

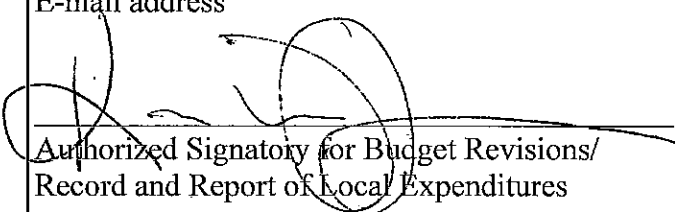
**Alaska Pilot Pre-Kindergarten Project (AP3) Application
COVER PAGE**

Bering Strait School District
School District

P.O. Box 225, Unalakleet, AK 99684
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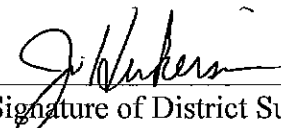
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Authorized Signatory for Budget Revisions/
Record and Report of Local Expenditures

5/19/09
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

5/19/09
Date

Superintendent
Title

\$ 399,696
Total Funding Requested Per Year

EED Use Only

Project Number: _____

Date Received: _____

Project Approval: _____

Amount Awarded: \$ _____

**Promoting Pre-Kindergarten Proficiency (P3)
Bering Strait School District**

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Project Abstract

Promoting Pre-Kindergarten Proficiency (P3) Bering Strait School District

Living in remote, isolated rural villages, Alaska Native children lack many of the common experiences engaged in by children living in urban/suburban areas, putting them at risk of academic failure. Standardized test scores show that they enter kindergarten with a vocabulary as much as three years behind their age level. Many of these children who begin their formal school career already behind never perform on grade level.

This project is a partnership among three educational agencies. Bering Strait School District (BSSD) serves students in grades K-12. Kawerak, Inc., and RurAL CAP serve Head Start students ages three and four. Building upon existing partnerships with both Head Start agencies, through this project BSSD will hire ECE teachers for the Head Start programs in four rural villages. The Head Start programs, which already meet State and Federal standards, will continue the Success for All Curiosity Corner curriculum and the other components in place that support the Alaska Early Learning Guidelines. The ECE teachers in Gambell, Shishmaref, St. Michael, and Stebbins will assist the Head Start staff in educating the preschool children, will be role models of effective teaching practices, and will provide the Head start staff on-going professional development.

The measurable objectives of this project are as follows:

Objective 1.1 and 2.1. During each project school year, 40% of the students in Head Start sites in Gambell, Shishmaref, St. Michael, and Stebbins, will show a year's growth in receptive vocabulary as measured by the Peabody Picture Vocabulary Test (PPVT). The pretest will be given by September 30 and the posttest will be given by April 30, a seven month period.

Objectives 1.2 and 2.2. During each project school year, the percentage of students in Head Start sites in Gambell, Shishmaref, St. Michael, and Stebbins on or above age level in receptive language will increase by 10% as measured by the PPVT. The pretest will be given by September 30 and the posttest will be given by April 30.

Objectives 1.3 and 2.3. During each project school year, the percentage of students in Head Start sites in Gambell, Shishmaref, St. Michael, and Stebbins scoring a Potential Delay on the DIAL-3 will decrease by 30% from the pretest in September to the posttest in April.

The outcomes of this project will be students entering kindergarten with a vocabulary much nearer, if not at or above, their chronological age. We will also see students with more kindergarten readiness skills. Students will be able to learn better and at a faster rate during their kindergarten year.

Each year this project will serve approximately 126 Head Start students in four rural villages. The budget for Year One is \$399,639 for a \$3,172 per pupil cost. This is more than reasonable for students in rural Alaska with its extremely high cost of living, especially when one considers that the Head Start educators will receive daily role modeling and training that will lead to better teaching practices, something that will not be available to them without an ECE teacher in the classroom.

Promoting Pre-Kindergarten Proficiency (P3)
Bering Strait School District

A. Need for Project (30)

Name	Designation Title I/SIP	% free or reduced lunch	# eligible by age	# to be served	# of family members to be served
Gambell	Title I, SIP 5	90.27%	4s-14; 3s-13	4 yr.-14; 3 yr.-13	27 or more
Shishmaref	Title I, SIP 5	93.22%	4s-15; 3s-20	4 yr.-19; 3 yr.-20	39 or more
St. Michael	Title I, SIP 5	80.14%	4s-17; 3s-15	4 yr.-17; 3 yr.-15	32 or more
Stebbins	Title I, SIP 5	97.37%	4s-12; 3s-18	4 yr.-12; 3 yr.-18	30 or more

The school population of BSSD is representative of children in the village. Table 1 shows the factors that put ALL students in the AP3 sites at risk of educational failure. We are partnering with four established Head Start programs for this pilot project. Both Kawerak and RurAL CAP Head Starts have a point system giving priority according to age, income, parental status, and disabilities. This project will work within the established priority systems to target those most in need. In the Kawerak sites, all students are invited to be a part of Head Start. In Stebbins, RurAL CAP also runs a home program for some of the 3-year-olds. That will continue as it is operating now.

Table 1. Community and School Data for Gambell, Shishmaref, St. Michael, and Stebbins, Alaska, Showing At-Risk Factors

Village	Alaska Native	LEP	Migrant	Title I Schoolwide	Dropout Rate	Gradua- tion Rate	Median Income ¹	Unemploy- ment Rate ¹
Gambell	99%	75%	29%	Yes	14.3%	12%	\$30,625	19.5%
Shishmaref	100%	71%	34%	Yes	6.7%	25%	\$29,306	16.4%
St. Michael	100%	54%	5%	Yes	12.3%	31.3%	\$34,000	21.2%
Stebbins	100%	62%	5%	Yes	6.8%	26.7%	\$28,214	22.6%

Assessments such as the Peabody Picture Vocabulary Test (PPVT) and the Early

¹ Alaska Division of Community and Regional Affairs Community Database Online. Accessed 21 February 2009. http://www.dced.state.ak.us/dca/commdb/CF_BLOCK.htm

Screening Profile (ESP) show that students entering BSSD kindergarten are already behind in their educational development, most as much as two or more years. Actual results are shown in Appendix B.

Head Start is the only preschool program available in the villages. This highly-replicable project will enhance the established program by adding a certified Early Childhood Education (ECE) teacher who will work primarily with the four-year-olds and will lead the staff in preparing students with the skills necessary to be successful in kindergarten.

B. Program Design (50)

Goal: To provide age-appropriate educational programs and language skills to Alaska Native preschool students in four rural villages to prepare them for kindergarten success.

Objective 1.1 and 2.1. During each project school year, 40% of the students in Head Start sites in Gambell, Shishmaref, St. Michael, and Stebbins, will show a year's growth in receptive vocabulary as measured by the Peabody Picture Vocabulary Test (PPVT). The pretest will be given by September 30 and the posttest will be given by April 30, a seven month period.

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Activity 1. We will add a certified ECE teacher to the established Head Start program.

Activity 2. We will continue the use of Curiosity Corner at a more refined level.

Activity 3. We will determine the alignment of Curiosity Corner with the Alaska Early Learning Guidelines and the 17 Guiding Principles and will develop activities where gaps occur. Many of the National Association for the Education of Young Children's Developmentally Appropriate Practices are aligned with the 17 guiding principles and are incorporated into Curiosity Corner. We will use them as part of our project.

We will use the PPVT and the DIAL-3 to gather data about this project and the domains of development in the Alaska Early Learning Guidelines. Children will be pretested in September and posttested in April. The Revised Alaska Developmental Profile will be used as students exit the project to measure kindergarten readiness. Additionally, we may continue to collect data using the Early Screening Profile so that we have a continuum of data from ages 3 through 5. The fall results will be used to determine areas of weakness both individually and collectively. The spring results will measure growth as well as areas that need continued work. This information will be shared with the BSSD kindergarten teacher.

We will use the Success for All (SFA) Curiosity Corner (CC) curriculum. This scientifically, research-based program was designed by the Success for All Foundation (SFAF) specifically for preschool children and is developmentally appropriate. Curiosity Corner engages students in cognitive, mathematical, social, language, literacy, personal, creative, and physical development through enriching themes (such as seasons, community, and health) and supports the Alaska Early Learning Guidelines. Because BSSD uses the SFA reading program for grades K-6, use of Curiosity Corner will transition the students into the BSSD kindergarten program. CC also supports the development of skills measured by the PPVT and DIAL-3 and is a foundation for the development of skills in our goals and objectives. The components of CC support the Early Learning Guidelines and are explained in Appendix C.

The four sites operate at different hours and schedules are provided in Appendix C. The CC curriculum focuses on identified needs, has a balanced approach, and includes the domains of the Early Learning Guidelines (ELG) and Developmentally Appropriate Practices (DAP).

Both Kawerak and RurAL CAP Head Starts meet the federal and state guidelines for providing vision, hearing, health, developmental, and social/emotional screenings within 45 days of entry. Among the screenings used are the PreSchool Behavioral Checklist, the ESP, the Lea Symbols Distance Chart, and the Alaska Early and Periodic Screening, Diagnosis, and Treatment Program. The children also receive dental, immunization, height, and weight screenings.

Kawerak follows the Child and Adult Care Food Program Guidelines. BSSD and RurAL CAP follow the U. S. Department of Agriculture guidelines for breakfast and lunch. In Gambell and Stebbins, Head Start prepares and serves the meals. In Shishmaref and St. Michael, BSSD prepares the meals for the Head Start program. Head Start provides daily snacks in all sites.

In small villages it is easy to get the word out. Head Start has recruitment and enrollment March through May. They post flyers around the communities, have public service announcements over the radio, and verbally tell people of the enrollment. They also work with the clinics, tribal councils, and local organizations to make sure that every child is registered.

This pilot will continue the eligibility system already established by both Head Starts. It is based on a point system. Children that are at or below the poverty level, older, have a diagnosed disability, do not live with both parents, and/or who are referred from another agency receive a higher level of points. Students are rank-ordered by points for admission.

The Bering Strait School District has partnerships with Kawerak (the non-profit arm of the regional native corporation) and RurAL CAP that operate Head Start programs in the villages included in this application (Kawerak Headstart in St. Michael, Gambell and Shishmaref and

RurAL CAP in Stebbins). At this point in time, the partnership consists of the district's providing training and materials so that our partners' uncertified staffs can implement the Curiosity Corner curriculum in those preschool programs. This project will expand these partnerships to add a certified ECE teacher to the existing Head Start programs. This in no way supplants a part of the Head Start program, rather it supplements the existing program.

Parent Support and Involvement (25)

Through prior Parent Committee meetings, the parents have approved the use of Curiosity Corner. The Curiosity Corner curriculum has an extensive component to involve families in their children's education. Known as Home Link, it consists of home visits (incorporated into the Head Start home visits), videos, a lending library, and participation in classroom activities. There is also a Home Link Page that gives a theme for the next week and activities that parents can do with the child to "link" what the child is learning at school with home. Additionally, Head Start has monthly Parent Committee meetings and requires parents to volunteer in the classroom. This project will also expand support to families of age-eligible children who do not attend through literacy bags. These bags will contain materials such as theme related books, games and activities, songs and rhymes, puzzles, videos/DVDs, stuffed animals or puppets. Available on a rotational, check-out basis, these literacy bags will empower parents to teach their own children, help parents understand the importance of reading and of interacting with their children, and will make it easier for busy parents to become involved with their child's learning. Parents of non-enrolled children can also visit the classroom and attend the quarterly parent nights.

