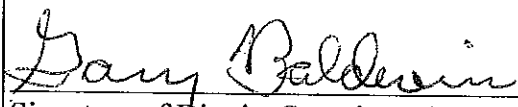


**Alaska Pilot Pre-Kindergarten Project (AP3) Application  
COVER PAGE**

LOWER Kuskokwim School District	
School District	
P O Box 305 Bethel, AK 99559	
Mailing Address	
Dottie Vasquez, Early Childhood 907-543-4853	
Name of Contact Person	Telephone
dottie_vasquez@lksd.org	907-543-4902
E-mail address	Fax Number
Authorized Signatory for Budget Revisions/ Record and Report of Local Expenditures	Date
<i>■ 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.</i>	
	5/20/09
Signature of District Superintendent	Date
Superintendent	
Title	

\$ 397,400.50
Total Funding Requested Per Year

<b>EED Use Only</b>	
Project Number: _____	Date Received: _____
Project Approval: _____	Amount Awarded: \$ _____

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## Appendices

### Project Abstract

The Lower Kuskowkim School District (LKSD) is located in the Kuskokwim River Delta region of Southwestern Alaska, approximately 400 air miles west of Anchorage. Headquartered in the town of Bethel, the district is spread over an area the size of West Virginia. Yup'ik Eskimo is the primary native group in the region and 100% of the children attending preschool under this project would free or reduced lunch.

The request funds of \$397,400.50 for the 2009/2010 school year will be used to provide services to 20 children center based and approximately 20 children not enrolled in center based through home visiting. All children and parents will have access to the parent resource center and parent meetings/trainings. The project will serve a combined total of approximately 40 children and 70 parents. The staff of the preschool is qualified to work with children of this age. In addition they will receive training, support, curriculum resources to meet the academic, social, emotional, cognitive, health, safety and cultural needs of the children. The program will blend what is known about brain development and child development while holding traditional child rearing practices with respect, all to the end of meeting each child's needs for safe, healthy, meaningful individual development, social and kindergarten readiness.

The greatest focus will come from the focus on school readiness and family/community involvement. As educators of young children become more aware of learning styles and cognitive development, the children will grow and develop to their full potential, parents will be supported as the child's primary nurturer and the community will have ownership in the preschool activities and progress leading to preschools of excellence.

### A. Need for Project

<b>Name of Preschool</b>	<b>Designation</b>	<b>% free or reduced lunch</b>	<b># of eligible children in need of service by age *</b>	<b># of students to be served *</b>	<b># of family members to be served *</b>
<b>Mikelnguut Elitnaurviat Preschool</b>	AYP Level 5.2	100% of students to be served	4 yr: 60  Young 5 yr: 25	4 yr: 15  Young 5 yr: 5	40 adults

\*These numbers may vary slightly once enrollment is completed. The numbers were based on a compilation of several sources, US Census, Current kindergarten enrollment, and poverty status. In order to assure that the children with the most need are served through this program, the following methods will be used to gather information and enroll children. The Mikelnguut Elitnaurviat is composed of grades Kindergarten through second grade and is located adjacent to the Lower Kuskokwim School District (LKSD) office building, where the tuition-based LKSD preschool is located. This location is within walking distance of an income based housing development where many children will be eligible. As many of our children's first language is not English, this places an additional risk factor on the students. Brain research in the last decade has revealed that our brains are also customized to our homes or early environments. Language is learned first in the home and community where the child lives. Our prekindergarten setting reflects the literacy learning that occurs in the home plus provides opportunities for children to further develop their literacy skills. In addition our program will support the families in developing skills to work with their children at home through our home visiting program, parent resource center and parent meetings/trainings. These trainings will not only cover readiness skills, but will address health and nutrition issues, such as obesity, diabetes, importance of immunizations and safety concerns that families face, such as road rules, children roaming

unattended at very young ages and other concerns that parents might request to be discussed. A parents needs survey will be conducted in September, December and May.

The difference in the PPVT IV and DIAL 3 scores show the need for preschool. These graphs are included in appendix B. In addition LKSD has tracked, using the PPVT IV, preschool students and students with no preschool and the gap in percentile has remained through second grade. We will continue to track students through third grade in 2009/10.

The number listed in the chart on page one, does not include children served by Head Start.

Through this pilot program we would be able to reach children not being served. The LKSD Busy Bee Preschool and IPP are tuition based.

