families.

**C. Parent Support and Involvement**

**1. The Head Start Performance Standards** will be followed for designing and implementing program activities that **link family and child needs and school readiness achievement**. Families not involved in the school based program but living in the area will be included in the monthly

school family nights at the school co-planned between the school, preschool and AEYC-SEA (Association for the Education of Young Children – Southeast Alaska) in which parents and children stay together to do activities and participate in the distribution of quality books through Dolly Parton’s Imagination Library. Additionally, AEYC-SEA will conduct the 20 hour class “Engaging with Families” (developed by DHSS for the Strengthening Families project) for center-based child care providers who serve or could serve families in the Glacier Valley school zone. Topics includes reflective listening, how to do effective family nights, and reaching out to families in stress.

**2. All 6 Board Standards for Parent/Family Involvement** are addressed through compliance with Head Start Performance Standards. At each of the 2 sites, the Head Start Local Site Parent Committee and the Elementary Site Council will meet jointly at minimum at the beginning of the year and at the end of the year. One seat on the Site Council will be reserved for a Head Start representative. If an issue needs to be resolved through the joint consult of both groups, the Head Director and the Principal will convene a meeting in which each group has an equal number of votes.

**3. Through compliance with Head Start Performance Standards, families will be linked to all needed support services.**

**4. Head Start policy will be followed to assess the quality of parent involvement and support** and resource material development and dissemination including monitoring attendance and participation at parent meetings and family nights, parent interviews and questionnaires at year end and obtaining feedback from the Head Start Policy Council, Head Start Local Site Parent Committee & Elementary Site Council.

## **D. Adequacy of Resources**

**1. The classroom team** consists of a Type A certified Teacher trained in early childhood development and education (SEED Level 10), a Head Start Lead Teacher (SEED Level 8) and Teacher Aide (SEED Level 4). The staff/child ratio is 1/7.

### **2. Organization of Project Team** (see Appendix D)

<b>3. Professional Development</b>			
<b>Type</b>	<b>How often</b>	<b>When</b>	<b>To whom</b>
Creative Curriculum & Continuum	ongoing	Beginning of year; monthly	All teaching staff
At Yatxi Satu Keanas Ax, CCTHITA Head Start place-based curriculum (focus on DAP math, natural science & art)	ongoing	Beginning of year; monthly	All teaching staff
AA & CDA support	ongoing	During school year; summer	Those who are working on AA & CDA
Conscious Discipline	ongoing	Beginning of year; monthly	All teaching staff
Dealing with Difficult Behavior	ongoing	Beginning of year	All teaching staff
Making Referrals for mental health and special services	When needed	Beginning of year	JSD Teacher & HS Lead Teacher
Use of Dial 3, PPVT and DECA, PALS-PreK	When needed	Beginning of year	JSD Teacher & HS Lead Teacher
Mediated Learning Experiences	ongoing	Fall	All teaching staff
CLASS	x 1	Beginning of year	HS Site Supervisor
Head Start Performance Standards	ongoing	Beginning of year	All teaching staff

### **4. MOAs** (See Appendix E ) (See **Budget** section for leverage details)

## **E. Management Plan**

**1.** To assist with timely decision-making, the Assistant Superintendent of K–12 Instruction will supervise the Grant Coordinator. The .5 Grant Coordinator will oversee the requirements of this

grant: 20% for coordinating grant partners, 25% district administration including coordination with student services, 20% onsite visits and administration, 15% overseeing data collection and evaluation, 5% community outreach, 10% staff development, and 5% staying current in research. The JSD Teacher and HS Lead Teacher will spend time daily collecting and recording child development data. The JSD Office of Instructional Services will cooperate with the Administrative Assistant/Data Analyst who will oversee data collection and analysis and make links needed to tie the Pilot PreK data to JSD student-based data.

2. The Head Start Site Supervisor will be on site 2 hours each week. The Elementary Principal will provide daily supervision and trouble-shooting assistance (5 min.–1 hour as needed). The Principal will conduct the JSD Teacher Evaluation and the HS Site Supervisor will conduct the HS Lead Teacher and Teacher Aide evaluations.

3. Head Start has been running the Head Start program at Gastineau for many years so this program will operate as usual. The Glacier Valley program will operate on the same schedule as Gastineau but will start with fewer children in a home-base model for 2 months of start-up.

4 & 5. Head Start Performance Standards and policies and procedures will be followed.

#### **F. Program Evaluation**

1. The evaluation includes all of the objectives and data collection and reporting described in Section B. The Program Coordinator will review this information quarterly with the Assistant Superintendent, Site Principals, HS Site Supervisors, Teachers, Site Council and Local Site Parent Committee. This will provide a 2-way feedback loop for ongoing program improvement and staff development. Longitudinal performance data will be maintained on students' assessments in grades K-12, along with graduation rates, retention rates and placement in special education.

<b>2. Evaluation Data</b>		
<b>Data</b>	<b>When Collected</b>	<b>M. Objectives Addressed</b>
Dial 3	1 <sup>st</sup> 45 days & end of year	Goal #1, MO #1

PPVT	1 <sup>st</sup> 45 days & end of year	Goal #2, MO #1
Revised Alaska Developmental Profile	End of year	Goal #1, MO #1
Creative Curriculum (all domains of AELG & Head Start Child Outcomes)	Continuously; reported to parents x3/year	Goal #1, MO #1
PALS-PreK (name writing, alphabet recognition, letter sounds, beginning sounds, print & word awareness, rhyme awareness, nursery rhyme awareness – skills predictive of future reading success)	6 weeks after start of school & late spring	Goal #2, MO #2
DECA	1 <sup>st</sup> 45 days & Spring	Goal #3, MO #2
CLASS	Fall & spring	Goal #3, MO #3
Mediated Learning Experiences	Fall & ongoing	Goal #1, MO #2

**3. The Program Coordinator**, who will have working knowledge of and experience with evaluation and who knows and has experience with ECE, will be responsible for the evaluation component. The Administrative Assistant/Data Analyst will provide support.

**4. See #1 above for ongoing assessment of our efforts.** CLASS will be used for feedback to teachers on the quality of their interactions with students. The program will comply with all HS Performance Standards for program self-assessment including federal reporting requirements.

#### **G. Previous Success/Promise of Success**

T & H Head Start has been a successful federal grantee for preschool and family services since 1979. Additionally, Kathi Wineman who designed and implemented with success the first Title I Pilot Preschool for the Anchorage School District in an 88% free or reduced lunch site planned this Pilot. The North Star Elementary site received ASD annual funding support from set-aside Title I funds, had a long wait list indicating strong family support, and provided quality placement for teacher interns from UAA in both the BA/Type A Certificate program and the AA programs in addition to high school interns in ECE from the King Career Center.

# H. Budget/Budget Narrative

## Narrative Description of Program Budget Program Budget

Grant Recipient: Juneau School District  
Grant Number: \_\_\_\_\_  
Grant Title: Juneau Pilot PreK

Revision Number: \_\_\_\_\_

UNIFORM CHART of ACCOUNTS		Account Title	Budget Amount		
Required	Optional		Initial/Current Budget	Revisions (+ or -)	Approved Budget
100	310	Personal Services	142,500.00		0.00
	320	FT Certified Teacher	85,000.00		
	350	.5 Project Coordinator	42,500.00		
		.25 Admin Assistant/Data Analyst	15,000.00		
200	420	Travel	9,000.00		0.00
		Required Staff Travel-MLE Training	9,000.00		
300	410	Contractual	27,300.00		0.00
		Mental/Behavioral Health Consultant	15,000.00		
		AEYC-SEA for Family Nights	10,800.00		
		AEYC-SEA for Engaging with Families Class	1,500.00		
400		Supplies	0.00		0.00
500	510	Equipment	15,000.00		0.00
		Preschool Furniture (Glacier Valley)	15,000.00		
600	Varies	Other	10,000.00		0.00
		Staff Development	10,000.00		
		UNALLOCATED** --->		0.00	
Subtotal Direct Costs			203,800.00		0.00
Indirect Rate			3.22%		
Indirect Amount			6,562.36		0.00
Equipment >\$5,000 per unit (no indirect charges)				0.00	
TOTAL			210,362.36		0.00
REQUESTED BY <u>David Means</u>					
NAME & TITLE <u>DAVID MEANS Director, Adelman</u>			SIGNATURE <u>[Signature]</u>		
DATE <u>May 26, 2009</u>			TELEPHONE NUMBER <u>907-523-1770</u>		

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

**Grant Recipient:** Juneau School District

**Grant Number:**

**Grant Title:** Juneau Pilot PreK

**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	85,000.00 42,500.00 15,000.00	Personal Services	FT Certified Teacher - 1 yr salary with benefits .5 Project Coordinator - salary with benefits .25 Admin Assistant/Data Analyst - salary with benefits
200	9,000.00	Travel	Required Staff Travel-MLE Training - \$1,800 X 5 staff (includes travel and lodging)
300	15,000.00 10,800.00 1,500.00	Contractual	Mental/Behavioral Health Consultant - \$70.00 per hr X 12 hrs per month per site X 9 months X 2 sites AEYC-SEA for Family Nights - 9 months at 2 sites AEYC-SEA for Engaging with Families Class - 1 class per month X 9 months at Glacier Valley for Child Care Providers
400		Supplies	
500	15,000.00	Equipment	Preschool Furniture (Glacier Valley) - tables, chairs, bookcases,
600	10,000.00	Other	Staff Development - see chart in grant narrative
700	6,562.36	Indirect	
Total	210,362.36		

## Section 2:

1. The Year 1 cost per child is \$15,479 (see chart on next page for in-kind) which decreases to \$14,609 Year 2 when training for MLE is not required and start-up equipment costs are complete. Juneau's cost of living is the highest of the urban areas in the state.