Our parent involvement component meets the six State Board endorsed standards for parent and family involvement. We will **communicate** through home visits, letters, Parent

Committee meetings, and informally as parents bring and pickup their children. **Parenting** skills will be promoted through quarterly parent nights conducted by the ECE teacher as well as through the literacy bags. Curiosity Corner involves parents in **student learning** through its Home Link component. Parents are welcomed and encouraged to **volunteer** in the classrooms, a requirement of the Head Start program. Parents are part of the **school decision making and advocacy** through the Parent Committee meetings. The Parent Committee is comprised of Head Start parents in each village and holds monthly meetings to discuss and make suggestions for the program. We will also **collaborate with the community** by inviting elders and other community members to share theme related presentations and activities. Parents who do not enroll their children (some 3-year-olds in Stebbins) will be able to receive the Home Link page, attend the quarterly parent nights, and can check out literacy bags. Local parent and community councils will be welcomed to the schools' monthly Advisory Education Committee meetings to make reports and express needs. Regular reports on the program, including parent involvement, will be made to the BSSD Board of Education.

Parents will be linked to needed support services through the Head Start procedures already in place. Both RurAL CAP and Kawerak already have numerous MOAs in place with health care providers. Family Advocates prepare a resource list for parents of ALL preschool age children and work with families to obtain the support services they need. BSSD screens referrals for special education services and deliver those services as appropriate.

We will assess the quality of our parent involvement and support efforts through feedback given at the Parent Committee meetings. Parents who attend the quarterly parent nights will complete a short evaluation of the evening's activities. Additionally, we will keep a log of the classroom volunteers as well as the parents who check out literacy bags. Each literacy

bag will have a short survey as to its contents and suggested activities.

Adequacy of Resources (20)

This project will provide a certified ECE teacher to work with the current Head Start staffs. The credentials of the Head Start staff are as follows: St. Michael – one AAS degree in Early Childhood Education and one CDA; Gambell – one CDA; Shishmaref – two CDAs; Stebbins -- one taking CDA assessment. All of these personnel also have credits of ECE specific classes. All sites have and will continue to maintain a staff:child ratio of 1:10. A more complete listing of the staffs is in Appendix D.

The project team will consist of the following: 1) Project Director (PD) Kimberly Johnson, Early Learning Specialist (ELS) Julie Egli, Kawerak Head Start Director Malinda Besett, RurAL CAP Child Development Division Director Debi Baldwin, each site principal, and the certified ECE teachers. All except the ECE teachers are in their current positions and have a great deal of experience to support this pilot project. A more detailed description of their experience and responsibilities and their resumes are given in Appendix D.

Professional development is an integral part of this project. Because there are three organizations involved, we will coordinate the professional development so that it is ongoing but not overwhelming. BSSD will have preservice training for the ECE teachers before school starts to orientate them to our system. We will also have a three-day training in implementing Curiosity Corner. This will prepare them for the curriculum used by the Head Starts. Kawerak and RurAL CAP will also have training in their systems. In September they will attend the district's 3-day cultural orientation. During the year, the ELS will visit each site three times to monitor and further train the staffs. The ECE teachers will attend the BSSD Educational Conference in October for sessions devoted specifically to early learning. Regularly scheduled

staff meetings will foster professional development as the ECE teacher and Head Start staffs work together. Lastly, the Success for All Foundation will visit each site at least twice to monitor the implementation of Curiosity Corner, to further train, and to suggest next steps.

Less formally, the staffs will be teaching families about the growth and development of young children through the use of the Alaska Early Learning Guidelines and Curiosity Corner materials. Parents will be taught the importance of reading to their children and will be shown how to use the literacy bags. Parenting skills will also be a part of the quarterly Parent Night activities and the monthly Parent Committee meetings.

Because we are partnering with existing Head Start programs, most of the resources are in place. We will build upon these resources and procedures. As a partner, the school will be a valuable resource for supervision, evaluation, the expertise of the kindergarten teacher in transition needs, the videoconferencing equipment, and other resources not already available from Head Start. The principals are in full support of this project. Each principal's MOA is in Appendix E.

Management Plan (25)

We have a well-planned organizational structure for our project. Because the Head Start programs are in place, the Project Director (PD), spending approximately 20% of her time, will oversee the full implementation of this project. She will be in regular contact with the Kawerak and RurAL CAP directors for their input and suggestions. Devoting at least 50% of her time to this project, BSSD's Early Learning Specialist will visit the sites, assess progress, and suggest changes. She will ensure that Curiosity Corner is being implemented with fidelity and give ideas for the next steps. During each visit she will meet with the site principal to discuss her observations and recommendations. The site principal (approx. 10% of his time) will visit the

classrooms on a regular basis. His role will be to collect data, give feedback, help facilitate discussions concerning problem areas, serve as a resource for the program, and to supervise and evaluate the ECE teacher. The PD will receive copies of the Parent Committee minutes, all data generated by this project, and will follow-up on any problems that occur. She will be in direct contact with the site principals and the ECE teachers.

There are several people who will oversee this project at the classroom level. The principal will be the ECE teacher's direct supervisor and will support the teacher as needed. He will also mediate any conflicts between the two organizations at the local level. BSSD's ELS will visit the classrooms at least three times a year. Both she and the PD will be in regular contact with the ECE teacher. Additionally the Kawerak and RurAL CAP administrators or their designees will make site visits to ensure the programs are meeting the Head Start standards.

Following is a timeline for the first year showing professional development and parent and community involvement activities.

Timeframe	Activity	Staff Responsible
Upon receiving grant award	Hire a certified teacher for Head Start (HS) in Gambell, Shishmaref, St. Michael, and Stebbins.	Project Director (PD) and BSSD Human Res.
August	New ECE teachers attend BSSD New Teacher Orientation.	PD and Staff Development
August	Training in Curiosity Corner (CC) for ECE teacher and any HS staff wanting refresher training.	SFAF and PD
August	Teachers work with HS staff to prepare center for incoming 3- and 4-year old students. Make home visits to introduce ECE teacher.	Principal, Preschool staff
August	ECE teachers receive orientation on HS's policies and procedures. Receive training on administering the DIAL-3, Early Screening Profile (ESP) and the Peabody Picture Vocabulary Test (PPVT).	Head Start Directors and BSSD Early Learning Specialist (ELS)
August	Meeting with Head Start parents to explain the program. Parents will be able to give input into the operation of the program.	Head Start Director and Preschool staff

August 31	Head Start classes begin	Teacher and HS staff
September	Develop rubric for ELS to use for an informal evaluation of the project during site visits.	PD, ELS
September	Site visit by ELS to monitor and answer questions about the implementation of CC.	PD, BSSD ELS
September	All HS children pretested using standardized assessments.	Teacher
September	ECE teachers attend BSSD Cultural Orientation	PD
October	Analyze test scores to determine each child's strengths and weaknesses. Share results with the Head Start directors. Conference with teachers and Head Start staff on the results.	PD, ELS
October	BSSD Educational Conference. Additional training in Curiosity Corner and Best Practices for teaching 3s and 4s.	PD, ELS
November	First Implementation Visit (IV) by SFAF to evaluate the implementation of Curiosity Corner and to formulate Next Steps for teacher and HS staff	PD, SFAF
November	ELS to sites for support and monitoring.	PD/ELS
February	Site visit and further training in Curiosity Corner	BSSD ELS
March	Second Implementation Visit by SFAF to evaluate CC and formulate Next Steps	PD, SFAF
March	ELS to sites for support and monitoring.	PD, ELS
April	HS children are posttested with the standardized assessments.	Teacher, HS staff
May	Pretest and posttest data are analyzed for growth. Results shared with Head Start Directors, sites, and State evaluator.	PD, ELS
As scheduled with parents	Home visits and/or parent conferences with Head Start parents to go over test results, student progress, and ways to help at home.	BSSD Teachers and HS Staff
Monthly	Parent Committee meetings at each site.	ECE Teacher and HS staff
Quarterly	Parent Nights to promote parenting skills, literacy bags, and home activities for parents and children.	ECE Teacher
As needed and appropriate	PD and HS directors meet to discuss progress with the project and to plan future changes.	PD, HS Director

Most of the management materials are in place as part of the existing Head Start programs and will continue to be used. The ELS will order materials for the literacy bags and will compile and distribute them. Test analysis will be shared at the Parent Committee meetings and during parent conferences. Forms are already developed for compiling assessment data.

The ELS will help each site publish a quarterly newsletter explaining what is happening

in the program, upcoming events, and pictures of activities. These newsletters will be distributed to parents and community members in the established manner for each village.

Program Evaluation (20)

The PD and ELS will develop a rubric of items that the ELS will look for when visiting the sites. The rubric will include the 5 ELG domains, which include components of Curiosity Corner. The ELS will do an evaluative assessment during each site visit. She will share her findings with the principal as well as the PD. Video/audioconferencing will allow all involved in the project to discuss the implementation and progress of the project and to make suggestions for changes and improvements. The Parent Committee will also be informed. Additionally, the principal will be continuously evaluating the program on an informal basis as he visits the classroom. As representatives of Kawerak and RurAL CAP are at the sites, they too, will be assessing the progress of the program. All of this follows BSSD's Continuous Improvement Model of 1) Define a shared vision/goal, 2) create action plans, 3) put plan in action, and 4) evaluate with data.

Data will be collected as follows:

Type of Data	When Collected	Objectives Addressed
PPVT-4	September and April	Objectives 1.1/2.1 and 1.2/2.2
DIAL-3/ESP	September and April	Objective 1.3/2.3
SFAF Implementation Rubric	November and March	All
Site Visit Rubric	Sept., November, March	All
Literacy Bag Evaluations	Upon return of literacy bag	All

The internal evaluator will be Gay Jacobson, BSSD's Coordinator of School Improvement. Mrs. Jacobson has extensive experience in working with schools in need of improvement. As a former State teacher mentor and principal, Mrs. Jacobson has the skills necessary to assess situations quickly and to have suggestions for improvement. She is

knowledgeable and proficient at looking at data and seeing trends and areas that need improvement. Additionally, Mrs. Jacobson travels to the four sites on a regular basis and will be able to personally observed in the classrooms several times during the year.

Because Curiosity Corner is the curriculum used in the Head Start programs, we will use the Curiosity Corner Self-Assessment Checklist to assess the quality of our intervention efforts. This instrument covers the areas of environment, general indicators, indicators for each CC component listed in the schedule in Appendix C, and ongoing assessment. The ECE teacher will review the self-assessment tool at least quarterly and will develop interventions for deficient areas. He/she will discuss the self-assessment, interventions, and progress with the ELS and the internal evaluator on each visit. They will offer additional suggestions based on their observations.

Previous Success (15)

BSSD is a prior recipient of the Model Alaska Preschool grant. Kimberly Johnson successfully directed that project, meeting the expectations of the project as well as the budget. With additional experience and a closer working relationship with Kawerak Head Start and RurAL CAP Head Start, she will be able to direct this project very capably.

Additionally, BSSD has one year of data at a site with an ECE teacher working in the Koyuk Head Start center, a Kawerak site. Results of the ESP show that the 4-year old students working with an ECE teacher and scoring a Screening Index of 1 or 2 (statically representative of the lowest scoring students) decreased from 15.9% in September to 5.6% in April. We feel that having a certified ECE teacher made a significant difference, as it will in the AP3 project.

End of Project Narrative

Other Application Requirements

1. We have been working with Kawerak and RurAL CAP Head Starts in these villages for several years. Through a previous Alaska Native Education Grant which Kimberly Johnson directed, BSSD provided the materials and training for Curiosity Corner to be implemented in all Head Start sites in our school district. All of the sites are implementing it at various levels of fidelity. CC is a successful program, but there are several human elements that are missing or need strengthening in order for children to be ready for kindergarten. Being in isolated villages, these HS educators do not have the same opportunities as HS educators in urban Alaska. They do not have others to model for them. They do not have immediate supervision to guide them on a daily basis. They do not have peers with which to collaborate and generate ideas. Their training is limited to one or two short sessions each year. They do not have someone to give them immediate and relevant feedback on their techniques, methods, or ideas. Throughout the year, they are working alone at their sites. This project will help remedy some of the current barriers by providing a certified teacher in each of these Head Start classrooms. The certified teacher will be a role model, will provide constant and consistent training throughout the year, and will give specific and timely feedback to help the HS educators grow as teachers. This will strengthen the program as well as the individual talents of each HS educator. In return, because of the additional and advanced training and experience of the ECE teacher, we expect to see the test scores of incoming kindergarten students rise.