**B.Program Design**    Goal 1: Improve student's oral language abilities, phonological awareness skills, print knowledge, alphabet knowledge, and motivation to learn to read. *Domains 12,3, 4, 5,*

Objective: Children four and young five years old served by the project will demonstrate a significant increase ( $p<.05$ ) in oral language abilities, phonological awareness skills, print knowledge, alphabet knowledge as measured by the PPVT-IV, PALS, and DIAL 3

*Activities:* Implementation of Earobics, Open Court Reading Pre-K, Read Together, Talk Together; Staff development in these areas, parent involvement, Assessments will be done pre/September & Post May each year, data compiled at year end

Goal 2: Involvement of parents in the acquisition of early literacy skills, kindergarten readiness, and development of motor skills, physical, health, safety and personal care in the home and/or preschool setting. *Domain 1,2,3,4 5,*

Objective: Parents will participate in early literacy, kindergarten readiness activities, group activities, in the home/school as evidenced by sign in logs, materials checkout logs, attendance

at activities, and survey results. Throughout the year with compilation at end of school year  
*National Standards I, II, III,*

Objective: Parents served by the project will demonstrate a significant increase ( $p < .05$ ) in support for their Children's learning in all domains in the home environment as measured by the Parent Education Profile (PEP).

*Activities:* Pre /September & Post/May assessments on the PEP

Goal 3: Improve students understanding, meanings, uses, and representations of numbers, numerical relations, meanings of operations, graphical representations of given or collected data, understand the systems and process of measurement, properties of dimensional geometric shapes, transformations, symmetry and understand patterns and functions of algebra. *Domains 1,2,3,4,5*

Objective: Students involved in the project will demonstrate a significant gain in preschool strands of mathematics as measured by a significant gain in assessments scores on the Everyday Mathematics Assessments. Assessments are given at scheduled intervals throughout the year, with a pre/September & May/post comparison completed at the completion of the year  
“Young children grow physically, socially, emotionally, linguistically, and cognitive at the same time”(Early Learning Guidelines); therefore all domains are present in each of the objectives, daily routines and activities.

Goal 4: Students involved in the project will demonstrate school readiness at the end of the year on the Revised Alaska Developmental Profile.

Objective: Students involved in the project will show 100% school readiness as measured by the *Revised Alaska Developmental Profile* at the end of the school year (MAY)

2. Assessment dates are listed in the Goals and Objectives. Reporting will be done at the close of the school year. Detailed in Section E #1

3. *Read Together, Talk Together* and *Open Court Reading Pre-k Program*, supported by literacy and cognitive software *Earobics* will support literacy components(**Goal1**). The *Open Court* Program is an early literacy program designed for prekindergarten children that will stimulate growth in phonological awareness, oral language development, knowledge of the alphabet, print awareness, and cognition using instruction which is developmentally appropriate, engaging and fun while at the same time follows a specific instructional sequence *Open Court* makes no assumptions on what children already know and can do and so instruction involves the systematic, explicit teaching of those skills. *Earobics*(**Goal1**) will be a daily center available for instruction in phonological awareness. Earobics is a powerful multisensory reading intervention solution for raising academic achievement to meet the needs of diverse student populations. It enables the teacher to take a different approach to early literacy objectives and engages children who are most in need and helps build confidence for years to come. Earobics has been proven effective in a variety of settings, with students that are at-risk, general and special education students, and districts with high numbers of English language learners. The results tell us that 97 percent of students who use Earobics achieve significant improvements in reading.

*Feuerstein Instrumental Enrichment Basics (FIE-Basics)*(**Domain 3**) mediates learning through questioning. It develops the cognitive functions of comparing, analyzing, summarizing and hypotheses, which improve oral comprehension and eventual reading comprehension. The work of cognitive psychologist, Reuven Feuerstein, says that all children can learn, and that intelligence is not static, but can be learned. A child's abilities are passed on through their

culture. Part of the theory is “improving behaviour and discipline; working with parents and carers to equip pupils with the pre-requisite skills for formal, social and life-long learning.”

Based on the modified learning experience or FIE – Basics a meaningful adult in a child’s life prepares the child for an experience, observationally shares that experience, and afterwards helps the child put the experience into a cultural context. This method is used in the LKSD Preschool. A chart to show student growth is in Appendix B.

*Read Together, Talk Together*(**Goal 1**) supports the basic bilingual tenet that children develop and perform to greater depths and abilities if they are well grounded and highly capable in their first language. All forms of interactive shared reading interventions produce positive effects on children’s oral language skills as measure by standardized test and more natural language samples. Students will be involved in dialogic reading, which has been validated as an effective intervention to enhance children’s oral language skills. (*Whitehurst Child Development 1998*).