## 2. In-Kind Funds

### Tlingit & Haida Head Start

Year 1

What	How much
Head Start Lead Teacher x 2	\$50,000 x 2 = \$100,000
Head Start Teacher Aide x 2	\$32,000 x 2 = \$64,000
Purchase CreativeCurriculum.net x 40 children x \$20 each	\$800
Equipment (Gastineau only)	\$10,000
Supplies (both sites)	\$4,000
Bus Transportation x 2 sites	\$30,000 x 2 = \$60,000
Meals – breakfast & lunch x 2 sites	\$24,500 x 2 = \$49,000
Staff Development	\$16,000
<b>Total</b>	<b>\$303,800</b>

### Juneau School District

Year 1

What	How much
Certified Teacher (Gastineau) ARRA funds	\$85,000
Rent x 2 sites	\$600/site x 10 months x 2 sites = \$12,000
Staff Development	\$4,000
Administrative Assistant (office) at school site x 2	\$4,000
<b>Total</b>	<b>\$105,000</b>

### Other Application Requirements

1. In October 2008, a school-community brainstorming session established the desired components of a Pilot PreK for at-risk preschoolers. That resulted in a consultant's review and recommendation of several alternatives to providing such a program. This proposal reflects that study and was developed in collaboration with Tlingit & Haida Head Start, AEYC-SEA and the Partnerships for Families & Children.
2. Head Start buses will transport the children to and from school and off-site programs.

## **Appendix B: Assessment Data/Supporting Data of Identified Needs**

Attached is **Kindergarten Developmental Profile** summary information for Gastineau and Glacier Valley indicating that both sites have generally lower % scores in Language and Literacy Development than the state average %.

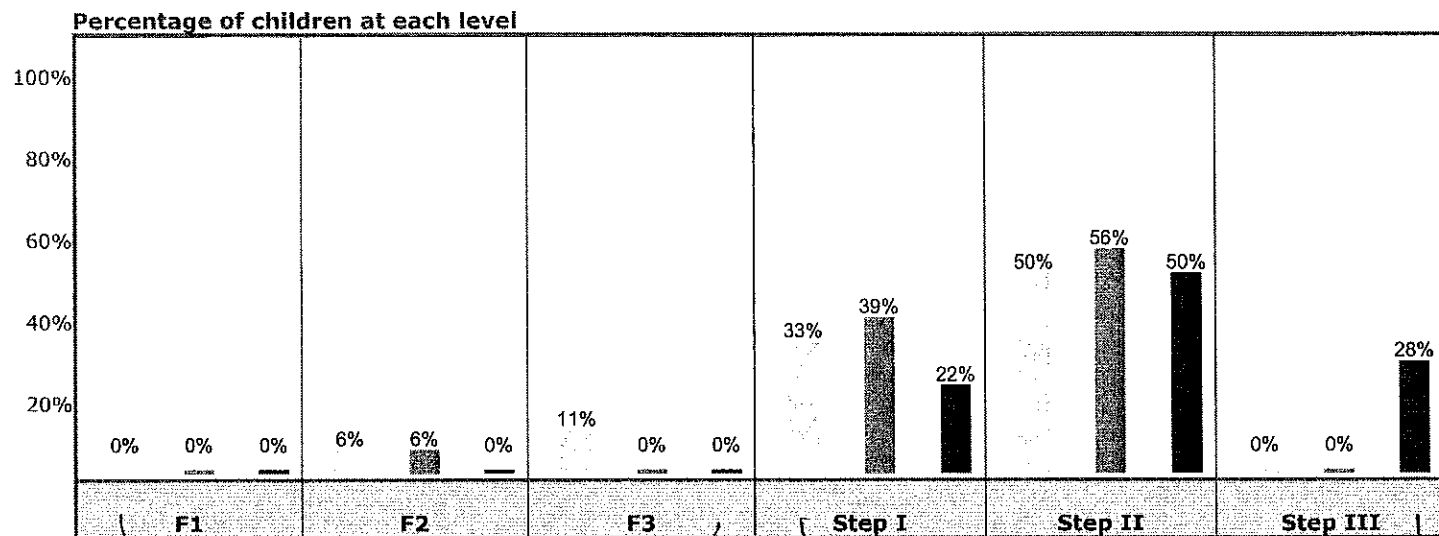
At Glacier Valley 16% of the children entered K with IEPs compared to the state average of 10%. Personal/Social development scores at Glacier Valley were significantly lower than the state average. The same appears evident for thinking and cognitive development.

Two ways of reporting from **CreativeCurriculum.net** are provided. The Gastineau Head Start graph and the Glacier Valley Head Start chart indicate a significant number of children beginning and ending the year with only forerunner skills and still low “acquiring skills” by the end of the year in language and literacy.

**Developmental screening** results for both sites indicate concerns about mental/behavioral health and speech and language. Many concerns were followed up with referrals to the Juneau School District Office of Student Services and to Juneau Youth Services.

2008-2009 Developmental Profile													
		District (N=365)			State (N=3284)			Glacier Valley (N=62)			Carterton (N=45)		
		Y	D	N	Y	D	N	Y	D	N	Y	D	N
Physical Well-Being and Motor Development	Physical Well-being	93%		2%	97%		3%	98%		2%	100%		
	Fine Motor Development	78%	12%	6%	74%	22%	4%	65%	21%	14%	82%	11%	7%
	Gross Motor Development	79%	11%	6%	80%	4%	15%	83%	11%	6%	93%	4%	2%
Language and Literacy Development	Speaking	74%	13%	10%	79%	15%	6%	63%	22%	14%	89%	4%	7%
	Listening	48%	36%	12%	65%	26%	8%	35%	49%	16%	58%	33%	9%
	Emergent Reading	60%	23%	13%	58%	29%	13%	43%	30%	27%	58%	33%	9%
	Emergent Writing	21%	62%	12%	43%	46%	10%	13%	65%	22%	16%	71%	13%
Personal Social Development	Social Development	73%	12%	11%	76%	18%	6%	63%	2%	26%	80%	11%	9%
	Approaches to Learning	68%	21%	6%	73%	22%	5%	55%	31%	15%	80%	16%	4%
Thinking and Cognitive Development	Problem Solving	50%	32%	13%	55%	33%	11%	46%	37%	17%	53%	38%	9%
	Number Concepts	67%	15%	13%	65%	24%	10%	56%	19%	25%	69%	18%	13%
Child Background	Attend Preschool	72%		22%	66%		31%	64%		36%	84%		16%
	Health Data	82%		12%	57%		41%	85%		16%	78%		2%
	IEP – child has IEP	10%		90%	10%		89%	16%		84%	4%		96%