During the development of this proposal we had several conversations, some face-to-face, but most by telephone or e-mail. Although the concept is the same for RurAL CAP and Kawerak, because they have different internal systems and protocols, we worked with them

separately for the most part to answer individual concerns and situations. Debi Baldwin of RurAL CAP and Malinda Besett of Kawerak also had conversations to get ideas from each other. The Policy Councils of both organizations have given their consent and support to this project as has the BSSD Board of Education.

The principals at each of the four sites were contacted and all agreed that this project was needed and would benefit the children. They agreed to be the supervisor and evaluator of the ECE teacher and to support the project. Each signed an MOA that is included in Appendix E.

2. Our villages are very small and typically parents take their children to and from school. Some walk the short distance while some take the children on four-wheelers. This is the accepted method of getting children to and from school.

In stormy weather, the Head Start personnel make sure that all students have an escort home. No child is allowed to go home alone in stormy weather. If no one comes to pick the child up, one of the Head Start teachers takes the child home. This happens very seldom because the parents routinely pick the children up.

We will continue to use this method. It is safe for the children and agreeable to the parents.

Waiver Requests

BSSD is very appreciative of the opportunity to request a waiver to some of the standards listed on pages 6 and 7 in the request for applications. Rural Alaska faces many challenges and EED's understanding of those challenges is important in order for us to move forward in helping our children. Below are the areas for which we request a waiver.

Standard 1. We have a quality curriculum in Curiosity Corner and dedicated staff who strive to meet high teaching standards. We will hire certified ECE teachers for the four schools;

however, we do not have a pool of Head Start teachers with an AAS in early childhood education. The qualifications of the Head Start personnel are detailed in Appendix D. As one can see, one person at St. Michael does have her AAS in ECE. The rest either have their CDA or are working on receiving it or their AAS. Many of them have taken ECE courses but do not have all they need for an AAS or CDA. These educators are committed to the children and are willing to improve their skills. Therefore, **we ask for a waiver from the requirement to have an AAS.** We will keep the evaluations of the ECE teachers and Head Start teachers on file. If personnel should change we will train and provide technical assistance for them.

Standard 2. Our program is designed for 4-year-olds to be one class and attend five days per week and 3-year-olds to be a separate class and attend four days per week. The appropriate number of staff will work with each class to maintain the proper ratio. We anticipate the following staff:child ratios:

Site	# Staff	# Students	Staff:Child Ratio	# Sq Ft.	Sq Ft/Child
Gambell	4	27	1:7	1003	37 M-TH 71 F
Shishmaref	5	39	1:8	1404	36 M-TH 73 F
St. Michael	5	32	1:7	1160	36 M-TH 68 F
Stebbins	4	30	1:8	1403	47 M-TH 116 F

We do not require a waiver for this standard.

Standard 3. The PPVT and DIAL-3 assessments are required by this grant for pre/post data. Although we understand the rationale for using the same assessments throughout the pilot projects for comparison, we present the Early Screening Profile (ESP) as a substitute for the DIAL-3. The ESP is a screening tool marketed by Pearson as is the DIAL-3. The ESP appears to give more specific data than the DIAL-3:

Early Screening Profile	DIAL-3
Ages: 2-0-0 to 6-11-30	Ages: 3-0 to 6-11
Motor Skills – gross and fine	Motor Skills – gross and fine
Cognitive Skills – assesses the following areas: <ul style="list-style-type: none"> • Verbal Concepts-child points to pictures of objects named or described by the examiner and names objects shown or described by the examiner. • Visual Discrimination-child selects, from several pictures, all the ones that duplicate the stimulus • Logical Relations-child points to pictures that correspond logically to stimulus pictures and solves visual analogies • Basic School Skills-measure of preacademic and beginning academic skills; child answers questions about number and quantity concepts, and names and recognizes numbers, letters, and words. 	Concepts – assesses knowledge of basic concepts such as counting and colors.
Language – expressive and receptive	Language – expressive and receptive
Self-Help/Social Profile-domains of: <ul style="list-style-type: none"> • Communication • Daily Living Skills • Socialization • Motor Skills 	Self-Help Development
Self-Help/Social Profile	Social Development
Behavior Survey	
Articulation Survey	

The Head Start sites began using the ESP three years ago and give it to the 3- and 4-year-olds. We are beginning to have three years of data on students who entered Head Start as 3s. We feel that it is important to have continuous data, but also feel that giving three pre/post assessments is overwhelming, especially when two measure many of the same things. **We would like to be able to assess our project using the PPVT-4 and the ESP and request a waiver to the DIAL-3.** If we do not receive the waiver, we will use the DIAL-3.

Standard 4. We welcome EED's external evaluator in our sites. No waiver requested.

Standard 5. We will submit all required reports in a timely manner. No waiver requested.


Program Budget

Grant Recipient: Bering Strait School District

Grant Number: Alaska Pilot Pre-Kindergarten Project

Grant Title: Promoting Pre-Kindergarten Proficiency (P3)

Revision Number: _____

UNIFORM CHART of ACCOUNTS		Account Title	Budget Amount		
Required	Optional		Initial/Current Budget	Revisions (+ or -)	Approved Budget
310		Personnel	263,900.00	(263,900.00)	0.00
350		Benefits	99,196.00	(99,196.00)	
420		Travel	16,269.00	(16,269.00)	0.00
450		Supplies	8,012.00	(8,012.00)	0.00
400		Contractual	0.00	0.00	
500		Equipment	0.00	0.00	0.00
600		Other	0.00	0.00	0.00
UNALLOCATED** -->				0.00	
Subtotal Direct Costs			387,377.00	(387,377.00)	0.00
Indirect Rate			3.18%		
Indirect Amount			12,318.59	(12,318.59)	0.00
Equipment >\$5,000 per unit (no indirect charges)				0.00	
TOTAL			399,695.59	(399,695.59)	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					
Bering Strait School District					
NAME & TITLE			SIGNATURE		
Jim Hickerson, Superintendent					
DATE			TELEPHONE NUMBER		
5/19/09			907-624-4261		

Narrative Description of Program Budget

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

Grant Recipient: Bering Strait School District

Grant Number: AP3

Grant Title: Promoting Pre-Kindergarten Proficiency (P3)

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.
314	263,900.00	Certified Staff	Early Learning Specialist (ELS) will make site visits, monitor progress at sites, help sites format and analyze data, model Curiosity Corner lessons, be a resource for kindergarten readiness skills. Her position is important to this project because she provides training and support between SFAF visits. Because of her work with our kindergarten program, she is essential in helping the Head Start staff implement CC because it feeds into BSSD's KinderCorner program. She will also be able to help the HS staff assess students' progress in developing kindergarten readiness skills. Half of her salary (from the BSSD salary schedule) will be funded by this grant. TOTAL COST = \$37,500.
315		Teachers	ECE Teachers for Head Start classrooms in Gambell, Shishmaref, St. Michael, and Stebbins, AK, to serve approximately 124 children. These teachers will perform the normal duties of a teacher. They will also be the instructional leader for the team, be a teaching role model, follow-up with training, attend/conduct parent conferences, etc. Their contract will be for 180 7-hour teaching days + holidays and inservice days for a total of 192 days. They will attend BSSD training sessions and be responsible for the BSSD paperwork associated with this project. These positions are vital to the success of Head Start children in these five villages. These teachers will be placed on the BSSD salary schedule that has an average teaching salary of \$56,600 with step increases each year. TOTAL COST = \$226,400

Grant Recipient: Bering Strait School District

Grant Number: AP3

Grant Title: Promoting Pre-Kindergarten Proficiency (P3)

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.
350	99,196.00	Benefits	All benefits are calculated by the same percentages used for other salaries within BSSD. °Unemployment @ 1% = \$2,639 °Workers Comp @ 2% = \$5,278 °FICA @ 1.45% = \$3,826 °Retirement System @ 12.56% = \$33,146 °Health Insurance @ 13% = \$34,307 °Housing @ \$5,000 = \$20,000 TOTAL COST = \$99,196
420	16,269.00	Travel	Early Learning Specialist will travel to the sites for monitoring, training, and lesson modeling purposes. She will share data and help the sites analyze it. She will help them make adjustments as needed. She is important in the continuous improvement aspect of this project. She will make three trips per year to each of four sites. °Average published airfare from Unalakleet to the four sites = \$490. \$490 x 3 trips x 4 sites = \$5,880 °Per diem = \$45/day x 3 days per trip x 3 trips x 4 sites = \$1,620 °Lodging: ELS will need to stay overnight in Nome when visiting the northern sites \$175/night x 6 nights (three trips each to Shishmaref and Gambell.) = \$1050 TOTAL COST = \$8,550. ECE Teachers to Unalakleet for Curiosity Corner Training. This is important to the project so that the ECE teachers can deliver the CC lessons with fidelity. °Average published airfare from four sites to Unalakleet = \$490. \$490 X 4 sites = \$1,960. °Per diem = \$45/day x 3 days x 4 sites = \$540 °Lodging: Teachers will stay in the school to hold costs down. TOTAL COST = \$2,500

Grant Recipient: Bering Strait School District

Grant Number: AP3

Grant Title: Promoting Pre-Kindergarten Proficiency (P3)

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.
			<p>Project Director to Nome to meet with Head Start Director about Gambell, Shishmearef, and St. Michael programs. They will discuss the things that are going well, the things that need improved, and the logistics of things such as support services, Parent Committee meetings, Parent Night, involving age-eligible non-attending children, the Alaska ELGs, implementation of Curiosity Corner, etc. Because there are different mechanisms in place to meet the Head Start Standards, the PD will meet with Kawerak and RurAL CAP separately.</p> <p>°Published airfare from Unalakleet to Nome = \$400. \$400 x 2 trips = \$800. °Per diem = \$45/day x 2 days per trip x 2 trips = \$180 °Lodging: \$175/night x 2 trips = \$350 °Taxi = \$12 x 2 trips = \$24 TOTAL COST = 1,354</p> <p>Project Director to Anchorage to meet with Head Start Director about the Stebbins program. They will discuss the things that are going well, the things that need improved, and the logistics of things such as support services, Parent Committee meetings, Parent Night, involving age-eligible non-attending children, the Alaska ELGs, implementation of Curiosity Corner, etc. The second meeting will be conducted via video/audioconference.</p> <p>°Published airfare from Unalakleet to Anchorage = \$410. \$410 x 1 trip = \$410. °Per diem = \$45/day x 2 days per trip = \$90 °Lodging: \$150/night x 1 trips = \$150 °Taxi = \$25 x 2 (RT) = \$50 TOTAL COST = \$700</p>

Grant Recipient: Bering Strait School District

Grant Number: AP3

Grant Title: Promoting Pre-Kindergarten Proficiency (P3)