The LKSD is piloting the *Everyday Mathematics Curriculum*(**Goal3**) and the preschool will use this curriculum in order to prepare the students for entry into kindergarten. Underlying the EM curriculum are six strands of knowledge: Algebra; Data and Chance; Geometry; Measurement; Numeration and Order; Patterns, Functions, and Sequences; Operations; and Reference Frames. At each grade level, learning targets are identified for each of the six strands. The major math strands for pre-school curriculum are number sense and operations, algebra, geometry and spatial sense, measurement, and data analysis and probability. Strategies for learning provide opportunities for pre-school children to get a basic understanding of counting, shapes, and other very simple math concepts through stories, songs, rhymes, finger-plays, and other creative methods that make pre-school math fun for them.



4. The preschool students will be in attendance for four hours per day, five days per week, 170 attendance days and will follow the school calendar for Mikelnguut Elitnaurviat. The home visits will occur Monday through Thursday and each family will receive two visits per month. Parent meetings/trainings will occur a minimum of once a month. *National Parent Standards I, II, III, V*

5. Within the first month of school, each child will receive vision, hearing, developmental and social/emotional screenings. These screenings will be administered by staff of preschool, special education staff or health department. If at any time during the year, questions or concerns arise, a referral will be made or the appropriate screening conducted. Each child will have a current physical examination and immunizations on file.

6. The children will receive meals through Mikelnguut Elitnaurviat, which provides meals that meet the State of Alaska nutritional guidelines.

7. The initial contact with the community will be through radio, community event announcements on the local cable company, newspaper advertisement and community meetings. Bethel is a small community and word of mouth is one of the fastest ways for news to travel. Dottie Vasquez, Early Childhood Coordinator, for the LKSD, is a local contact for people in the community seeking preschool for their children. Josh Gill, Site Administrator for Mikelnguut Elitnaurviat, has knowledge of families of current students. As the primary school will begin before the AP3 project, information and enrollment will be available to parents as they enroll their older children. A door to door canvas to seek enrollment will also be conducted if needed.

8. To determine eligibility a point system consisting of the following elements will be utilized. Free lunch – 2 points; reduced lunch - 1 point; English Language Learner-- 1 point; identified as at risk through an IEP or FSP- 1 point; single parent household- 1 point, from these points the

children with the highest number of points will be selected. A waiting list will be maintained and in the event an opening occurs, the next child on the list will be enrolled. 6

9. The building to be occupied by the preschool will be shared with the special education preschool. The teachers will work together to provide inclusion for students in both programs. The LKSD Busy Bee Preschool will share their playground with both groups of students.

**C. Parent Support and Involvement (Goal 2)** 1. This pilot project will include a Parent Resource Center for all parents whose children are eligible for services. The Parent Resource Center will have the following materials available to use at home with their children. Take home totes with developmentally appropriate activities Leap Frog systems available for use at home, parent resource books and children's books. The take home materials will come with parent instructions and suggestions for working with their child. Home visiting will also be available for those parents who choose not to send their child or who are on the waiting list. These visits will occur at least bi-weekly. The home visiting program will be based on programs that have been in existence for over ten years within the district. *National Parent Standards I, II, III, VI*

2. The State Board of Education & Early Development Endorsed National Standards for Parent/Family Involvement Program are noted where applicable through out the grant.

3. The Parent Resource Center will have flyers and information on all service agencies in the area. A telephone in a private area will be provided to allow parents to call for services in privacy. Guest speakers will be invited to attend the parent meetings and trainings and inform parents of services and programs available. *National Parent Standards I, II, III, IV, VI*

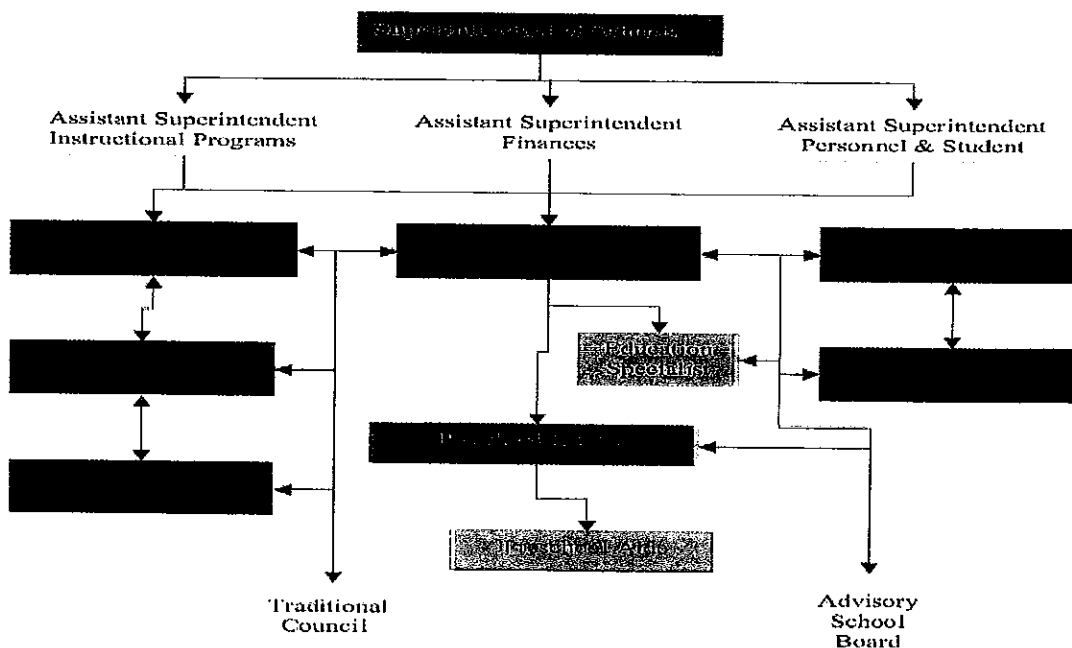
4. Sign out logs will kept on all check out material. Included with each item checked out, a brief questionnaire on the materials will be gathered. From these logs and comments data will be collected to provide information on the materials. Parent surveys will be done at mid year and