# Listening and Understanding



Forerunner: children not at initial level of typical prek but beg. to devel. skill

acquiring skill

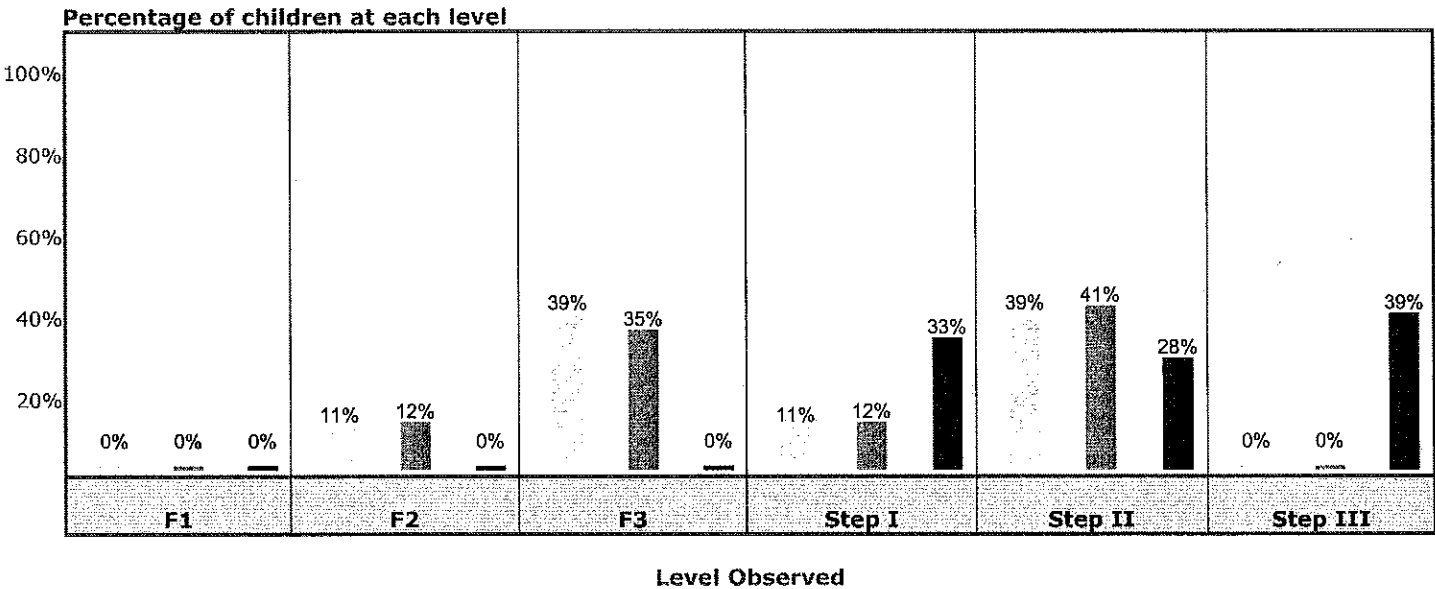
	Fall
	N=18
	Winter
	N=18
	Spring
	N=18

% of Children with No Data or Not Observed	
Fall	0%
Winter	0%
Spring	0%

- Gastineau Head Start - Spring 09
- CreativeCurriculum.net (Continuum)
- Sample of results from some elements of Language/Literacy Domain

Phonological Awareness\*

\* It is legislatively mandated that programs must gather and analyze data on this Domain Element.

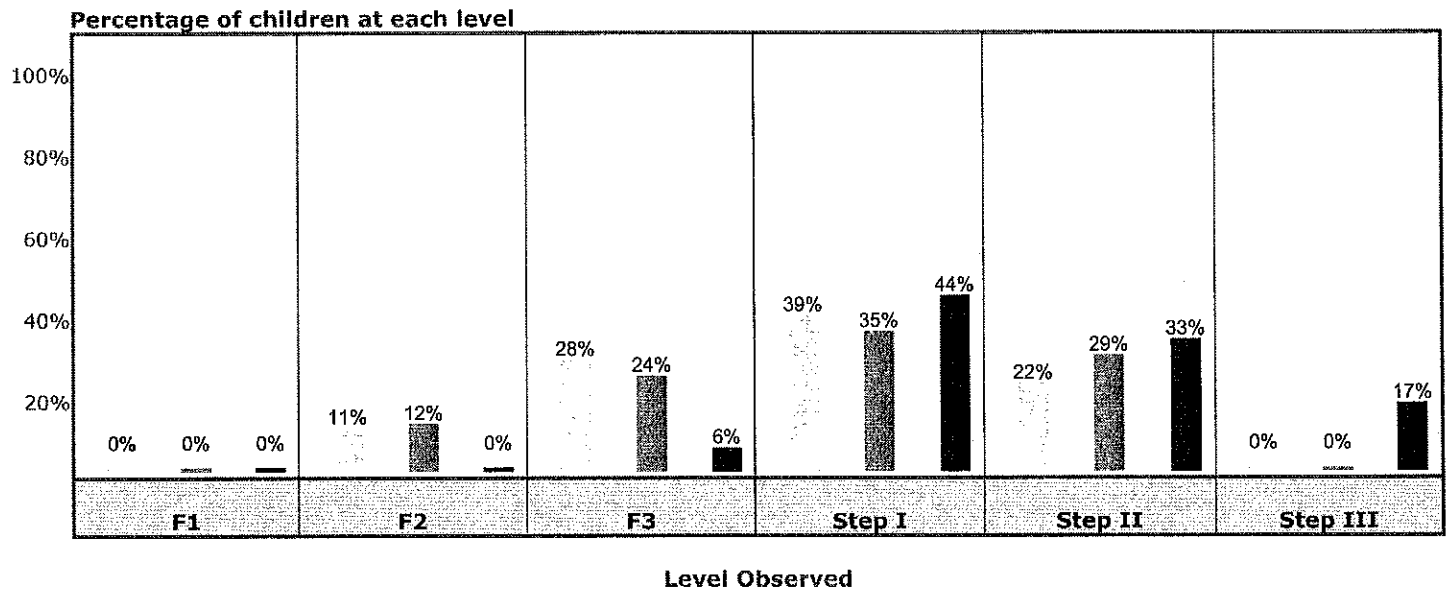


	Fall
N=18	
	Winter
N=17	
	Spring
N=18	

% of Children with No Data or Not Observed	
Fall	0%
Winter	6%
Spring	0%

## Associates sounds with written words\*

\* It is legislatively mandated that programs must gather and analyze data on this Domain Indicator.



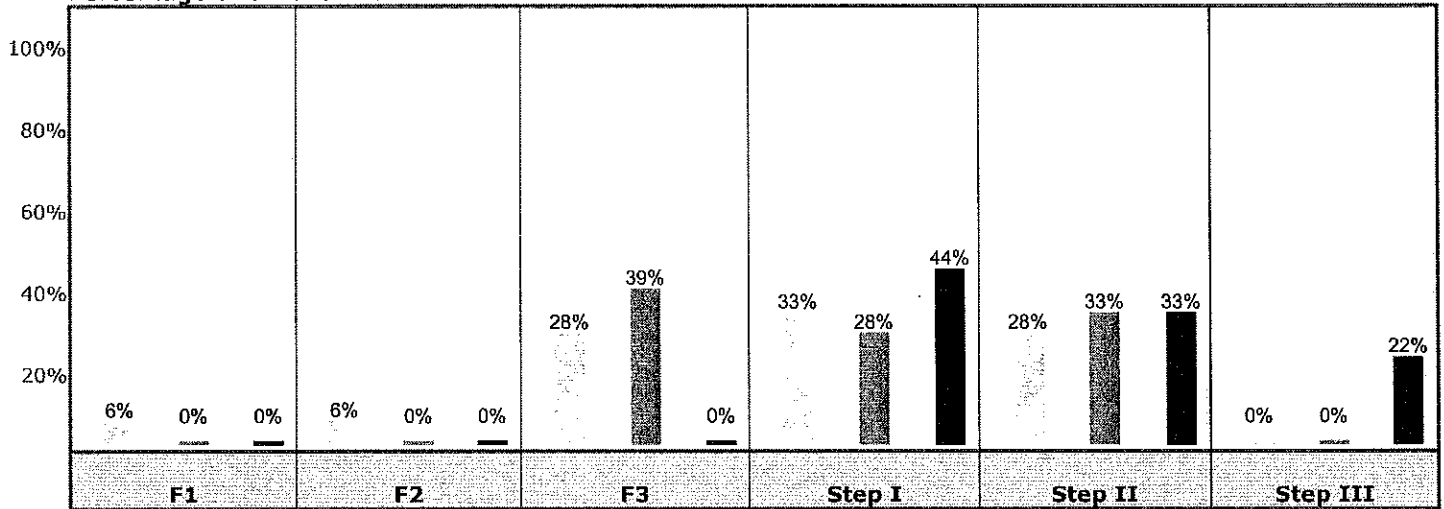
	Fall
N=18	
	Winter
N=17	
	Spring
N=18	

% of Children with No Data or Not Observed	
Fall	0%
Winter	6%
Spring	0%

# Print Awareness and Concepts\*

\* It is legislatively mandated that programs must gather and analyze data on this Domain Element.