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.
			Anchorage Training Meeting required by the RFP. This provides for a team of three people to attend the mandatory training as specified on p. 26 of the RFP. °Published airfare from Unalakleet to Anchorage and from 2 sites to ANC = \$410 + \$608 + \$992 = \$2010 °Per diem = \$45/day x 3 days x 3 people = \$405 °Lodging: \$150/night x 2 rooms x 2 nights = \$600 °Taxi = \$50 (RT) x 3 (flights leave at different times = \$150 TOTAL COST = \$3,165
450	8,012.00	Supplies	PPVT-4 Kits. These kits will provide the testing materials for the PPVT-4. This supports the goals and objectives of this project, specifically Objectives 1.1, 1.2, 2.1, 2.2. From www.pearsonassessments.com °Kits @ \$220 each x 4 = \$880 °PPVT-4 Record Form A, Pkg of 25 @ \$42 each x 6 = \$252. °Bridge of Vocabulary: Evidence-Based Activities for Academic Success. This manual is coordinated with some of the reports generated by ASSIST (below) and has activities for building vocabulary in preschool children. \$52 x 5 sites + district office = \$260 °Shipping @ 10% = \$140 °PPVT-4 Mac/Win1 ASSIST CD-ROM @ \$264 x 4 = \$1,056. This is a scoring program for the PPVT that provides charts and analysis of various aspects of the test, more than hand scoring will allow. TOTAL COST = \$2,412 DIAL-3 kits will be purchased by DEED according to Paul Sugar in a telephone conversation on May 7. TOTAL COST = \$0

Grant Recipient: Bering Strait School District

Grant Number: AP3

Grant Title: Promoting Pre-Kindergarten Proficiency (P3)

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.
			Literacy Bags. Our goal is to make approximately 20 literacy bags each year. These bags will contain some of the following items: theme related books, games and activities, songs and rhymes, puzzles, videos/DVDs, stuffed animals or puppets. These bags will be available for parents of enrolled and non-enrolled children to check out on a rotational basis. Each bag will average about \$70. 20 bags x \$70/bag x 4 sites = \$5600. <i>TOTAL COST = \$5,600</i>
700	12,319.00	Indirect	3.18%
Total	399,696.00		

SECTION 2

1. COST PER PARTICIPANT: We are anticipating approximately 61 four-year-olds and 65 3-year-olds for a total of 126 students. This is a **\$3,172** per student cost. This is very reasonable taking into account that BSSD is located in one of the highest cost of living areas in the state. Our EED District Cost Factor is 1.821, the fourth highest in the state. Our ISER multiplier is an additional 50%. Transportation costs rise in relationship to fuel prices which are three to four times that of Anchorage.

2. OTHER FUNDING: Other funding will be leveraged to support this project. The salaries for all but the ECE teachers and 1/2 of the ELS's will come from other sources such as Title I and Federal and State Head Start funding sources. The entire Head Start programs at the four sites are being funded from sources outside of this project. The major in-kind contributions to this project are listed below.

IN-KIND CONTRIBUTIONS by BSSD, KAWERAK, AND RurAL CAP

Account	Budget	Title	Narrative
	17,550	Personnel	Project Director's Salary will be paid from the Title I budget. 15% of \$90,000 + benefits at 30% = \$13,500 + \$4050
	5,000		Internal Evaluator's salary will be an in-kind from district funds @\$5000.
	32,000		Principals' salaries are an in-kind contribution from BSSD. \$8000 x 4 = \$32,000

Grant Recipient: Bering Strait School District

Grant Number: AP3

Grant Title: Promoting Pre-Kindergarten Proficiency (P3)

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.
	10,000		Kawerak Head Start regional office personal
	5,000		RurAL CAP regional office personnel
	140,965		Head Start personnel at Stebbins. Their salaries are an in-kind contribution from RurAL CAP. Salaries total \$103,989 + benefits of 36,976.
	302,467		Head Start personnel at Gambell, Shishmaref, and St. Michael. Their salaries are an in-kind contribution from Kawerak. Salaries total \$252,056 + benefits of 50,411
	19,820	Supplies	RurAL CAP's cost of running the Head Start Program at Stebbins is an in-kind contribution. This includes supplies, building rental, heating fuel costs, telephone, insurance, vehicle costs, food costs, parent activities fund, etc.
	79,208		Kawerak's cost of running the Head Start Program at Stebbins is an in-kind contribution. This includes supplies, building rental, heating fuel costs, telephone, insurance, vehicle costs, food costs, parent activities fund, etc.
	592,208		Total Major In-Kind Contributions

Appendix B

Assessments

Children entering BSSD kindergarten are assessed with two instruments. The PPVT-4 measures their receptive vocabulary while the Early Screening Profile (ESP) is a battery to help identify students with possible delays. Following are the results at the four pilot sites for Fall 2008 entering kindergarten students.

Table 1. Results of September 2008 PPVT-4 Given to Incoming Kindergarten Students at 4 BSSD Villages Showing the Difference Between Their Chronological Age and Their Age Equivalent in Receptive Vocabulary

Site	3 or more years behind	2 to 3 years behind	1 to 2 years behind	0 to 1 year behind	Vocab is at or above age level
Gambell	0%	13%	75%	0%	13%
Shishmaref	7%	33%	47%	13%	0%
St. Michael	7%	33%	47%	13%	0%
Stebbins	17%	50%	25%	8%	0%

This data shows that only one site (Gambell) had any incoming students on age level for receptive vocabulary. All but Gambell had students who were 3 or more years behind in their receptive vocabulary. At 5 years old, this is a huge discrepancy and one that must be overcome to be successful in school.

The ESP measures the same domains as the DIAL-3 as well as others. One of the scores returned is the Screening Index (SI). An SI of 1 represents performance two standard deviations or more below the mean. In a normally distributed population, 2% would have an SI of 1. An SI of 2 represents performance of between one and 2 standard deviations below the mean. In a normally distributed population, 14% would have an SI of 2. Students with an SI of 1 or 2 are in the lowest scoring group and warrant further attention. The following table shows how the Fall 2008 entering kindergarten students scored on the ESP

Table 2. Performance by Screening Index (SI) on the Early Screening Profile by Incoming Kindergarten Students from Kawerak Head Start Sites in 4 BSSD Villages, Fall 2008.

	Verbal Concepts	Visual Discrimination	Logical Relations	Basic School Skills	Expressive Language	Receptive Language	Gross Motor	Fine Motor	Grand Total
GAMBELL									
1-2 SI	38%	13%	88%	13%	38%	13%	20%	13%	30%
3-4 SI	63%	88%	13%	88%	63%	88%	40%	88%	67%
5-6 SI	0%	0%	0%	0%	0%	0%	40%	0%	3%
SHISHMAREF									
1-2 SI	67%	60%	53%	47%	80%	27%	53%	67%	57%
3-4 SI	33%	40%	40%	53%	20%	67%	47%	33%	42%
5-6 SI	0%	0%	7%	0%	0%	7%	0%	0%	2%
ST. MICHAEL									
1-2 SI	53%	40%	47%	47%	73%	40%	27%	20%	43%
3-4 SI	47%	60%	53%	53%	27%	60%	67%	80%	56%
5-6 SI	0%	0%	0%	0%	0%	0%	7%	0%	1%
STEBBINS									
1-2 SI	79%	29%	63%	71%	83%	63%	9%	21%	53%
3-4 SI	21%	71%	38%	29%	17%	38%	82%	79%	46%
5-6 SI	0%	0%	0%	0%	0%	0%	9%	0%	1%

Scored SI of 1 or 2 (in a normal distribution this would be 16% of the population)

More than 50% of the children scored an SI of 1 or 2

This data shows that our children come to kindergarten at age 5 already extremely deficient in skills necessary to be successful. When starting out this far behind, many never do “catch up.”

Appendix C. Schedule of Operations *This must be included in your application*

SCHOOL(S) SERVED: Gambell, Shishmaref, St. Michael, Stebbins

Directions: Complete a typical Schedule of Operation form for each proposed site. If the schedule is the same for each site you may use one form to include all sites.

SCHOOL YEAR:

Community Served	Program Location	Hours of Operation	M	T	W	TH	F
Stebbins	HS building	9 am – 2 pm	4s	4s	4s	4s	4s
		9 am – 1 pm	3s	3s	3s	3s	
Gambell	HS building	9 am – 2 pm	4s	4s	4s	4s	4s
		9 am – 1 pm	3s	3s	3s	3s	
Shishmaref	HS building	9 am – 2 pm	4s	4s	4s	4s	4s
		9 am – 1 pm	3s	3s	3s	3s	
St. Michael	Old School	11:00 am – 4:00 pm	4s	4s	4s	4s	4s
		11:00 am – 3:00 pm	3s	3s	3s	3s	

Proposed Schedule of Typical Day:

Time Period	Activity	Description ¹² (Include use of ELG and MLE as part of a Balanced Program)
15 min	Greetings & Readings	As the children enter the classroom, their day begins with Greetings & Readings, a time for them to explore meaningful, theme-related activities individually and in small groups. The group comes together for a Daily Message during Gathering Circle. <i>Domain 2 Social and Emotional Development; Domain 4 Cognition and General Knowledge; Domain 5 Communication, Language, and Literacy</i>
10 min	Clues & Questions	This is a whole-group activity that introduces the thematic concepts for the day. The lesson stimulates the children's curiosity about an aspect of the theme and involves them in guessing, predicting, exploring, and/or problem solving. <i>Domain 2; Domain 3 Approaches to Learning; Domain 4; Domain 5</i>

¹ Success for All. "Curiosity Corner Teacher's Manual." 2007. pp. 17-48

² Department of Education and Early Development. "Early Learning Guidelines." 2007.

10 min	Rhyme Time	This brings the whole-group activities to a close with active, theme-related rhymes and songs that promote phonological awareness and that include specific phonemic awareness activities as the year and the children's skills evolve. <i>Domain 1 Physical Well-Being, Health, and Motor Development; Domain 2, Domain 3, Domain 4; Domain 5</i>
20 min	Snack	Snack meets the USDA guidelines. It promotes physical well-being while building interpersonal and self-help skills through peer and adult-child interaction. <i>Domains 1, 2, 4, 5</i>
60 min	Learning Labs	Learning Labs foster theme exploration through concrete, hands-on experiences in a variety of learning centers. Some of the labs are art lab, blocks lab, dramatic play lab, library/listening lab, manipulatives lab, sand/water lab, science lab, writing lab, small group lab. <i>Domains 1, 2, 3, 4, 5</i>
30 min	Gym/Outside Play	Gym/Outside Play promotes physical and social development through theme-related movement activities. Children have playground equipment at some sites for building large motor skills. All programs have access to the BSSD gym for indoor play when the weather does not allow outside play. <i>Domains 1, 2, 5</i>
30 min	Lunch	Lunch meets USDA guidelines and provides a time for children to learn manners and to converse with each other and adults. <i>Domains 1, 2, 4, 5</i>
30 min	Story Tree	Story Tree is the interactive, literature-focused component of Curiosity Corner. Although teachers find many opportunities to read with the children, Story Tree is built into the schedule each day. <i>Domains 4, 5</i>
20 min	Snack Time	Snack meets the USDA guidelines. Teachers sit with the children and talk with them about topics of interest. <i>Domains 1, 2, 4, 5</i>
30 min	Whole Group Activity	This builds on the theme of the week and allows children to interact with each other. The activities vary daily and incorporate free exploration as possible. <i>Domains 1, 2, 3, 4, 5</i>
30 min	Journal Writing	During journal writing children will develop journals that include their original drawings and stories about those drawings. Journal writing promotes letter awareness and fosters emergent writing in an active, creative manner. <i>Domains 1, 2, 3, 4, 5</i>
10 min	Question/Reflection	During Question/Reflection the children recall and summarize activities to reinforce the skills and concepts they have learned through the day and the week <i>Domains 2, 3, 4, 5</i>
5 min	Home Link	This activity connects what they are learning in class to their lives at home and in the community. Seeing the relevance of what they are learning at school to their lives outside of school helps reinforce the concepts for children. On Day 5 of each unit, the children take home copies of the Home Link Page to let their families know what they will be learning in the next unit. <i>Domains 2, 3, 4, 5</i>

Curiosity Corner incorporates a large majority of the Alaska Early Learning Guidelines and shares the philosophy of the 17 guiding principles.