the close of the year. These surveys will provide feedback as to the success of the program. In addition a needs survey will be done pre and post year, to determine if the year's needs were met and provide information for planning the next year. The Parent Education Profile (PEP) will be given pre and post of the school year. *National Parent Standards I, V, VI*

### Adequacy of Resources

Position	Certification	Duties	Student:Teacher Ration
Lead Teacher	BA Early Childhood	Supervision of Staff, Direct student contact	1:10
Preschool Leader	AAS Degree Early Childhood	Working with groups of children	1:10
Home Liaison	AAS Degree Early Childhood or Certified	Home visits weekly, resource center	Individual families

### **LOWER KUSKOKWIM SCHOOL DISTRICT Alaska Pilot Prekindergarten Project, Bethel APPP3**



Job descriptions and credentials included in Appendix D

### 3. Professional Development Chart

Aug	<ul style="list-style-type: none"> <li>•Open Court Curriculum</li> <li>•PPVT, PALS DIAL 3, PEP Assessments/reading the data</li> <li>•Literacy Software/Earobics</li> <li>•Parent Involvement home/school/resource center</li> <li>•Classrm Management-part 1</li> <li>•Mathematics curriculum</li> <li>• Brain Gym/development CPR</li> </ul>	40 hr. initial Quarterly training Initial Training Program Phase 1- vendor will provide; Program Specialist-will provide. Ed. Spec will follow up in classroom, coaching assisting where needed. One day training	EC Coordinator Education Specialist       CPR Instructor	All staff
Sep	<ul style="list-style-type: none"> <li>•Print and Literacy rich Environments</li> <li>•ESL strategies/Meeting the Needs of Special Children</li> <li>•FIE Basics(for new staff)</li> <li>Standards &amp; the Early Learning Guide</li> <li>Preschool begins September 1, 2009</li> </ul>	2 hrs. Training 6 hr. support by Education Specialist  One week Anchorage	EC Coordinator Education Specialist   TBA	All Staff
Oct	<ul style="list-style-type: none"> <li>•Effective instructional strategies in Phonological Awareness</li> <li>•Oral Language Development</li> <li>•Standards</li> </ul>	2 hr. training 6 hr. support by Educational Specialist 2 hr. training	EC Coordinator Education Specialist	All Staff
Nov	<ul style="list-style-type: none"> <li>•Classrm Management-part 2</li> <li>•Cognitive Development</li> <li>•Read Alouds and Dialogic Reading</li> </ul>	14 hr. Quarterly training In-depth training Educational Specialists, Reading, Literacy	EC Coordinator Education Specialist	All Staff
Dec	<ul style="list-style-type: none"> <li>•Follow up- Cognitive</li> </ul>	2 hrs. Training 6 hr. support by	EC Coordinator	All Staff

	Development, •Read Alouds/Dialogic reading-part 2	Educational Specialist	Education Specialist	
Jan	•Classrm Assessments-part 2 • Data –part 2	2 hrs. Training 6 hr. support by Ed Specialist	EC Coordinator	All Staff
Feb	•Open Court Curriculum •Literacy Software- Earobics •Motivational Strategies	14 hr. Quarterly training Phase 2 of Open Court Training/vendors	EC Coordinator	All Staff
Mar	•Classrm Management-part 3 •Parent Involvement	2 hrs. Training 6 hr. support by EducationSpecialist	EC Coordinator	All Staff
Jun	•Effective strategies in PA. •Oral Language Development •Transitions-working together Planning, review, understanding assessment data	40 hour training and planning	EC Coordinator	All Staff
wkly	Staff meetings for Planning, training	1 hour	EC Coord Site Admin	All Staff