Percentage of children at each level

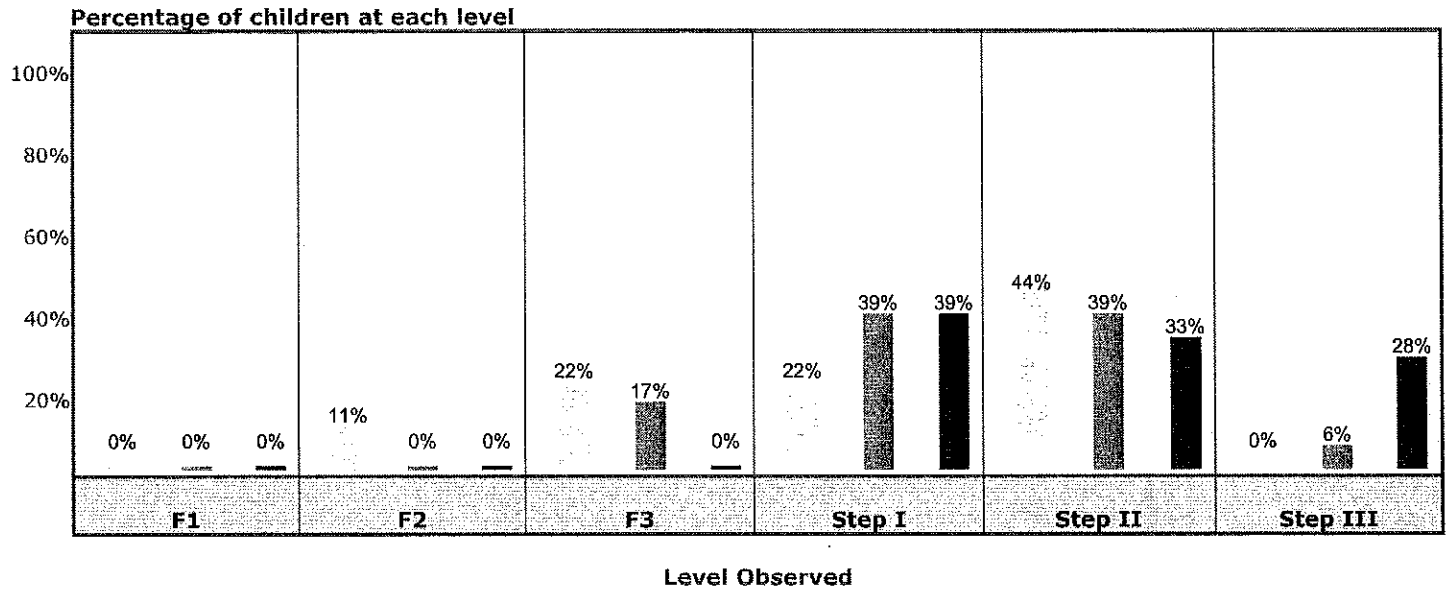


Level Observed

	Fall
N=18	
	Winter
N=18	
	Spring
N=18	

% of Children with No Data or Not Observed	
Fall	0%
Winter	0%
Spring	0%

## Early Writing



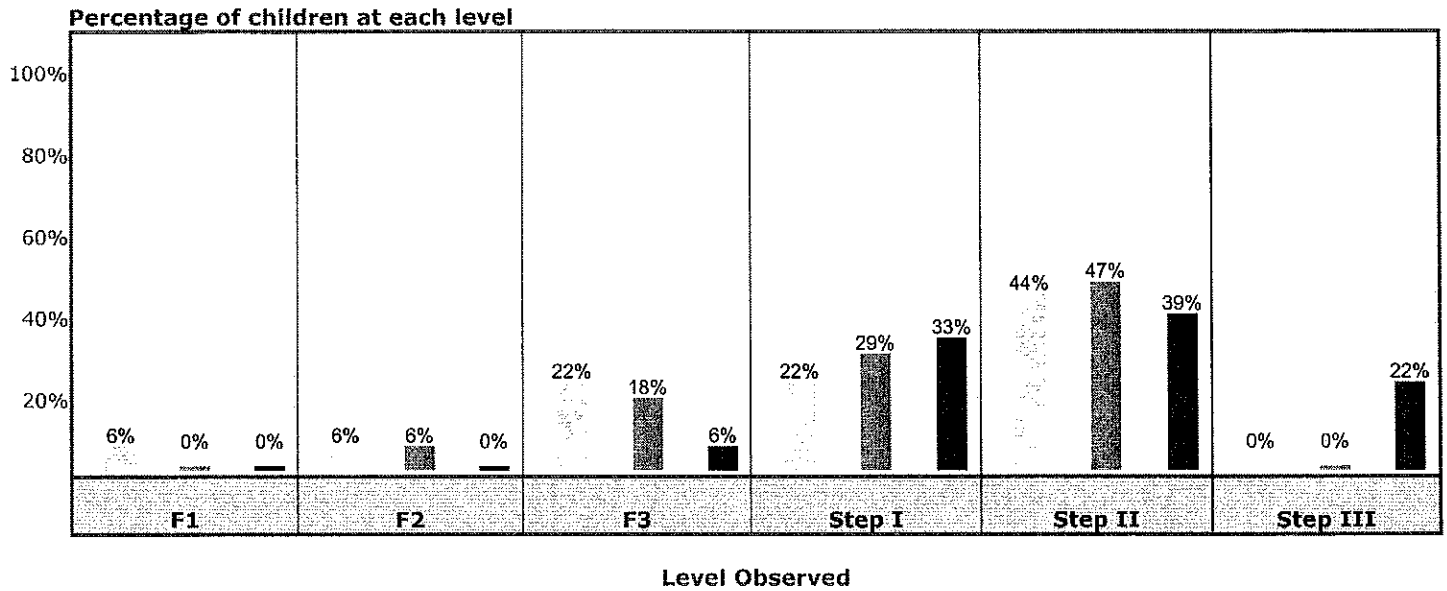
	Fall
N=18	
	Winter
N=18	
	Spring
N=18	

% of Children with No Data or Not Observed	
Fall	0%
Winter	0%
Spring	0%



# Identifies at least 10 letters of the alphabet, especially those in own name\*

\* It is legislatively mandated that programs must gather and analyze data on this Domain Indicator.



	Fall
N=18	
	Winter
N=17	
	Spring
N=18	

% of Children with No Data or Not Observed	
Fall	0%
Winter	6%
Spring	0%

Table 2: Gains Overview - Creative Curriculum.net

Glacier  
Valley area

	Stayed Constant	Pro-gressed 1/3 Step	Pro-gressed 2/3 Steps	Pro-gressed 1 Steps	Pro-gressed 2 Step	Pro-gressed 3 Steps	Re-gressed 1/3 Step	Re-gressed 2/3 Steps	Re-gressed 1 Steps	Re-gressed 2 Step	Re-gressed 3 Steps	Total
Language Development	6 33%	0 0%	0 0%	11 61%	1 6%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Listening and Understanding	7 39%	0 0%	0 0%	10 56%	1 6%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Understands an increasingly complex and varied vocabulary	5 28%	0 0%	0 0%	12 67%	1 6%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Speaking and Communicating	4 22%	0 0%	0 0%	12 67%	2 11%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes	5 28%	0 0%	0 0%	11 61%	2 11%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Uses an increasingly complex and varied spoken vocabulary	6 33%	0 0%	0 0%	11 61%	1 6%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Literacy	7 39%	0 0%	0 0%	10 56%	1 6%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Phonological Awareness	6 33%	0 0%	0 0%	12 67%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Associates sounds with written words	5 28%	1 6%	0 0%	12 67%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Book Knowledge and Appreciation	7 39%	0 0%	0 0%	9 50%	1 6%	1 6%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Print Awareness and Concepts	3 17%	0 0%	0 0%	13 72%	2 11%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Recognizes word as a unit of print	4 22%	1 6%	0 0%	13 72%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Early Writing	3 17%	0 0%	0 0%	13 72%	2 11%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Alphabet Knowledge	4 22%	0 0%	0 0%	13 72%	1 6%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Identifies at least 10 letters of the alphabet, especially those in own name	5 28%	1 6%	0 0%	11 61%	1 6%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Knows that letters of the alphabet are a special category of visual graphics that can be individually named	3 17%	1 6%	0 0%	12 67%	1 6%	0 0%	0 0%	0 0%	1 6%	0 0%	0 0%	18 100%
Mathematics	3 17%	0 0%	0 0%	13 72%	2 11%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Numbers and Operations	3 17%	0 0%	0 0%	13 72%	1 6%	0 0%	0 0%	0 0%	1 6%	0 0%	0 0%	18 100%
Geometry and Spatial Sense	3 17%	0 0%	0 0%	12 67%	3 17%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Patterns and Measurement	2 11%	1 6%	0 0%	14 78%	1 6%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Science	4 22%	0 0%	0 0%	13 72%	1 6%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%