The activities of Curiosity Corner are based on research and come from the following³:

- research on child development and early childhood education
- the best early childhood practices and programs, as identified in the research findings of the National Reading Panel and the National Research Council of the National Academy of Sciences
- **the National Association for the Education of Young Children (NAEYC) guidelines for Developmentally Appropriate Practice**
- state curriculum standards
- SFAF's experience in developing educational programs
- results of feedback from teachers, coaches, and trainers on earlier pilots
- personal experiences of the Curiosity Corner developers as early childhood educators in public and private settings.

³ Success for All Foundation. "Curiosity Corner Teacher's Manual." 2007. pp. 4-5.

Appendix D

Project Team Credentials and Job Descriptions

Following is a more detailed description of the project team.

Project Director: Based on her experience and understanding of the Success for All (SFA) program that is being implemented in the Head Start classrooms, the Coordinator of Educational Support and Professional Development will serve as the local project director. **Kimberly Johnson** served as a BSSD principal and district office administrator for 14 years. She has extensive knowledge of scientifically-based reading research and has experience with all of the Success for All programs, including KinderCorner and **Curiosity Corner**. As the project director of the district's Title I program, Mrs. Johnson has proven her skills in the areas of program management, budget, and supervision. Ms. Johnson's duties will include, but are not limited to, coordinating this project within the timeline and budget, scheduling training, collaborating with the Kawerak and RurAL CAP HS directors, and scheduling the BSSD Early Learning Specialist to the four villages. She will be responsible for submitting all project reports. Because this project integrates with her established position, Ms. Johnson will spend approximately 20% of her time on this project as an in-kind contribution from BSSD.

Kawerak Head Start Director: This is the second year that **Malinda Besett** has been the Head Start Director. Having been involved with Head Start since 2005, she has also been a Head Start teacher, the Head Start Family Advocate, and the Head Start Education/Disabilities Specialist, giving her a wide spectrum of HS experience. In addition to the normal execution of the Head Start program, as a partner in this project, Ms. Besett will help coordinate the training for the HS educators, visit the three sites, and meet with BSSD personnel during the school year. Her position as Head Start Director makes her a pivotal role in this project.

RurAL CAP Child Development Division Director: **Debi Baldwin** has many years of

experience with Head Start and is very knowledgeable about the federal and state requirements. She has been with RurAL CAP since 1998 in the positions of regional manager, program leader, and division director. She has been a Head Start/Early Head Start Federal Reviewer since 2000. She will be involved in the successful operation of the Stebbins Head Start program. With her vast knowledge of early childhood education, Ms. Baldwin will be an asset to this project.

Early Learning Specialist: In her BSSD role, **Julie Egli** oversees BSSD's kindergarten program. Ms. Egli will travel to Gambell, Stebbins, Shishmaref, and St. Michael to monitor the implementation of Curiosity Corner. She will give additional training as needed and model lessons so that the BSSD teacher and the HS educators implement Curiosity Corner for maximum effectiveness. She will work with Head Start educators during her site visits as an additional resource for kindergarten readiness. Ms. Egli has been with BSSD for 19 years in the roles of teacher and BSSD Early Learning Specialist. Her major in Early Childhood Education is a great asset to our district. She will be involved approximately 50% of her time.

Principals: At the local level, the principals are vital to the success of this project. At the four sites where this project adds a teacher to the Head Start program, the principals will supervise and evaluate that teacher. They will be in the classrooms on a regular basis, will facilitate collaboration between the kindergarten teacher and the ECE teacher when needed, will be the first level of resolution when a local issue needs intervention, will make suggestions for improvement, will be available to meet with the project team and/or people making site visits for this project, and will make the videoconferencing equipment available as needed.

ECE Teachers: Because this project does not supplant, we will be hiring ECE teachers. We will post the positions on the BSSD website as well as the Alaska Teacher Placement website. We will interview and do at least two reference checks before hiring. The teachers will

have an Alaska Type A certificate in elementary education with an endorsement in Early Childhood Education and will have passed a criminal background check. These teachers will work primarily with the 4-year-old Head Start children to prepare them with the skills needed to be successful in kindergarten. A full job description can be found on page 40.

Local Head Start Staff: The Head Start personnel already operating the four sites are especially important to this project. They bring a special knowledge and relationship with the children and an understanding of the culture that will be invaluable to the ECE teacher and to the success of this project. They understand the routine and structure of the Head Start program and will facilitate its operating from Day 1. They are at varying stages in their education and training but they are all committed to the children they teach.

Gambell

- Carmel Konahok has a CDA
- Valentina is working on a CDA
- Trudy is working on a CDA

SHH:

- Wilsa Kokeok CDA
- Fanny Kuzuguk CDA
- Karen has submitted her CDA
- Norman is working on a CDA

St. Michael

- Alma Snowball has an AAS degree in Early Childhood Education
- Flora Matthias has a CDA
- Bessie is working on a CDA
- Nora is working on a CDA

Stebbins

- Teacher Theresa Jack: High School Graduate, some college, has applied for CDA Direct Assessment
- Teacher Assistant Patricia Henry: High School Graduate, some college, has begun working on CDA modules
- Family Advocate Gail Pete: High School Graduate, Completed Family Empowerment Course successfully (7 college credits)

Kimberly D. Johnson

Bering Strait School District

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Coordinator of Educational Support and Professional Development

907-624-4226 • kjohnson@bssd.org

BREVIG MISSION • DIOMEDE • ELIM • GAMBELL • GOLOVIN • KOYUK • SAINT MICHAEL • SAVOONGA •
SHAKTOOLIK • SHISHMAREF • STEBBINS • TELLER • UNALAKLEET • WALES • WHITE MOUNTAIN

Highlights of Qualifications

- 4 years experience in rural Alaskan schools as a site administrator
- 10 years Alaskan administrative experience at the district office level
- Experience in writing, aligning, and revising curriculum
- Experience with overseeing implementation of curriculum in Head Start Programs
- Expertise with Apple Macintosh computer systems and compatible software

Education

- Superintendent Credential Program
- University of Alaska-Anchorage June 2004
- Master of Educational Leadership
- Portland State University-Oregon June, 1995
- B.S., Elementary Education
- Oregon State University June 1989

Employment/Work History

1999-Present Bering Strait School District – Coordinator

District Office; Unalakleet, Alaska

Write, implement and budget the No Child Left Behind Consolidated grant. Coordinate staff development for all personnel to successfully increase student achievement at their schools. Scope of projects include overseeing implementation of reading program K-12, maintaining implementation of school improvement plans, oversee implementation of various state and federal grants, supervise reading, writing and early learning specialists, and provide leadership training for all administrators in the district.

1997-1999 Bering Strait School District - Principal

Shishmaref School; Shishmaref, Alaska

Increased school attendance and standardized test scores, implemented a variety of educational programs, including Success for All, which had a very positive effect on the educational environment.

1995-1997 Bering Strait School District - Assistant Principal

Gambell School; Gambell, Alaska

Classroom Teaching:

Transition Math, 6, 7, 8th grade Math, Home Based Industry and On-Job-Training

Administrative Duties:

Student Council Advisor, Peer Helper Coordinator, Activities Director, student discipline, staff development, ran administrative student records database, scheduling

District Committee Appointments and Duties

Member of District Curriculum Steering Committee, Action Team Leader, District Strategic Planning Project, Member of District Core Team

Malinda Besett
PO Box 1508
Nome, AK 99762
907-443-2628 Home Phone
MJBesett@gmail.com

CAREER OBJECTIVE

Under the direction of the corporate mission statement, to work in a team environment to achieve the Head Start goals and objectives.

SUMMARY OF QUALIFICATIONS

- Grant Writing Experience
- Knowledgeable in Office 2007
- Trainings and Certificates: ChildPlus Computer Training; Child and Adult Food Care Program Trainings; Feuerstein Instrumental Enrichment; Certified Food Manager; CPR & First Aide

SUMMARY OF WORK EXPERIENCE

Kawerak, INC

Head Start Director

October 2008-Current

Maintain a \$2 million budget insuring that all line items stay out of a deficit and all classrooms are adequately supplied with learning materials, food and equipment. Manage the Program Design and Staff to provide quality comprehensive educational services for 230 children and families in 13 classrooms across the Bering Strait Region. Supervise 40+ employees; oversee the hiring and termination process. Prepare performance evaluations. Travel to 12 villages for site reviews. Write grants and prepare budgets. Prepare numerous reports for the Board of Directors and the state and federal granting agencies. Work with enrollment to insure eligibility. Develop and implement employee, parent and Policy Council trainings. Work collaboratively with Community Partners and contractors to enhance program services and professional development. Work directly with Policy Council and parents to ensure that

- We remain in compliance with all Federal Performance Standards,
- All policies and procedures are adhered to,
- The social, cognitive and health needs of the children are met,
- The parents are the first teachers of their children.

Head Start Education/Disabilities Specialist

August 2006 – September 2008

Work with Teaching Staff to insure that curriculum is being followed throughout the program. Insure that children are getting an individualized curriculum to achieve child outcomes and goals. Prepare training plans for all Teaching Staff. Travel to 12 villages for site reviews.

Head Start Family Advocate

May 2006 – August 2006

Work with families throughout the Bering Strait Region to ensure that goals are being met. Develop parent trainings. Conduct Home Visits when necessary. Travel to 12 villages for site reviews.

Head Start Teacher

August 2005 – May 2006

Prepare lesson plans and classrooms for 3 and 4 year old children in a preschool setting. Manage and run the classroom working with a teacher aide. Conduct home visits and parent teacher conferences.

Child Care School Age Provider

May 2005 – August 2005

Plan activities for children ages 5-12 in a child care setting.

VanBerkum & Associates**March 2001-September 2004**

Invoicing, Filing, answering phones, Door to Door Sales Call in Alaska, Washington and Oregon.

Quality Food Services**June 1997-February 2005**

Customer Service, Front End Coordinator , Manager of Health & Beauty Aides

EDUCATIONKent-Meridian High School
Kent, WA

Diploma

1999

University of Washington, Tacoma

Bachelor of Arts Degree
Interdisciplinary Arts and Sciences
Concentration in Self & Society

2003

University of Alaska, Fairbanks

Early Childhood Education

2005 to present

COMMUNITY INVOLVEMENTAlaska Head Start Association -- Executive Committee: Secretary,
Nome Booster Club Member, Nome, AK
Nome Arts Council Board Member, Nome, AKVolunteer
Volunteer
Volunteer**REFERENCES**

Available upon request

JULIE EGLI

P.O. Box 267 Unalakleet, Alaska 99684 (907) 624-3913

OBJECTIVE

A desire to use 18 years of experience in Early Childhood education to help design and facilitate a program that meets the needs of the students of the Bering Strait School District using the district instructional model and Success for All.

EDUCATION

Morningside College, Sioux City, Iowa — Bachelors of Science, 1989

Major: Early Childhood/Elementary Education

CERTIFIED TO TEACH

Highly Qualified

Alaska Certified K-6 Elementary-Early Childhood

PROFESSIONAL WORK EXPERIENCE

Unalakleet, Alaska-Bering Strait School District Office August 2006 to Present

Teacher Trainer-Instructs and supports in the implementation of the Success for All reading program Curiosity Corner in Head Start.

Testing and data analysis for preschool. Mentoring and supporting elementary teachers K-6.

Unalakleet, Alaska-Bering Strait School District August 1997 to 2006

Teacher- Instructed lower elementary students in all subject areas. Implemented Quality Schools Model instruction in a standards based system and was responsible for supervising one classroom assistant.