4.The LKSD through Mikelnguut Elitnaurviat will provide a classroom space, resource center space, and utilities and on site supervision by the Site Administrator. The Early Childhood Coordinator will serve as Grant Director and parent training and resources will be provided through Educational Specialist of LKSD. See MOA

**E.Management Plan** 1.The organizational chart is in D sections 1 and 2.

Title	Responsibilities	% of time with project
Grant Director	Oversees program, assessments collection & data reports, training,	35
Site Administrator	Supervision of staff, observations, training, Additional time as staff is part of school	10
Secretary, EC	Data input, reports, supplies, materials ordering	25

2. The LKSD will provide classroom oversight through the Site Administrator and the EC Coordinator, through observations, training, and coaching.
3. The timeline for training is included in detail in D number 3. Parent meetings will be held a minimum of once monthly beginning in August 2009. Home Visits and Preschool will begin September 1, 2009. Parent Standards I, II, III, V, VI
4. The Early Childhood Department of LKSD has been collecting data and providing reports for eight years. The method in place consists of pre and post assessments done at each preschool, data collected and sent to EC secretary who records data. From this data reports are generated and provided to the preschool administrators. This data is also used to drive curriculum needs and planning for EC as well as the district as a whole.

LKSD and the EC Department have produced materials for over ten years for students as well as parents and this will continue through this grant. The registration forms for Pre-K have been developed and in use for over five years. The parent handbooks and policy books are currently being revised and will be ready by the fall. The LKSD Preschool is working toward NAEYC accreditation and is current on policies and procedures that are accepted by NAEYC.

5. This is discussed in length in Section B number 7.

**F. Program Evaluation** 1. This is partially covered in E number 4. In addition parent conferences are held to discuss the results of the assessments, staff meetings are held and results are used to plan instruction and remediation for each child and the project as a whole. At the end of each year data is reviewed and used as a guideline for the next year's planning of curriculum and strategies.

2. Detailed in Goals and objectives
3. The evaluation component is overseen by the EC Coordinator, Dottie Vasquez, who is highly qualified in this area. Resume is included in the Appendix D.
4. Through self assessments as to goals being met, timelines met, student results, and parent surveys, the project will review the data and determine any changes, emphasis or area of concern that need to be address are followed covered in future planning. Reports are made to the Regional Board for review.

**GPrevious Success** The LKSD under the direction of Dottie Vasquez, EC Coordinator has implemented preschool programs and home visitor programs. These programs have been funded through federal grants and one local tuition paid program. The grant funded programs have been successful and have met the goals and objectives as written in the grant. The LKSD tuition based preschool has produced scores that average in the 85% above for each Pre-k Class. This project will be modeled after the current preschools in progress. These types of activities and resources are currently in use by the early childhood programs in operation in the LKSD and have proven successful and well used by parents.

**Priority Points** LKSD Early Childhood Department has been involved in the **SEED and Career Ladder** since 2002. In addition the Coordinator has been trained in the apprenticeship program and as a result of this has instituted positions in the system that reflect education levels, training and certifications. LKSD Early Childhood programs have been trained and use **FIE-Basics** for over four years. Three LKSD staff members have Level II certification as well. The district will be committing \$60,715 in salaries for the Site Administrator and Grant Director to work directly with the program.

# **APPENDIX**

## **A**

### **SEED Professional Development & Career Ladder**



## SEED Professional Development & Career Ladder

The following staff members have or will have by August SEED Registry Status.

Dottie Vasquez, Level 11 Grant Director (since 2002)

The following have sent in their applications:

Joshua Gill Level 11 Site Administrator

Angela Harris Level 11 Certified Teacher AP3

Olga Louise Paul Level 8 Preschool Leader AP3 AAS in ECE & CDA

Carol Brown Level 8 Home Visitor AP3 AAS in ECE & CDA

LKSD Busy Bee Preschool Staff

Glenda Swope Level 10

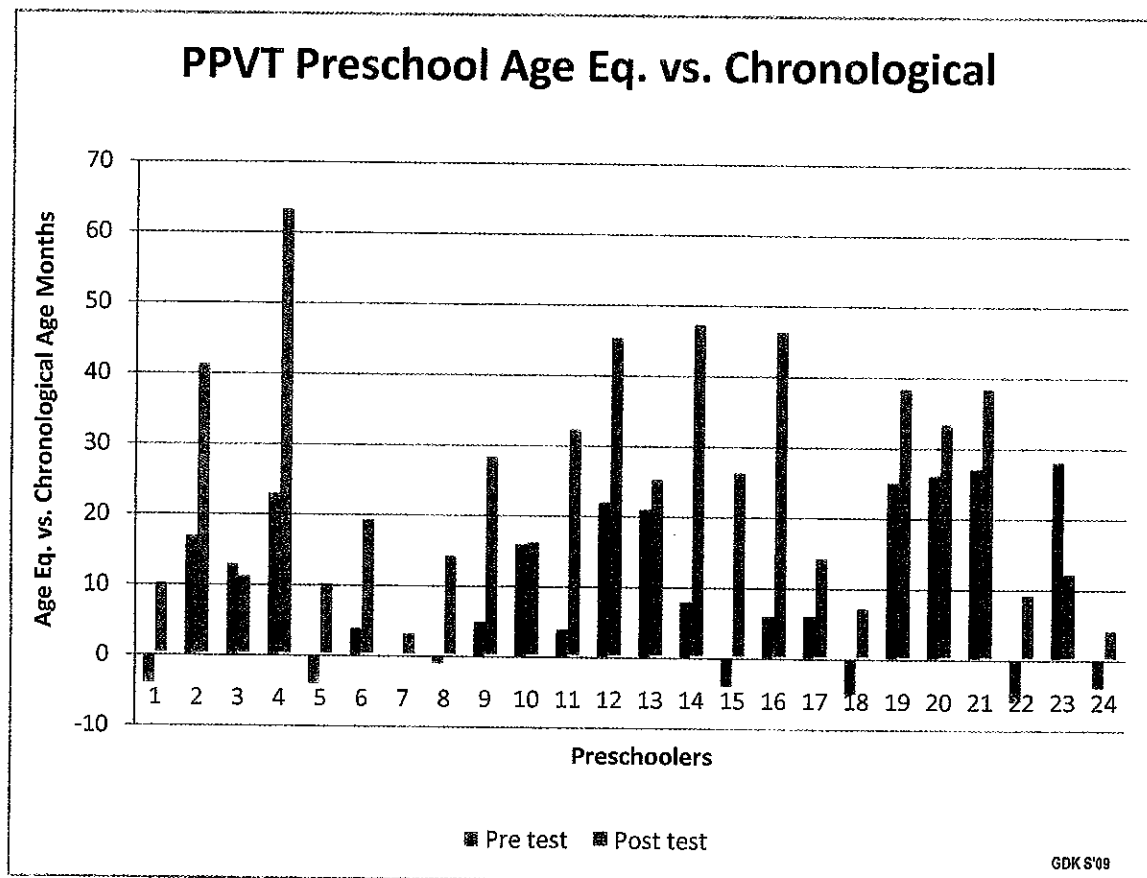
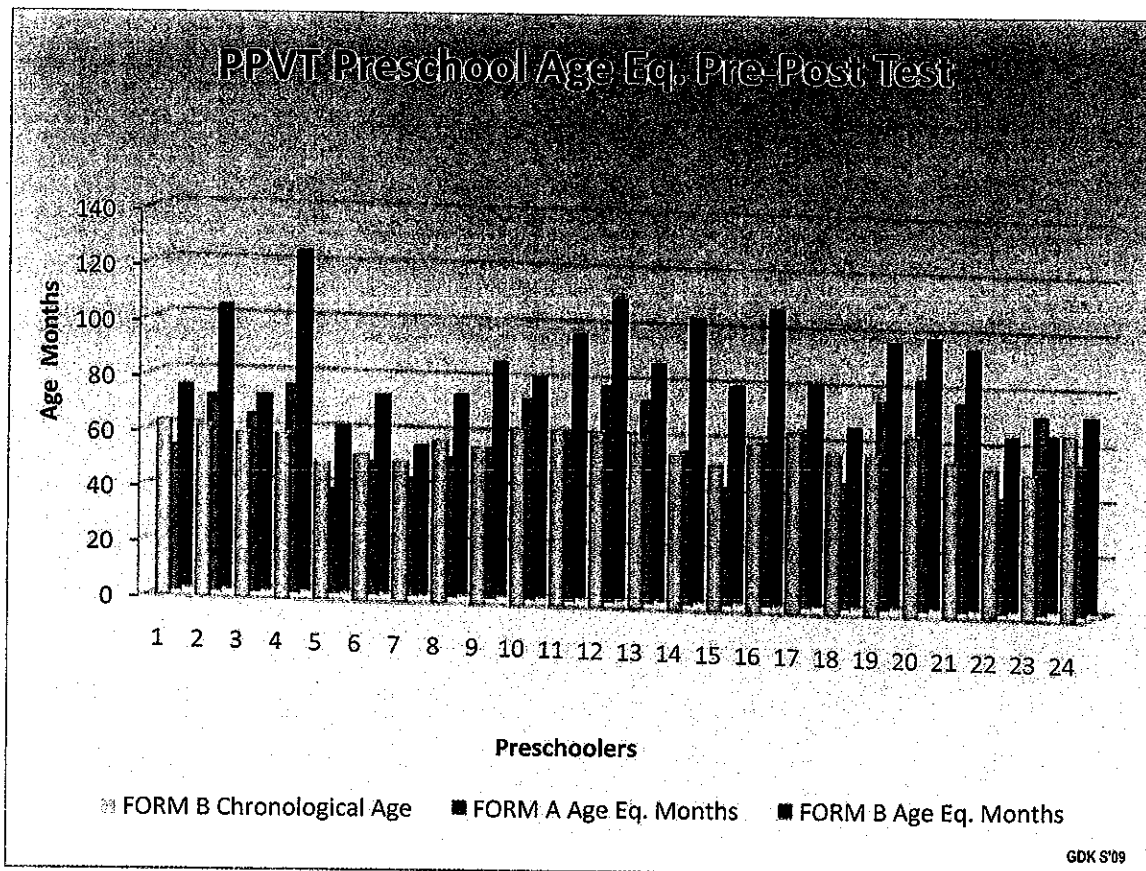
Noella Blankenship Level 10