Scientific Skills and Methods	3 17%	0 0%	0 0%	13 72%	2 11%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Scientific Knowledge	3 17%	0 0%	0 0%	13 72%	2 11%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Creative Arts	6 33%	0 0%	0 0%	12 67%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Music	4 22%	0 0%	0 0%	14 78%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Art	6 33%	0 0%	0 0%	11 61%	1 6%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Movement	5 28%	0 0%	0 0%	13 72%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Dramatic Play	6 33%	0 0%	0 0%	8 44%	4 22%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Social/Emotional Development	9 50%	0 0%	0 0%	7 39%	2 11%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Self-Concept	5 28%	0 0%	0 0%	10 56%	3 17%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Self-Control	9 50%	0 0%	0 0%	6 33%	3 17%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Cooperation	8 44%	0 0%	0 0%	7 39%	3 17%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Social Relationships	6 33%	0 0%	0 0%	11 61%	1 6%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Knowledge of Families and Communities	8 44%	0 0%	0 0%	7 39%	3 17%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Approaches to Learning	2 11%	0 0%	0 0%	14 78%	2 11%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Initiative and Curiosity	6 33%	0 0%	0 0%	11 61%	1 6%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Engagement and Persistence	4 22%	0 0%	0 0%	12 67%	2 11%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Reasoning and Problem-Solving	2 11%	0 0%	0 0%	13 72%	3 17%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Physical Health & Well Being	7 39%	0 0%	0 0%	11 61%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Fine Motor Skills	7 39%	0 0%	0 0%	11 61%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Gross Motor Skills	9 50%	0 0%	0 0%	9 50%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%
Health Status and Practices	8 44%	0 0%	0 0%	10 56%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	18 100%

GASTINEAU

1/23/09

CHILD'S NAME BIRTH DATE ENROLLMENT DATE	ENROLLMENT STATUS			BRIGANCE SCREENING		DECA SOCIAL EMOTIONAL SCREENING		REFERRAL			IEP
	EN	WD		C	IP			C	IP	NS	
[REDACTED] 9/15/08 Enrolled	1			1		11/08/09 - OK	1				
[REDACTED] 9/29/08 Enrolled	1			1		11/12/08 - OK low speech	1			referral?	
[REDACTED] 9/15/08 Enrolled	1			1		11/18/08 - OK no family	1				
[REDACTED] 9/22/08 Enrolled	1			1		10/14/08	1				
[REDACTED] 9/22/08 Enrolled	1			1		11/19/08 - OK	1				
[REDACTED] 9/22/08 Enrolled	1			1		11/8/08 - OK	1				
[REDACTED] 9/15/08 Enrolled	1			1		10/9/08 - behavior concern no parent	1				
[REDACTED] 9/22/08 Enrolled	1			1		11/17/08 - OK	1				
[REDACTED] 9/22/08 Enrolled	1			1		11/13/2008 - OK	1				
[REDACTED] 9/15/08 Enrolled	1			1		11/5/08 - OK no parent	1				
[REDACTED] 9/22/08 Enrolled	1			1		11/6/08 - HIGH	1				
[REDACTED] 9/22/08 Enrolled	1			1		11/13/08 - OK	1				
[REDACTED] 9/22/08 Withdrawn	1			1		11/19/08					
[REDACTED] 9/22/08 Withdrawn	1			1		11/10/08 - LOW	1				
[REDACTED] 9/22/08 Withdrawn	1			1		11/18/08 - concerns	1				

GASTINEAU

1/23/09

CHILD'S NAME BIRTH DATE ENROLLMENT DATE	ENROLLMENT STATUS		BRIGANCE SCREENING		DECA SOCIAL EMOTIONAL SCREENING		REFERRAL				IEP
	EN	WD	C	IP			C	IP	NS	SE	
[REDACTED] [REDACTED] 9/22/08	Enrolled	1			no parent						
[REDACTED] [REDACTED] 9/15/08	Enrolled	1			11/17/08 - OK behavioral concerns	1					
[REDACTED] [REDACTED] 9/22/08	Enrolled	1			11/17/08 - OK no parent	1					
[REDACTED] [REDACTED] 9/29/08	Enrolled	1			11/18/2008 - OK no parent	1					
[REDACTED] [REDACTED] 9/22/08	Enrolled	1			11/17/2008 - OK	1					
[REDACTED] [REDACTED] 9/22/08	Enrolled	1			11/17/08 - Concern behavior	1					
[REDACTED] [REDACTED] 9/23/08	Enrolled	1			11/18/08 - Concern behavior	1					
[REDACTED] [REDACTED] 9/17/08	Enrolled	1			11/17/08 - OK	1					
[REDACTED] [REDACTED] 9/15/08	Enrolled	1			11/19/08 - Concern behavior	1					

3/16/09

CHILD'S NAME BIRTH DATE ENROLLMENT DATE	ENROLLMENT STATUS	EN	WD	BRIGANCE SCREENING	C	IP	DECA SOCIAL EMOTIONAL SCREENING	C	IP	REFERRAL	C	IP	NS	SE
[REDACTED]				11/13/08 Behavioral referral ~low score	1		10/21/08 Low Concern on for Behavior	1		10/7/2008-JYS JSD - S/E pending				1
[REDACTED]	9/3/08 Enrolled	1				1				9/18/2008 - JYS				1
[REDACTED]	9/3/08 Enrolled	1		9/21/08 OK	1		11/13/08 No concerns	1						
[REDACTED]	9/9/08 Enrolled	1		not testable		1	10/15/08 ~ low concern Behavior No parent	1		JYS-Referral 9/12/08 JSD - speech 9/12/08 Language		1		1
[REDACTED]	9/3/08 Enrolled	1	1				10/15/08							
WITHDRAWN 9/30/2008 WITHDRAWN		1		9/15/08 OK	1		10/6/08 OK	1						
[REDACTED]	9/8/08 Enrolled	1		ASQ 9/7/2007 9/15/2008 - Brigance	1		10/3/07 REDO	1		Treatment plan with JYS 2/19/08				
[REDACTED]	9/3/08 Enrolled	1		8/21/08 OK	1		10/8/08 OK - no parent	1		JSD - 9/12/08 speech/lang		1		
[REDACTED]	9/3/08 Enrolled	1		1/20/2008 _ASQ 9/16/2008 - Brigance OK	1		3/27/08 - OK 10/6/2008 _OK	1						
[REDACTED]	9/3/08 Enrolled	1		ASQ 10/16/07 Low Communication	1		NO data Behavior concerns Parent Concerns	1		JSD - 11/19/08 speech JYS - 11/19/08		1		1
[REDACTED]				ASQ - 9/15/08 Brigance OK	1		10/6/2007 - OK	1		JSD -9/2/08 speech		1		
[REDACTED]	9/3/08 Enrolled	1		ASQ - 3/3/2008 11/13/2008 _ Brigance Speech	1		3/11/08 10/15/08 OK	1						



## Appendix C: Schedule of Operation

**SCHOOLS SERVED:** Gastineau Elementary School and Glacier Valley Elementary School

**School Year: 2009-10**

Community Served	Program location	Hours of operation	M	T	W	Th	F
Douglas Island	Gastineau Elementary	7:30am-3pm (follows JSD elementary schedule)	8am-noon w/children; noon-3 plan, home visits, assessment data entry, program component follow-up	same	same	same	Planning, prep, referrals, follow-up, home visits
Mendenhall Valley	Glacier Valley Elementary	(same as Gastineau)	“	“	“	“	“

### Proposed Schedule of Typical Day (with children):

Time Period	Activity	Description
8:00am	Arrival/socializing/free choice in limited open centers/breakfast	Social/emotional and physical development (healthy eating)
8:20am	Large Group	Largely Teacher directed focusing on building listening, speaking, social/emotional; includes: greeting/inclusion rituals, classroom jobs, announcements, group literacy including reading, story-telling, singing.
8:35am	Individual choice activity in learning centers and teacher directed activities for individual and small groups	All ELG domains are focused on throughout the course of the day and the week. Both child and teacher initiated activities occur.
9:45am	Clean-up	Social responsibility
9:55am	Outside play	Physical (gross motor)/social
10:30am	“Specials” – library, art, music, gym	All ELG domains
11:10am	Large group – recap the day, music, read-aloud	Teacher directed: social/emotional, language/literacy



11:30am	lunch	Physical, social/emotional, fine motor, math
noon	To bus	Organization to go home including following directions, gross/fine motor (getting dressed)

## **Appendix D: The Organization of the Project**

The classroom team consisting of the Certified Teacher, the Head Start Lead Teacher and the Head Start Teacher Aide will be supervised by the Elementary Principal and the Head Start Site Supervisor. Support for the team includes the bus drivers and attendants, meal specialists, family service and involvement specialists, and the health and mental health consultants. The team is part of the elementary site staff and will work with the K-1 teachers on transition strategies, the Literacy Leaders on administration of PalsPreK and feedback for curriculum planning, and the specialists in Art, Music, PE and Library to fully utilized school resources. The JSD Office of Student Services will provide assistance with screening, referral and placement or itinerant service delivery at the PreK site. Pre-referral meetings will be conducted through the elementary SCOTT process before referral to JYS or Student Services is made. The Project Coordinator, supervised by the Assistant Superintendent of K – 12 Instruction, will lead the project.