Diomede, Alaska-Bering Strait School District 1996-1997

Teacher-Instructed Early Childhood Program using the Bering Strait School District ECE curriculum in conjunction with Kawerak HeadStart and was responsible for supervising one classroom assistant.

St. Michael, Alaska-Bering Strait School District 1993-1996

Teacher-Instructed Early Childhood Program using the Bering Strait School District ECE curriculum in conjunction with Kawerak HeadStart and was responsible for supervising three classroom assistants.

Savoonga, Alaska-Bering Strait School District 1990-1992

Teacher-Instructed in a bilingual kindergarten program using the Bering Strait School District ECE curriculum and was responsible for supervising one classroom assistant.

RELATED WORK EXPERIENCE

- Certified Second Step: Violence Prevention Program Trainer PK-5 2007
- Trained staff to implement Curiosity Corner 2006-present
- Attended National Family Literacy Conference 2007 and 2009
- Attended Success for All Experienced Site Conference 2007-2009
- Success For All Reading Roots Program training and implementation 2001-2006
- Langford training Fall 2005 and Fall 2006
- Bering Strait School District mentor program 2003-2004
- Bering Strait School District Curriculum and Instruction 2002-2004
- Supervised student teachers 2000-2005
- Content area standing committees 2003-2008
- Early childhood curriculum committee Spring 2002
- Exemplary Center of Reading Instruction in Salt Lake City, Utah Summer 2000
- Bering Strait School District Strategic Planning Committee Spring 2000
- Bering Strait School District CORE Team 1995-1997

REFERENCES

Jim Hickerson
Superintendent
Bering Strait School District
P.O. Box 225
Unalakleet Alaska, 99684
(907) 624-4261

Kimberly Johnson
Coordinator of Educational Support
Bering Strait School District
P.O. Box 225
Unalakleet Alaska, 99684
(907) 624-4226

Virginia Degnan, Ed.D.
Director of Program Support
Bering Strait School District
P.O. Box 225
Unalakleet Alaska, 99684
(907) 624-4233

DEBRA L. BALDWIN
18710 Katelyn Circle
Eagle River, Alaska 99577
(907) 694-9157 e-mail: dbaldwin@ruralcap.com

POSITION **Child Development Division Director**

EDUCATION **University of Santa Clara: Santa Clara, California**
B.S. Political Science
Alaska Pacific University: Anchorage, Alaska
Masters of Teaching Program: 9 credits
International Christian University: Tokyo, Japan
Graduate School of Public Administration
Research Scholar: 21 credits
Osaka University of Foreign Studies: Osaka, Japan
Monbusho Scholars Program, Certificate of Completion
University of Alaska-Anchorage: Anchorage, Alaska
Graduate School of Public Administration: 18 credits
Sonoma State University, University of Idaho, Texas Tech
Continuing Education Credits in child development

CERTIFICATION **West Ed. Program for Infant and Toddler Caregivers**
Pacific Oaks University: California, Spring 2001

Parents As Teachers 0-3 Curriculum
St. Louis, Missouri: Fall 2000

Parents As Teachers Supervisors Certification
St. Louis, Missouri: Fall 2000

**WORK
EXPERIENCE**

Division Director, Rural Alaska Community Action Program,
Feb 2005 to current
Duties: Provide comprehensive management of the Child Development Division and its programs Head Start, Early Head Start, Parents as Teachers and the Child Development Center; ensures provision of quality programs and services to children and families; provides leadership, vision and motivation to division staff; develops and manages grants, contracts and funding; contributes to RurAL CAP strategic planning and agency management.

Program Leader, Rural Alaska Community Action Program,
November 2001 to Feb 2005
Duties: Provide management oversight of Head Start and Early Head Start home-based and center-based programs in three

regions serving children prenatal to five years of age. Manage program operations, budget and personnel for assigned regions ensuring compliance with Federal and State regulations. Provide leadership and policy development for child development, disabilities and behavioral health service components. Supervise three teams of content experts to ensure support and training for teaching staff, parents and Policy Council. Participate in agency management activities such as planning, implementation and evaluation. Serve as early childhood advocate on local, regional and State issues.

Regional Manager, Rural Alaska Community Action Program,
1998 to October 2001

Duties: Provide oversight of Head Start and Early Head Start services in five rural communities to ensure compliance with Federal and State regulations. Supervise Teacher/Directors and Local Program Supervisors to ensure that comprehensive services are being delivered to children and families. Monitor budget expenditures and serve as liaison to Regional Parent Committees and local community partnerships.

Adjunct Faculty, University of Alaska-Anchorage,
Spring 2001 to Spring 2003

Department of Human Development, Project Success Instructor,
Inclusion Strategies for Children birth to 8 years.

Director, West Tokyo Preschool
1987 to 1998

Duties: Manage all aspects of international non-profit Preschool program serving children ages 2 to 5. Provide leadership and supervision of international teaching staff. Seek out funding sources and oversee fundraising and scholarship program in conjunction with Board of Directors. Serve as representative for international early childhood community on local education committees.

Owner/Director, Debi-san no Eikaiwa
1989 to 1998

Duties: Oversee and develop educational support services for Japanese and international teachers and tutors providing English as a second language instruction to children and adults. Oversee translation services available to international business community. Develop bi-lingual curriculum, study abroad program and university placement service.

Summer School Teacher, American School in Japan

1985 to 1998

Duties: Summer School Teacher for Pre-K, kindergarten and first grade.

International Assistant, Nippon Seikyu

1985 to 1987

Duties: Assist Director and management staff with international trade and business affairs involving oil shipments and sales.

**RELATED
EXPERIENCE**

**Federal Grant Reviewer, Dept. of Health & Human Services,
ACYF programs, Washington D.C.**

2000 to Present

Duties: Review and score competitive grant applications.

**Head Start/Early Head Start Federal Reviewer, Danya
International, Inc.**

2000 to Present

Duties: Serve as consultant to review Head Start and Early Head Start programs in the area of child development and disabilities to ensure adherence to Federal and State regulations.

HONORS

Monbusho Scholarship, two-year graduate research fellowship awarded by the Japanese Government.

William Randolph Hearst Foundation Award, national college scholarship award recognizing outstanding leadership of one High School Senior from each State.

Washington Workshops I & II, scholarship awarded for summer internship with Alaska's U.S. Senator in Washington D.C.

COMMUNITY

Infant Mental Health Advisory Board Member, Yukon-Kuskokwim Health Corporation, SECEL grant, Bethel.

University of Alaska Anchorage Summer Reggio Institute, Planning Committee, Summer 2003 and Summer 2004

Mentor Program, University of Alaska-Anchorage, provide academic and social support to undergraduate Japanese students.

Boys & Girls Club of Alaska, former coach and current team parent for youth sports program.

Chugiak Youth Sports Association, parent volunteer, basketball program.

Alpenglow Elementary School, PTA member

National Association for the Ed. of Young Children, member

Alaska Head Start Association, member

JOB DESCRIPTION

TITLE: *Early Childhood Teacher*

QUALIFICATIONS:

1. Bachelors Degree in Elementary or Early Childhood Education.
2. Current Type "A" Alaska teaching certificate with endorsement in Early Childhood Education.
3. Experience with 3-5 year olds.
4. Commitment to a developmentally appropriate curriculum.
5. Ability to be creative.
6. Ability to train, supervise and effectively use paraprofessional staff.
7. Patience and commitment to development of a new program.
8. Capable of being a positive team member.
9. Familiarity with bilingual, bicultural students.
10. Knowledge of and experience in rural Alaska preferred.
11. Knowledge of developmental stages, learning appropriate to 3-5 year olds.

ESSENTIAL FUNCTIONS:

1. Assists paraprofessionals in the ECE program.
2. Demonstrates student achievement and is responsible for student learning.
3. Works a full day in accordance with state/ federal and negotiated policies.
4. Develops detailed lesson plans.
5. Keeps accurate, current records of student achievement, attendance and program evaluation.
6. Meets health and safety standards in accordance with state laws.
7. Is responsible for handling discipline problems.
8. Develops and locates materials needed for teaching lessons.
9. Administers and scores tests for the purpose of evaluation of the educational program and pupil progress.
10. Refers students for physical, mental, social, and educational services not provided in a regular, self-contained classroom.
11. Is responsible for the development of yearly goals for students and program.
12. Other duties and responsibilities as assigned.

REPORTS TO: Site Administrator/Principal

SALARY: Placement on teachers salary schedule

LENGTH OF EMPLOYMENT: 195 days

LOCATION: Bering Strait School District

Send initial letter of application with resume to:
Ted VanBronkhorst, Human Resources Director
Bering Strait School District
P.O. Box 225
Unalakleet, Alaska 99684

NOTE: Bering Strait School District is an equal opportunity employer. The District Title IX, 504, and ADA contact person is Ted VanBronkhorst at the above address.

Gay Jacobson

PO Box 341

Unalakleet, AK 99684

907-624-4301 (W)

907-624-3341 (H)

Education:

Masters in Administration and Supervision – University of Phoenix, 2006

BA: Elementary Education – University of Northern Colorado, Greeley CO, 1990

AA: Elementary Education – Morgan Community College, Fort Morgan CO 1988

Bering Strait School District Experience:**School Improvement Coordinator – 6/08 – Present**

- Travel every month to six level 5 schools in the district to work with principals and teachers to improve student achievement.
- Keep track of student data (level movements) and teacher data (how much attention are they paying to each student) through the District DART system, and provide principals with this information weekly.
- Head the “steering committee” for four of the six sites, to address and brainstorm possible solutions for attendance, parent involvement, student leadership, and attendance in after school programs.
- Work with principals, teachers, and community organizations to improve school attendance and thereby, student achievement.

Director of CCLC Grant – Present

- Support principals in 5 level 5 schools by teaching them how to support the 21st Century After School Tutoring program.
- Train and follow-up working with Site Coordinators for the 21st Century program
- Talk with the Coordinators weekly to offer support and/or assistance.
- Make site visits to each school and meet with all tutors.
- Order all snacks for all sites, order supplies and other materials needed for tutoring and/or Cultural sessions.
- Make sure that all reports are sent in monthly and newsletters are created and posted on iCommunity.
- Collect and send to payroll all Site Coordinator, tutor, and cultural/rec time sheets.
- Keep an ongoing log of things happening in each school to share with other schools.

Other Educational Experience:

Principal; Martin L. Olson School, Golovin AK – 6/06-6/08

Alaska State Wide Mentor – 5/04 – 6/06

Teacher; Turkingailnguq School, Stebbins AK – 8/03 – 5/04

Teacher; Elise L. Wolf Elementary, Las Vegas NV – 6/01 – 8/03

Coordinator of School Mentoring Program; Elise L. Wolf Elementary, Las Vegas NV – '02-03

Teacher; Sissangi School, Buckland AK – 5/1998 – 6/01

Presentations:

CCLC 21st Century Tutoring – Bering Strait School District, Unalakleet, AK - August, 2008
6 Traits Writing – North West Arctic Borough School District - August, 2006
Mentoring in Alaska – San Jose, CA - March, 2006
Teaching Teachers to Mentor Teachers – Clark Co School District, Las Vegas - August, 2002
Teaching Teachers to Mentor Teachers – Clark Co School District, Las Vegas - January, 2003

Conferences/Training:

SFA National Leadership Conference, Baltimore, MD - July, 2008
SFA National Reading Conference, San Antonio, TX - February, 2008
Alaska State Principal's Conference, Anchorage, AK - October, 2007
Alaska State Principal's Conference, Anchorage, AK - October, 2006
Alaska State Wide Mentor Training – 4 times per year, Fairbanks, AK – 2004 & 2005/06
Mentoring Conference, San Jose, CA - March, 2006
Mentoring Conference, San Jose, CA - March, 2005
NorthWest Regional laboratory Writing Symposium, Canon Beach, OR - February, 2002

Prior to moving to Alaska I was a Title 1 teacher, Special Ed teacher K-12, and taught K-3 in Colorado. Before and while earning my degree in education, I was a parapro for Kindergarten for 4 years. I owned and ran a pre-school in Denver for 3 years prior to becoming a parapro. From the summer of 1989 – the summer of 1999 I taught Migrant School every summer to children whose parents worked in fields around Fort Morgan CO.

MEMORANDUM OF AGREEMENT
for the
ALASKA PILOT PRE-KINDERGARTEN PROJECT
2009-2011 School Years

THIS AGREEMENT is entered into by and between Bering Strait School District Administration (BSSD) and the principal at Gambell Schools.

PURPOSE: The purpose of this agreement is to set forth the mutual understandings and obligations of the parties in regard to the joint operation of an Alaska Pilot Pre-Kindergarten Project (AP3) in collaboration with Kawerak Head Start.

SCOPE OF PROGRAM SERVICES: BSSD is applying for a 2-year grant award to provide a certified teacher for the Kawerak Head Start program at Gambell, Alaska.

GENERAL STRUCTURE OF PROGRAM: This project will build upon and enhance the current Kawerak Head Start program at Gambell by providing a certified teacher for the program. This project will expand an existing partnership to better prepare three- and four-year-old children with skills necessary to be successful in kindergarten. This MOA will outline the responsibilities of BSSD and the principal at Gambell Schools in regard to the project.

IT IS MUTUALLY AGREED THAT:

BERING STRAIT SCHOOL DISTRICT will:

1. Develop and submit the proposal for an afterschool project in a timely manner.
2. Assign the duties of project director to an administrator in the district office.
3. Be the agency through which all funds for this project flow.
4. Be the primary contact with the Department of Education and Early Development for this project.
5. Give guidance to Gambell Schools in implementing this joint project with Kawerak Head Start.
6. Hire a certified Early Childhood Education (ECE) teacher for the Gambell Head Start classroom.
7. Ensure that the ECE teacher receives training in Curiosity Corner.
8. Process all payroll for the ECE teacher involved in the project.
9. Be responsible for gathering information for reports, compiling the information, and submitting the reports to DEED as required.
10. Be responsible for working with the evaluator of the project.

THE PRINCIPAL AT GAMBELL SCHOOLS will:

11. Be committed to making this a successful project that increases student knowledge and achievement levels.
12. Supervise and evaluate the ECE teacher.
13. Be the first contact for the ECE teacher when questions or problems arise requiring help.

MOA between BSSD and Gambell Schools
AP3 School Years 2009-2011

1/2

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Appendix E

14. Provide collaboration between the ECE teacher and the kindergarten teacher as needed.
15. Ensure that the videoconferencing equipment is available for training and other meetings necessary for the success of this project.
16. Help address situations that adversely affect the success of this project.
17. Communicate with the project manager on a regular basis.
18. Allow the ECE teacher to use school equipment such as a computer, printer, fax machine, etc. on the same basis as other BSSD teachers.
19. Provide requested information in order for the project manager to complete reports.
20. Welcome and house any person traveling to the site in regard to this project.

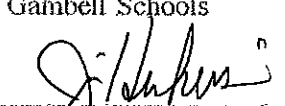
IT IS MUTUALLY UNDERSTOOD:

21. There will be communication and exchange of information between BSSD and the principal of Gambell Schools concerning the AP3 project.
22. All parties involved will strive to make this project a success. Problems and concerns will be addressed as early as possible and solutions that benefit the students will be sought.
23. This Memorandum of Agreement may be amended by mutual consent. The parties will review it no later than the end of the BSSD school year.

TERM: This MOA shall be in effect for the 2009-2011 school years.


Steve Petz, Principal
Gambell Schools

Date 5/12/09


Jim Hickerson, Superintendent
Bering Strait School District

Date 5/19/09

MEMORANDUM OF AGREEMENT
for the
ALASKA PILOT PRE-KINDERGARTEN PROJECT
2009-2011 School Years

THIS AGREEMENT is entered into by and between Bering Strait School District Administration (BSSD) and the principal at Shishmaref School.

PURPOSE: The purpose of this agreement is to set forth the mutual understandings and obligations of the parties in regard to the joint operation of an Alaska Pilot Pre-Kindergarten Project (AP3) in collaboration with Kawerak Head Start.

SCOPE OF PROGRAM SERVICES: BSSD is applying for a 2-year grant award to provide a certified teacher for the Kawerak Head Start program at Shishmaref, Alaska.

GENERAL STRUCTURE OF PROGRAM: This project will build upon and enhance the current Kawerak Head Start program at Shishmaref by providing a certified teacher for the program. This project will expand an existing partnership to better prepare three- and four-year-old children with skills necessary to be successful in kindergarten. This MOA will outline the responsibilities of BSSD and the principal at Shishmaref School in regard to the project.

IT IS MUTUALLY AGREED THAT:

BERING STRAIT SCHOOL DISTRICT will:

1. Develop and submit the proposal for an afterschool project in a timely manner.
2. Assign the duties of project director to an administrator in the district office.
3. Be the agency through which all funds for this project flow.
4. Be the primary contact with the Department of Education and Early Development for this project.
5. Give guidance to Shishmaref School in implementing this joint project with Kawerak Head Start.
6. Hire a certified Early Childhood Education (ECE) teacher for the Shishmaref Head Start classroom.
7. Ensure that the ECE teacher receives training in Curiosity Corner.
8. Process all payroll for the ECE teacher involved in the project.
9. Be responsible for gathering information for reports, compiling the information, and submitting the reports as required.
10. Be responsible for working with the evaluator of the project.

THE PRINCIPAL AT SHISHMAREF SCHOOL will:

11. Be committed to making this a successful project that increases student knowledge and achievement levels.
12. Supervise and evaluate the ECE teacher.
13. Be the first contact for the ECE teacher when questions or problems arise requiring help.

14. Provide collaboration between the ECE teacher and the kindergarten teacher as needed.
15. Ensure that the videoconferencing equipment is available for training and other meetings necessary for the success of this project.
16. Help address situations that adversely affect the success of this project.
17. Communicate with the project manager on a regular basis.
18. Allow the ECE teacher to use school equipment such as a computer, printer, fax machine, etc. on the same basis as other BSSD teachers.
19. Provide requested information in order for the project manager to complete reports.
20. Welcome and house any person traveling to the site in regard to this project.

IT IS MUTUALLY UNDERSTOOD:

21. There will be communication and exchange of information between BSSD and the principal of Shishmaref School concerning the AP3 project.
22. All parties involved will strive to make this project a success. Problems and concerns will be addressed as early as possible and solutions that benefit the students will be sought.
23. This Memorandum of Agreement may be amended by mutual consent. The parties will review it no later than one month prior to the end of the BSSD school year.

TERM: This MOA shall be in effect for the 2009-2011 school years.

Joe BRAACH
Joe Braach, Principal
Shishmaref School

5-13-09
Date

Jim Hickerson
Jim Hickerson, Superintendent
Bering Strait School District

5/19/09
Date

MEMORANDUM OF AGREEMENT
for the
ALASKA PILOT PRE-KINDERGARTEN PROJECT
2009-2011 School Years

THIS AGREEMENT is entered into by and between Bering Strait School District Administration (BSSD) and the principal at Anthony A. Andrews School.

PURPOSE: The purpose of this agreement is to set forth the mutual understandings and obligations of the parties in regard to the joint operation of an Alaska Pilot Pre-Kindergarten Project (AP3) in collaboration with Kawerak Head Start.

SCOPE OF PROGRAM SERVICES: BSSD is applying for a 2-year grant award to provide a certified teacher for the Kawerak Head Start program at St. Michael, Alaska.

GENERAL STRUCTURE OF PROGRAM: This project will build upon and enhance the current Kawerak Head Start program at St. Michael by providing a certified teacher for the program. This project will expand an existing partnership to better prepare three- and four-year-old children with skills necessary to be successful in kindergarten. This MOA will outline the responsibilities of BSSD and the principal at Anthony A. Andrews School in regard to the project.

IT IS MUTUALLY AGREED THAT:

BERING STRAIT SCHOOL DISTRICT will:

1. Develop and submit the proposal for an afterschool project in a timely manner.
2. Assign the duties of project director to an administrator in the district office.
3. Be the agency through which all funds for this project flow.
4. Be the primary contact with the Department of Education and Early Development for this project.
5. Give guidance to Anthony A. Andrews School in implementing this joint project with Kawerak Head Start.
6. Hire a certified Early Childhood Education (ECE) teacher for the St. Michael Head Start classroom.
7. Ensure that the ECE teacher receives training in Curiosity Corner.
8. Process all payroll for the ECE teacher involved in the project.
9. Be responsible for gathering information for reports, compiling the information, and submitting the reports as required.
10. Be responsible for working with the evaluator of the project.

THE PRINCIPAL AT ANTHONY A. ANDREWS SCHOOL will:


11. Be committed to making this a successful project that increases student knowledge and achievement levels.
12. Supervise and evaluate the ECE teacher.
13. Be the first contact for the ECE teacher when questions or problems arise requiring help.

14. Provide collaboration between the ECE teacher and the kindergarten teacher as needed.
15. Ensure that the videoconferencing equipment is available for training and other meetings necessary for the success of this project.
16. Help address situations that adversely affect the success of this project.
17. Communicate with the project manager on a regular basis.
18. Allow the ECE teacher to use school equipment such as a computer, printer, fax machine, etc. on the same basis as other BSSD teachers.
19. Provide requested information in order for the project manager to complete reports.
20. Welcome and house any person traveling to the site in regard to this project.

IT IS MUTUALLY UNDERSTOOD:


21. There will be communication and exchange of information between BSSD and the principal of Anthony A. Andrews School concerning the AP3 project.
22. All parties involved will strive to make this project a success. Problems and concerns will be addressed as early as possible and solutions that benefit the students will be sought.
23. This Memorandum of Agreement may be amended by mutual consent. The parties will review it no later than one month prior to the end of the BSSD school year.

TERM: This MOA shall be in effect for the 2009-2011 school years.



Dan Eide, Principal
Anthony A. Andrews School

5-13-09
Date



Jim Hickerson, Superintendent
Bering Strait School District

5/19/09
Date

MEMORANDUM OF AGREEMENT
for the
ALASKA PILOT PRE-KINDERGARTEN PROJECT
2009-2011 School Years

THIS AGREEMENT is entered into by and between Bering Strait School District Administration (BSSD) and the principal at Tukurngailnguq School in Stebbins, Alaska.

PURPOSE: The purpose of this agreement is to set forth the mutual understandings and obligations of the parties in regard to the joint operation of an Alaska Pilot Pre-Kindergarten Project (AP3) in collaboration with Kawerak Head Start.

SCOPE OF PROGRAM SERVICES: BSSD is applying for a 2-year grant award to provide a certified teacher for the Kawerak Head Start program at Stebbins, Alaska.

GENERAL STRUCTURE OF PROGRAM: This project will build upon and enhance the current Kawerak Head Start program at Stebbins by providing a certified teacher for the program. This project will expand an existing partnership to better prepare three- and four-year-old children with skills necessary to be successful in kindergarten. This MOA will outline the responsibilities of BSSD and the principal at Tukurngailnguq School in regard to the project.