### **Project Coordinator – Job Description**

The Project Coordinator, who reports to the Assistant Superintendent of K-12 Instruction, will lead and support the collaborative relationship between all involved agencies ensuring that all parties understand and fulfill their roles, that staff receive quality, appropriate training, that assessments are appropriately conducted and recorded and tied to project evaluation and the necessary Head Start and JSD child record systems, and that children and families receive high quality services. The Project Coordinator will work with the Head Start Site Supervisor and the Elementary Principal and will liaison with the Partnership for Families and Children that meets monthly in Juneau. This person will have knowledge and background in evaluation and early childhood education and development.

*The following notification will be posted within the Juneau School District for 10 days for the Project certified teacher position. If no teacher is hired from that pool of applicants, the position will be posted outside of the district.*

*This is based on the Head Start Lead Teacher job description. The JSD Teacher will have primary responsibility while the HS Lead Teacher will have secondary responsibility as pay scales will be different.*

**JUNEAU PREK PILOT  
JOB ANNOUNCEMENT  
*Lead Teacher***

**INFORMATION**

Regular Full-time

**PURPOSE**

This position is responsible for the overall operation of the Juneau PreK Pilot classroom at Gastineau Elementary School, involving: overseeing implementation of all Head Start and School District components for up to 20 children; coordinating classroom activities in conjunction with the parent committee and Head Start and elementary school staff; ensuring that the classroom operates in accordance with the Head Start Performance Standards.

**REPORTING RELATIONSHIPS**

Reports To: Gastineau Elementary Principal (primary evaluator); Head Start Site Supervisor

Leads: Two to four staff, volunteers, and parents when present within the classroom.

**ESSENTIAL FUNCTIONS**

- Maintain an age- and developmentally appropriate classroom environment that meets Head Start Performance Standards and is responsible for the well being of all children in the classroom.
- Coordinate and conduct staff meetings daily and weekly in order to plan and prepare classroom activities – prepare lesson plans, menus, and to discuss progress and problem-solve issues that relate to the program.
- Incorporate the Child Development/Disability, Family and Community Partnerships, Health/Nutrition, Transportation & Facilities, and the Eligibility/Recruitment/Selection/Enrollment/Attendance (ERSEA) component work plans into daily operations of the classroom, making sure all staff members are familiar with the goals, procedures, and performance standards of each component.
- Delegate responsibilities to team members according to their abilities, development, and skills to ensure that all classroom activities are carried out.
- Serve as chief point of contact with central office, community, parents, and act as a liaison with CCTHITA Delegate.

- Provide evaluative input to the Site Supervisor as they complete staff evaluations and create/update their staff development plan as needed for progression with training objectives.
- Ensure that staff complete and submit all relevant reports to the appropriate Component Coordinators (e.g., Human Resources, Nutrition, and Transportation) at central office in a timely manner.
- Conduct continuous recruitment efforts for full classroom enrollment following the eligibility and enrollment process as identified by the ERSEA Coordinator.
- Complete and provide annual classroom inventory and supply orders in line with projected budget for the center.
- Maintain a complete child file for each child in a secure and confidential location.
- Work with Principal and Site Supervisor to ensure that the building, grounds, and equipment are kept in clean and safe condition, and ensure that all fire and sanitary inspections are completed annually.
- Ensure that classroom and bus evacuation plans are developed/updated annually, while conducting monthly bus and classroom evacuation drills.
- Secure classroom substitutes for staff absences, first utilizing parent volunteers, and then paid substitutes.
- Work with the school district, public health, and other community agencies to provide and improve services for the Juneau PreK children.
- Ensure that consumables are purchased and replenished in a timely manner.
- Ensure that classroom supplies and equipment are ordered annually and in a timely manner.
- Ensure that four (4) family home visits take place from the beginning to the end of the year.
- Work with the ERSEA Coordinator to establish an academic calendar in concert with the school district calendar.
- Attend elementary school staff meetings and other meetings deemed necessary by the Principal and Head Start Site Supervisor.
- Partner with K-1 teachers and Literacy Leaders to strengthen the children's transition to the Primary Grades.
- Participate in appropriate JSD staff development.
- Attend CCTHITA orientation meeting for all staff at the beginning of the school year.
- Perform other duties as assigned.

#### **NECESSARY SKILLS AND KNOWLEDGE**

- Knowledge of child development and early childhood education and skilled at putting that knowledge into practice.
- Knowledge of family dynamics, adult learning, and community resources.
- Knowledge and understanding of the Culture of Poverty.
- Knowledge and understanding of Motivational Interviewing.
- Knowledge of applicable state and federal laws and requirements, and program rules and requirements.

- Ability to work effectively and collaboratively with executives, managers, supervisors, employees, and employee representatives.
- Ability to meet Head Start Performance Standards.
- Project management and conflict resolution, administration, management, and organizational skills.
- Ability to maintain accurate, complete, and confidential records.
- Familiarity with word processing, spreadsheets, and database software.
- Proficiency in computerized record keeping and reporting.
- Ability to work as a team member and as a leader with direct report staff.
- Excellent oral and written communication skills.
- Familiarity with Alaska Native cultures, particularly Tlingit, Haida, and Tsimshian.
- Ability to integrate tribal values into curriculum and program planning.

**REQUIRED QUALIFICATIONS:**

Alaska Type A Teaching Certificate; BA/BS in ECE **Or** BA/BS in a related field with 12 ECE credits **Or** BA/BS in an unrelated field with 24 ECE credits.

**PREFERRED QUALIFICATIONS (education, experience, skills)**

Three (3) years experience working directly with young children in a classroom; two (2) years of supervisory experience of one or more staff members; and possess a current 1<sup>st</sup> Aide/CPR certificate (or attain within 90 days).

## **JOB DESCRIPTION**

### **HS Lead Teacher**

#### **INFORMATION**

Job Class:	Class Status: Active
Department: CCTHITA - Head Start	Type of Position: Non-Exempt
Location of Work: Varies	Covered Position: Yes
Salary Grade(s): 8	Prepared by: Bill Abbott
Hours of Work: 37.5 hrs/week, between 36-42 wks/yr	Approved by:
Employment Category: Regular Full-Time	Effective Date:

#### **PURPOSE**

This position is responsible for the overall operation of the Head Start Center, involving: overseeing implementation of all Head Start components for up to 20 children; coordinating center activities in conjunction with the parent committee and center staff; ensures that the center operates in accordance with the Head Start Performance Standards.

#### **REPORTING RELATIONSHIPS**

Reports To: Site Supervisor.  
Leads: Two to four staff, volunteers, and parents when present within the classroom.  
Liaison To: Facility landlord, CCTHITA Delegate

#### **ESSENTIAL FUNCTIONS**

- Maintain an age- and developmentally appropriate classroom environment that meets Head Start Performance Standards and is responsible for the well being of all children at the center.
- Coordinate and conduct staff meetings daily and weekly in order to plan and prepare center activities -- prepare lesson plans, menus, and to discuss progress and problem-solve issues that relate to the program.
- Incorporate the Child Development/Disability, Family and Community Partnerships, Health/Nutrition, and the Eligibility/Recruitment/Selection/Enrollment/Attendance (ERSEA) component work plans into daily operations of the local program, making sure all staff members are familiar with the goals, procedures, and performance standards of each component.
- Delegate responsibilities to team members according to their abilities, development, and skills to ensure that all center activities are carried out.
- Serve as chief point of contact with central office, community, parents, and act as a liaison with the landlord and CCTHITA Delegate.
- Provides evaluative input to the Site Supervisor as they complete staff evaluations and create/update their staff development plan as needed for progression with training objectives.
- Ensure that staff complete and submit all relevant reports to the appropriate Component Coordinators (e.g., Human Resources, Nutrition, and Transportation) at central office in a timely manner.
- Conduct continuous recruitment efforts for full classroom enrollment following the eligibility and enrollment process as identified by the ERSEA Coordinator.
- Complete and provide annual classroom inventory and supply orders in line with projected budget for the center.
- Maintain a complete child file for each child in a secure and confidential location.
- Ensure that the building, grounds, and equipment are kept in clean and safe condition, and ensure that all fire and sanitary inspections are completed annually.
- Ensure that center and bus evacuation plans are developed/updated annually, while conducting monthly evacuation drills (classroom and bus).

- Responsible for securing classroom substitutes for staff absences, first utilizing parent volunteers, and then paid substitutes.
- Work with local school district, public health, and other community agencies to provide and improve services for Head Start children.
- Ensures that consumables are purchased and replenished in a timely manner.
- Ensures that classroom supplies and equipment are ordered annually and in a timely manner.
- Ensures that four family home visits take place from the beginning to the end of the year.
- Work with the ERSEA Coordinator to establish an academic calendar in concert with the local school district calendar(s).
- Perform other duties as assigned.

## **DECISION MAKING AUTHORITY**

Spending Authority: None.