IT IS MUTUALLY AGREED THAT:

BERING STRAIT SCHOOL DISTRICT will:

1. Develop and submit the proposal for an afterschool project in a timely manner.
2. Assign the duties of project director to an administrator in the district office.
3. Be the agency through which all funds for this project flow.
4. Be the primary contact with the Department of Education and Early Development for this project.
5. Give guidance to Tukurngailnguq School in implementing this joint project with Kawerak Head Start.
6. Hire a certified Early Childhood Education (ECE) teacher for the Stebbins Head Start classroom.
7. Ensure that the ECE teacher receives training in Curiosity Corner.
8. Process all payroll for the ECE teacher involved in the project.
9. Be responsible for gathering information for reports, compiling the information, and submitting the reports as required.
10. Be responsible for working with the evaluator of the project.

THE PRINCIPAL AT TUKURNGAILNGUQ SCHOOL will:


11. Be committed to making this a successful project that increases student knowledge and achievement levels.
12. Supervise and evaluate the ECE teacher.
13. Be the first contact for the ECE teacher when questions or problems arise requiring help.

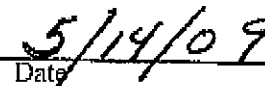
14. Provide collaboration between the ECE teacher and the kindergarten teacher as needed.
15. Ensure that the videoconferencing equipment is available for training and other meetings necessary for the success of this project.
16. Help address situations that adversely affect the success of this project.
17. Communicate with the project manager on a regular basis.
18. Allow the ECE teacher to use school equipment such as a computer, printer, fax machine, etc. on the same basis as other BSSD teachers.
19. Provide requested information in order for the project manager to complete reports.
20. Welcome and house any person traveling to the site in regard to this project.


IT IS MUTUALLY UNDERSTOOD:

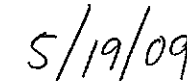
21. There will be communication and exchange of information between BSSD and the principal of Tukunngailnguq School concerning the AP3 project.
22. All parties involved will strive to make this project a success. Problems and concerns will be addressed as early as possible and solutions that benefit the students will be sought.
23. This Memorandum of Agreement may be amended by mutual consent. The parties will review it no later than one month prior to the end of the BSSD school year.

TERM: This MOA shall be in effect for the 2009-2011 school years.


Terry Peppers, Principal
Tukunngailnguq School


Date


Jim Hickerson, Superintendent
Bering Strait School District


Date

MEMORANDUM OF AGREEMENT
for the
ALASKA PILOT PRE-KINDERGARTEN PROJECT
2009-2011 School Years

THIS AGREEMENT is entered by and between Kawerak, Inc. ("Kawerak") and Bering Strait School District ("BSSD").

PURPOSE: The purpose of this agreement is to set forth the mutual understandings and obligations of the parties in regard to the joint operation of an Alaska Pilot Pre-Kindergarten Project in Gambell, Shishmaref, and St. Michael, Alaska.

SCOPE OF PROGRAM SERVICES: Kawerak Head Start will provide comprehensive, developmentally appropriate services to meet the unique needs of three- and four-year-old children and their families in the communities within BSSD. BSSD will provide a certified teacher for the program.

IT IS MUTUALLY AGREED THAT:

Bering Strait School District will:

1. Be the project director for this project.
2. Be the agency through which all funds for this project flow.
3. Provide a certified Early Childhood Education (ECE) teacher in the Head Start program in Gambell, Shishmaref, and St. Michael, Alaska. These teachers will be the instructional leaders and will assist the Head Start teachers in delivering a program meeting Head Start guidelines and preparing students to enter kindergarten. The ECE teacher will be responsible for all paperwork associated with his/her position as an employee of BSSD.
4. Ensure that the ECE teacher has passed a criminal background check.
5. Be the primary contact with the Success for All Foundation.
6. Arrange for training for teachers in the Curiosity Corner program with SFAF and provide support to ensure success.
7. Provide training in the administration of the Early Screening Profile and the Peabody Picture Vocabulary Test and other assessments as required by DEED..
8. Complete all narrative and budget reports associated with the project.
9. Be the contact for the Department of Education and Early Development's external evaluator for the formal evaluation of this project.
10. Provide an Early Learning Specialist to help monitor the progress of the program at each site.
11. Provide nutritionally sound meals in Shishmaref and St. Michael for preschool students.

Kawerak, Inc. will:

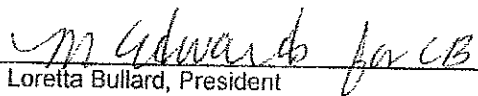
MOA between Kawerak and BSSD
1/3
AP3 School Years 2009-2011

12. Provide Head Start teachers in Gambell, Shishmaref, and St. Michael at the same previous level to work with the BSSD certified teachers to deliver the Head Start program. The Head Start teachers will be responsible for the Head Start paperwork.
13. Provide transportation, lodging, and meals for Head Start teachers to attend training.
14. Ensure that Head start teachers will use the Curiosity Corner curriculum.
15. Work with SFAF trainers when the trainers are in the villages to look at the progress that has been made and to determine and carry out the next steps in implementation.
16. Schedule vision, hearing, health, developmental, and social/emotional screenings.
17. Provide nutritionally sound meals in Gambell for preschool.
18. Make contact with eligible children and their families.
19. Determine eligibility and manage student enrollment.

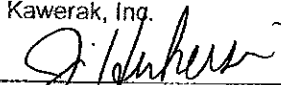
IT IS MUTUALLY UNDERSTOOD:

20. BSSD and Kawerak will jointly assess the students with the Early Screening Profile, Peabody Picture Vocabulary Test and any other assessments required by DEED for this project. The pretest will be administered in September and the posttest in April.
21. BSSD and Kawerak will maintain a 1:10 staff:child ratio for this project.
22. BSSD and Kawerak Head Start will work cooperatively to find training dates that allow both entities to accomplish their program goals.
23. BSSD and Kawerak Head Start will work to incorporate the local culture into the Curiosity Corner program as much as feasible.
24. BSSD and Kawerak Head Start will share data generated through the standardized assessments and the SFAF implementation visits.
25. This MOA may be amended or renewed by mutual consent. The parties will review it by June 30th of each project year.

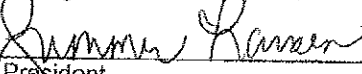
TERM: This MOA shall be in effect for the 2009-2011 school years.


Loretta Bullard, President
Kawerak, Inc.

5/18/09
Date


Jim Mickerson, Superintendent
Barling Strait School District

5/19/09
Date


President
Kawerak Head Start Policy Council

5/15/09
Date

MOA between Kawerak and BSSD
2/3
AP3 School Years 2009-2011

MEMORANDUM OF AGREEMENT
for the
ALASKA PILOT PRE-KINDERGARTEN PROJECT
2009-2011 School Years

THIS AGREEMENT is entered by and between Rural Alaska Community Action Program (RurAL CAP) and Bering Strait School District (BSSD).

PURPOSE: The purpose of this agreement is to set forth the mutual understandings and obligations of the parties in regard to the joint operation of an Alaska Pilot Pre-Kindergarten Project (AP3) in Stebbins, Alaska.

SCOPE OF PROGRAM SERVICES: RurAL CAP Head Start will provide comprehensive, developmentally appropriate services to meet the unique needs of three- and four-year-old children and their families in the communities within BSSD. BSSD will provide a certified teacher for the program.

IT IS MUTUALLY AGREED THAT:

Bering Strait School District will:

1. Be the project director for this project.
2. Be the agency through which all funds for this project flow.
3. Provide a certified Early Childhood Education (ECE) teacher in the Head Start program in Stebbins Alaska. This teacher will be the instructional leader and will assist the Head Start teachers in delivering a program that meets the Head Start Performance Standards and the Improving Head Start for School Readiness Act of 2007. The ECE teacher will be responsible for all paperwork associated with his/her position as an employee of BSSD.
4. Be the primary contact with the Success for All Foundation.
5. Arrange for training for teachers in the Curiosity Corner program with SFAF and provide support to ensure success.
6. Provide training in the administration of the Early Screening Profile and the Peabody Picture Vocabulary Test and other assessments as required by Department of Education and Early Development' (DEED) for this project.
7. Complete all narrative and budget reports associated with the project.
8. Be the contact for the DEED's external evaluator for the formal evaluation of this project.
9. Provide an Early Learning Specialist to help monitor the progress of the program at Stebbins.
10. Assist in the scheduling of a Head Start orientation for the certified teacher.
11. Support participation by the certified teachers in the monthly Head Start Parent Committee meetings.


RurAL CAP will:

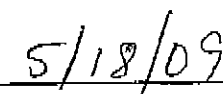
12. Provide a Head Start orientation for the certified teacher.
13. Provide Head Start teachers in Stebbins at the current staffing level to work with the BSSD certified teacher to deliver the Head Start program. The Head Start teachers will be responsible for the Head Start paperwork.
14. Provide transportation, lodging, and meals for Head Start teachers to attend pre-approved trainings.
15. Ensure that Head start teachers will use the Curiosity Corner curriculum.
16. Work with SFAF trainers when the trainers are in the villages to look at the progress that has been made and to determine and carry out the next steps in implementation.
17. Schedule vision, hearing, health, developmental, and social/emotional screenings.
18. Provide nutritionally sound meals in Stebbins.
19. Make contact with eligible children and their families.
20. Determine eligibility and manage student enrollment.

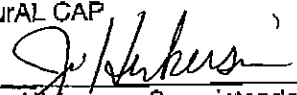
IT IS MUTUALLY UNDERSTOOD:

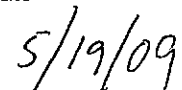
21. BSSD and RurAL CAP will jointly assess the students with the Early Screening Profile, Peabody Picture Vocabulary Test and any other assessments required by DEED for this project. The pretest will be administered in September and the post test in April.
22. BSSD and RurAL CAP Head Start will work cooperatively to find training dates that allow both entities to accomplish their program goals.
23. BSSD and RurAL CAP Head Start will work to incorporate the local culture into the Curiosity Corner program as much as feasible.
24. BSSD and RurAL CAP Head Start will share data generated through the standardized assessments and the SFAF implementation visits.
25. This MOA may be amended or renewed by mutual consent. The parties will review it by June 30th of each project year.

TERM: This MOA shall be in effect for the 2009-2011 school years.


Debi Baldwin, Child Development Division Director
RurAL CAP


Date 5/18/09


Jim Hickerson, Superintendent
Beving Strait School District


Date 5/19/09

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.

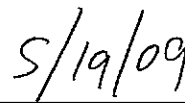
Jim Hickerson, Superintendent

Typed Name and Title of Authorized Representative



Signature of Authorized Representative

Fix numbers and formattin



Date

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 Gambell (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

Name and Title

Name and Title

Name and Title

Name and Title

May-01-2009 07:54am From:HEAD START

9074489059

T-616 P.002/002 F-647

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

Joe Brasch PRINCIPAL SHISHMAREF School

Name and Title

J. Lukson, Superintendent

Name and Title

Name and Title

Malinda Besett, Kaverak Head Start Director

Name and Title

J. [Signature], Kaverak Head Start Teaching Staff

Name and Title

MAY 2 2009 3:26AM
KAWERAK HEAD START

9074438009

NO. 934 P. 2
T-918 P.000/008 F-947

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 program(s)
- 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 at St. Michael (School or Organization), are willing to participate in and fully support the Alaska Pilot Pre-Kindergarten Project should our site receive the grant award.

Alma Snowball Teachers

Name and Title

Dawn J. Dials (Principal, St. Michael)

Name and Title

J. Hickman, Superintendent

Name and Title

Mariela Errett, Kawerak Head Start Director

Name and Title

Name and Title

Kawerak Head Start Teaching Staff

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

Debi Baldwin
Name and Title RURALCAP Child Development Division Director

Hattie Smith
Name and Title RURALCAP Head Start Director

Nide Ritzinger
Name and Title RURALCAP Child Development Policy Council Chair

Judy Rogers, Principal
Name and Title

Theresa Fulk, Teacher Director
Name and Title

Jim Hickerson, Superintendent