Other Authority: None.

## **NECESSARY SKILLS AND KNOWLEDGE**

- Knowledge of applicable state and federal laws and requirements, and program rules and requirements.
- Ability to work effectively with executives, managers, supervisors, employees, and employee representatives.
- Ability to meet Head Start Performance Standards, especially related to higher education pursuits of an AAS and/or BA degree in Early Childhood Education.
- Project management, and conflict resolution, administration, management, and organizational skills.
- Ability to maintain accurate, complete, and confidential records.
- Familiarity with word processing, spreadsheets, and database software.
- Proficiency in computerized record keeping and reporting.
- Ability to work as a team member and as a leader with direct report staff.
- Excellent oral and written communication skills.
- Knowledge of family dynamics, adult learning, and community resources
- Knowledge of child development concepts and skilled at putting them into practice.
- Familiarity with Alaska Native cultures, particularly Tlingit, Haida, and Tsimshian.
- Ability to integrate tribal values into curriculum and program planning.

## **MINIMUM QUALIFICATIONS (education, experience, skills)**

Grade 8 pay scale – High school diploma or equivalent; CDA credential or Associates degree in Early Childhood Education (ECE) or related field; three (3) years experience working directly with young children in a preschool classroom; two (2) years of supervisory experience of one or more staff members; and possess a current 1<sup>st</sup> Aide/CPR certificate (or attain within 90 days).

## **PREFERRED QUALIFICATIONS (education, experience, skills)**

Bachelor's degree in ECE, in addition to the above identified qualifications.

## UNUSUAL PHYSICAL REQUIREMENTS OR RESTRICTIONS

The work is generally active, requiring routine walking, standing, bending, and carrying of items and/or children weighing up to 60 lbs. The majority of work is performed in a pre-school setting with a wide variety of children & people with differing functions, personalities, and abilities. The office is a non-smoking facility with outside smoking areas.

## CONDITIONS OF HIRE

- All employment at CCTHITA is "at will." This means that the employee or CCTHITA may terminate employment at any time and for any reason, with approval from the Head Start Policy Council per Performance Standard 1304.50(d)(1)(xi). Unless specified in writing, no term of employment is expressed or implied for this position.
- CCTHITA is a no tolerance workplace. All regular employees must pass an initial and random drug and alcohol screening to be eligible for and maintain employment.
- CCTHITA has several positions which require a criminal background check for the safety of our clients. All employment offers in the "covered" classification are conditional until CCTHITA has received a Federal criminal background check verifying eligibility to work in these programs.
- If not a current 1<sup>st</sup> Aide/CPR holder, employee must obtain within 90 days of hire.
- If not currently CDA credentialed or have an AAS degree, employee must obtain CDA within 180 days of hire.
- Annual TB screens and bi-annual physicals.

This Job Description describes the essential functions and qualifications of the job described. It is not an exhaustive statement of all the duties, responsibilities, or qualifications of the job. This document is not intended to exclude modifications consistent with providing reasonable accommodation for a disability. This is not a contract. Your signature indicates that you have read this Job Description and understand the essential functions of and qualifications for the job.

\_\_\_\_\_  
Employee Printed Name

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date



## **JOB DESCRIPTION**

### ***HS Teacher Aide***

#### **INFORMATION**

Job Class: Teacher Aide

Department: Head Start

Location of Work: Varies

Salary Grade(s): 5

Hours of Work: 37.5 hrs/wk, 36-42 wks/yr

Employment Category: Regular Part-Time, or Regular Full-Time

Class Status: Active

Type of Position: Non-Exempt

Covered Position: Yes

Prepared by: Bill Abbott

Approved by:

Effective Date:

#### **PURPOSE**

Assist the Lead Teacher in planning and implementing lesson plans, incorporating all component Plans, and leading large and small groups of children; as well as assist in coordinating and conducting developmental screenings, health services, and may involve family services, depending on the number of scheduled hours for the position, including family visits and participate in planning, training, and parent meetings.

#### **REPORTING RELATIONSHIPS**

Reports To: Lead Teacher.

Leads: May lead volunteers when present in the classroom.

Liaison To: None.

#### **ESSENTIAL FUNCTIONS**

- Be familiar with the component work plans, the Head Start Performance Standards, Tlingit and Haida Personnel Rules, and the Head Start Policy and Procedures Manual.
- Provide support in all areas of the classroom maintaining a clean, safe, and cheerful environment; as well as assist conducting developmental screenings, observations of children's behavior, and in developing Individual Learning Plans (ILPs) for each child, including evaluations.
- Assist the Lead Teacher in conducting a minimum of 3 family visits per year per child in each child's home (an enrollment visit, an ILP visit, and a Transition visit).
- Prepare materials as needed to carry out the weekly lesson plans.
- Develop and maintain a positive relationship with the children, their families, and volunteers; ensure that all feel welcome, and receive on-the-job training and communicate with parents on a regular basis.
- Attend staff meetings, assist in developing the weekly lesson plans, and overall program activities (e.g., arts and crafts, dramatic play, story time, cooking, music, fine and gross motor, etc.).
- Manage small groups of children, and evaluate activities regarding appropriateness and effectiveness and interest of the children.
- Eat and interact with children at meal times, serving as an appropriate model to the children.
- Provide support in implementing the component work plans including education, health, handicap services, and family and community partnership.
- Help the Lead Teacher plan and facilitate the first Center Parent Committee meeting of the school year; will attend other parent committee meetings as requested (may include evening and weekend meetings).
- Be prepared to assume the duties of the Lead Teacher in her/his absence.

- Assist Lead Teacher in completing all required reports and distributing them to the appropriate people at the appropriate time; and assist in maintaining up-to-date files for all children, safeguarding privacy of records and confidential information.
- Provide support in keeping a current inventory, including all supplies and equipment, and ordering supplies in advance to avoid unnecessary shortages, as well as assist in making a smooth transition of children into public and private school systems.
- Be familiar with and train all volunteers on the building safety and emergency evacuation plan, and observe all fire and sanitation code requirements; make sure all adults are familiar with the use and maintenance of fire extinguishers; conduct evacuation drills once every month; and assist in keeping the building and playground in clean and safe condition and good repair at all times.
- Assist in recruiting and enrolling eligible children and collecting all needed records with help from the Parent Committee, family, and Central Office staff.
- May participate in on-site and out-of-town training sessions (may include evenings and weekends).
- Responsible for obtaining a substitute aide whenever possible when unable to report to work, first checking for parents as volunteers.
- May assist in completing janitorial duties.
- Must be able to attain and renew a Child Development Associate (CDA) credential during employment.
- Perform other duties as assigned.

#### **DECISION MAKING AUTHORITY**

Spending Authority: None.

Other Authority: None.

#### **NECESSARY SKILLS AND KNOWLEDGE**

- Ability to work with families from all socio-economic levels.
- Ability to work as a team with co-workers.
- Knowledge of applicable state and federal laws and requirements.
- Ability to work effectively with executives, managers, supervisors, employees, and employee representatives.
- Knowledge of program rules and requirements.
- Ability to maintain accurate, complete, and confidential records.
- Proficiency in computerized record keeping and reporting is a plus.
- Ability to communicate effectively verbally and in writing.
- Familiarity with Alaska Native cultures, particularly Tlingit, Haida, and Tsimshian.

#### **MINIMUM QUALIFICATIONS (education, experience, skills)**

- High school diploma or equivalent
- one (1) year of experience working with young children in a group setting.
- Valid driver's license with no violations in last 3 years; may require use of personal transportation to conduct family visits.

#### **PREFERRED QUALIFICATIONS (education, experience, skills)**

Grade 6 pay scale

- AAS degree in Early Childhood Education and
- one (1) year of experience working with young children in a group setting.
- Valid Drivers License with no violations in last 3 years,...
- current 1<sup>st</sup> Aid/CPR certificate.

#### **UNUSUAL PHYSICAL REQUIREMENTS OR RESTRICTIONS**

The work is generally active, requiring routine walking, standing, bending, and carrying of items and/or children weighing up to 60 lbs. The majority of work is performed in a pre-school setting with a wide variety of children & people with differing functions, personalities, and abilities. The center is a non-smoking facility with outside smoking areas.

### CONDITIONS OF HIRE

- All employment at CCTHITA is “at will.” This means that the employee or CCTHITA may terminate employment at any time and for any reason, with approval from the Head Start Policy Council per Performance Standard 1304.50(d)(1)(xi). Unless specified in writing, no term of employment is expressed or implied for this position.
- CCTHITA is a no tolerance workplace. All regular employees must pass an initial and random drug and alcohol screening to be eligible for and maintain employment.
- CCTHITA has several positions which require a criminal background check for the safety of our clients. All employment offers in the “covered” classification are conditional until CCTHITA has received a Federal criminal background check verifying eligibility to work in these programs.
- If not a current 1<sup>st</sup> Aide/CPR holder, employee must obtain within 90 days of hire.
- If not currently CDA credentialed or have an AAS degree, employee must obtain CDA within 2.5 years of hire.
- Annual TB screens and bi-annual physicals.

This Job Description describes the essential functions and qualifications of the job described. It is not an exhaustive statement of all the duties, responsibilities, or qualifications of the job. This document is not intended to exclude modifications consistent with providing reasonable accommodation for a disability. This is not a contract. Your signature indicates that you have read this Job Description and understand the essential functions of and qualifications for the job.

\_\_\_\_\_  
Employee Printed Name

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

# MENTAL HEALTH CONSULTANTS

The Blanket of Wellness Project contracts with mental health clinicians to serve as mental health consultants. Clinicians must have a State of Alaska occupational license which requires certification by licensing boards, passing a written or oral exam, and meeting specific educational requirements. Mental health consultants for the Blanket of Wellness project must be licensed in one of the following professions:

- *Professional Counselor*— doctoral or master's degree in counseling or a related profession and post-graduate supervised counseling experience
- *Psychologist*— doctoral degree in psychology
- *Psychological Associate*— master's degree in psychology
- *Clinical Social Worker*— master's or doctoral degree in social work and post-graduate counseling experience
- *Masters Social Work*— master's degree in social work and post-graduate experience
- *Psychiatrist*— graduation from a certified medical school, completion of a residency or internship
- *Marriage and Family Therapist*— master's or doctoral degree in marital or family therapy or other mental health field, supervised field experience

In addition to being licensed, the following qualities are desirable:

- Knowledge of child developmental milestones (the course of normal growth and development of young children and a basis for identifying atypical behavior in very young children)
- Commitment to and interest in young children's mental health
- Willingness to be on-site at early care and learning programs on a regular basis
- Skill in observation, listening, interviewing, and assessment
- Ability to consult with early care and learning staff in a respectful, supportive manner
- Knowledge of early care and learning programs
- Willingness and ability to learn from early care and learning staff
- Ability to work with diverse cultural backgrounds
- Have collaborative skills
- Ability to impart knowledge
- Ability to base consultation on strengths of families and early care and learning programs
- Knowledge of community resources

## MENTAL HEALTH CONSULTATION TO EARLY CARE AND LEARNING PROGRAMS

The consultant must also have specialized knowledge of, and experience related to, the topic(s) of concern to the staff and families the consultant serves. Examples of such specialized content include, but are not limited to:

- Separation and loss
- Parental substance abuse
- Fetal Alcohol Spectrum Disorder
- Maternal depression
- Adolescent parents
- Abuse and neglect issues
- Childhood mental health disorders
- Failure-to-thrive infants
- Children with aggressive behavior
- Low birth-weight infants
- Infants, toddlers, and preschoolers with developmental disabilities
- Adult mental health disorders

## **Appendix E. Memorandums of Agreements**

# **A Memorandum of Understanding Between Gastineau Elementary School of the Juneau School District and Central Council Tlingit and Haida Indian Tribes of Alaska (CCTHITA) Head Start**

## **I. Parties to the Agreement**

- A. Gastineau Elementary School/ Juneau School District
- B. CCTHITA Head Start

## **II. Purpose of Agreement**

- A. To improve availability and the quality of services for Juneau's children, ages four and early five, and their families
- B. To support children's optimal development and readiness for school entry and success
- C. To address the unique strengths and needs of the local population, such as homeless, migrant, or non-English speaking families
- D. To promote collaboration regarding shared use of transportation, facilities, and other resources, as appropriate
- E. To promote further collaboration to reduce duplication and enhance efficiency or services
- F. To define the roles and responsibilities of the parties toward coordination and greater collaboration; enhance linkages and relationships; and exchange information on the provision of educational and noneducational services
- G. Coordinate a comprehensive system of activities, policies, and procedures among the parties which guide and support their delivery of services to children and their families

## **III. Guiding Principles**

- A. Create and maintain a meaningful partnership to promote school readiness so that children from low-income families in Head Start may receive comprehensive services to prepare them for elementary school and to address any potential "achievement gap"
- B. Plan and implement strategies based on practice and research that have proven to support children's school success
- C. Promote the involvement of members of the early care and education communities
- D. Share commitment, cooperation, and collaboration for a coordinated service delivery system

## **IV. Joint Roles in System Review, Coordination, Collaboration, Alignment, and Implementation**

Gastineau Elementary School and CCTHITA Head Start 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: Public Law 110-134 "Improving Head Start for School Readiness Act of 2007".

- A. Educational activities, curricular objectives, and instruction
- B. Public information dissemination and access to programs for families contacting the Head Start or the Juneau Pilot PreK program
- C. Selection priorities for eligible children to be served
- D. Definition of the service area
- 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

## **V. Confidentiality**

All acknowledge confidentiality requirements that each party must follow regarding the sharing and release, with the consent of families, of personally identifiable information regarding children and families. Each party 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)

## **VI. Dispute Resolution**

Parties will first attempt to resolve the dispute between or among themselves. CCTHITA Head Start and Gastineau Elementary School 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 agreements, plan collaborative activities, and resolve issues; and
- b. The identification of a liaison from each party.

## **VII. 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.

## **VIII. Term of Agreement**

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

By signing the agreement each party agrees to the terms.

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



**IX. Signatures**

Angela Lunde  
Gastineau Elementary School Principal

5-2009  
Date

Bruce Sandberg  
Juneau School District Assistant Superintendent

5/20/09  
Date

Amy Revant  
Head Start Grantee Director

5/19/09  
Date

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- D. To promote collaboration regarding shared use of transportation, facilities, and other resources, as appropriate
- E. To promote further collaboration to reduce duplication and enhance efficiency or services
- F. To define the roles and responsibilities of the parties toward coordination and greater collaboration; enhance linkages and relationships; and exchange information on the provision of educational and noneducational services
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- G. Provision of services to meet the needs of working parents, as applicable
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- b. The identification of a liaison from each party.

## **VII. Review of Agreement**

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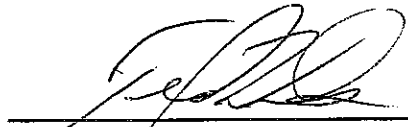
## **VIII. Term of Agreement**

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

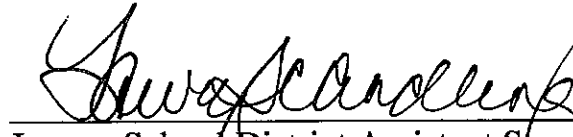
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The signed agreement will be binding on all successors of parties to the agreement.

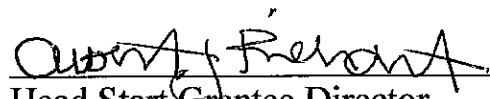
**IX. Signatures**

  
\_\_\_\_\_  
Glacier Valley Elementary School Principal

5/20/09  
Date

  
\_\_\_\_\_  
Juneau School District Assistant Superintendent

5/20/09  
Date

  
\_\_\_\_\_  
Head Start Grantee Director

5/19/09  
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.

Laury Scandling Assistant Superintendent for K-12 Instruction  
Typed Name and Title of Authorized Representative

 5/20/09  
Signature of Authorized Representative Date  
Fix numbers and formatting.

## **Appendix G. Commitment and Signature Packet**

**Appendix G: 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 Glacier Valley School / Head Start (School or Organization), are willing to participate in and fully support the Alaska Pilot Pre-Kindergarten Project should our site receive the grant award.

[Signature] Principal  
Name and Title

Melina Morgan, Head Start Site Supervisor  
Name and Title

Marie Mcmulla - Literacy Leader  
Name and Title

Eun Smith - Administrative Assistant  
Name and Title

\_\_\_\_\_  
Name and Title



**Appendix G: 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 Gastineau School / Head Start (School or Organization), are willing to participate in and fully support the Alaska Pilot Pre-Kindergarten Project should our site receive the grant award.

Angie Jole, Principal Gastineau  
Name and Title

Jane Focht Head Start site supervisor  
Name and Title

Jindsay Campbell Admin. Asst Gastineau  
Name and Title

Luann McVey Literacy Leader  
Name and Title

\_\_\_\_\_  
Name and Title

MAY 22 2009

**Appendix G: Commitment and Signature Form** *This must be included in your application.* Human Resources

**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 Juneau PreK Pilot (School or Organization), are willing to participate in and fully support the Alaska Pilot Pre-Kindergarten Project should our site receive the grant award.

Bill E. Hall, Pres. Int  
Name and Title

Christy R. Rasmussen Head Start Director  
Name and Title

\_\_\_\_\_  
Name and Title

\_\_\_\_\_  
Name and Title

\_\_\_\_\_  
Name and Title