The Early Childhood Department of LKSD has been involved in the SEED and Career Ladder process since 2002. Over 90% of the early childhood staff has a CDA, 45% have AAS degrees, and 80% have 30 hours of more of college credit in Early Childhood Education. A minimum of nine college hours are offered to early childhood staff of LKSD with no cost to the participants. The LKSD job specifications and salary schedule reflect pay increases in accordance with educational levels.

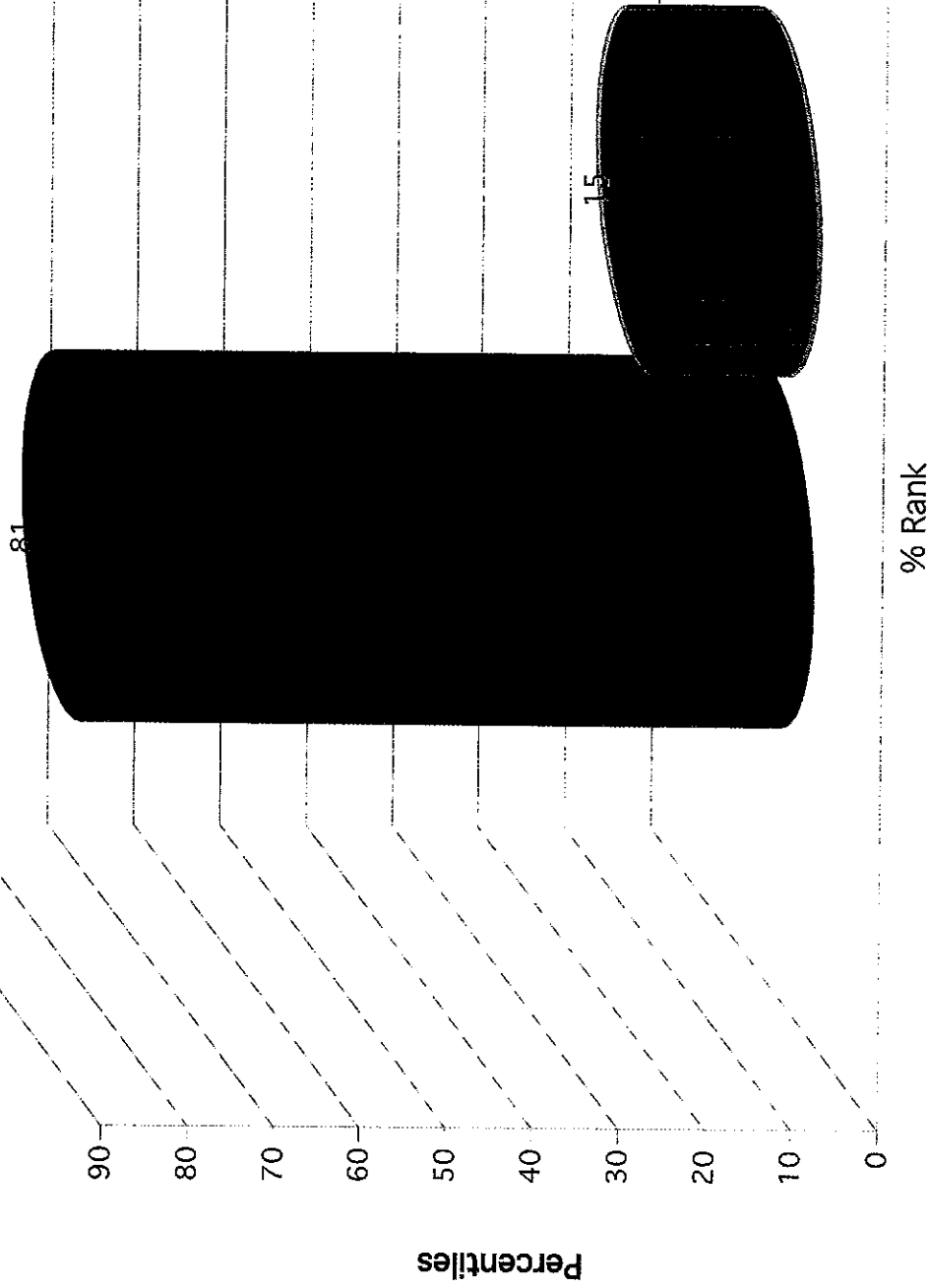
# **APPENDIX B**

## **Assessment Data**

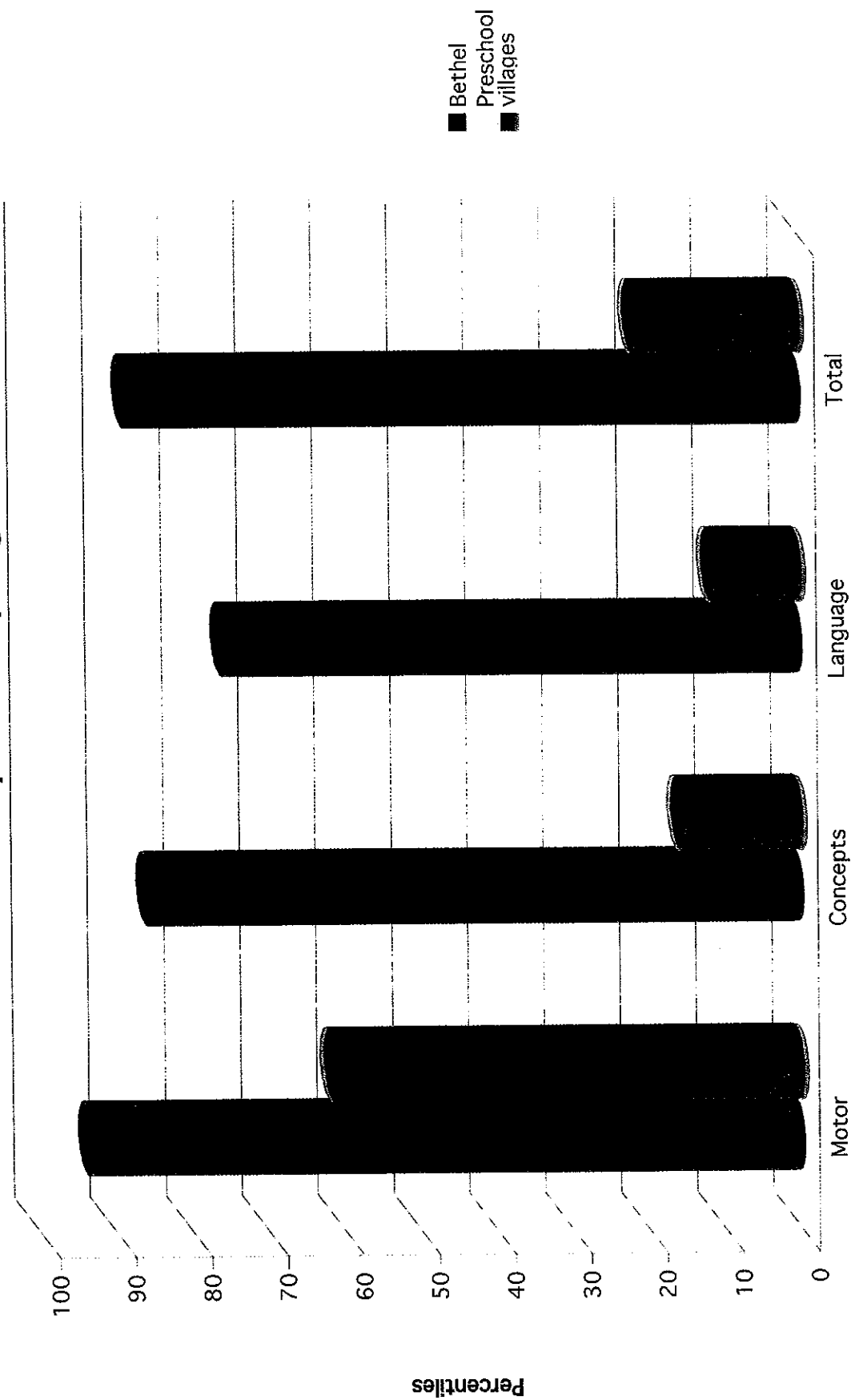
	TOTAL ATT (DAYS)	FORM A		FORM B		Difference Months	
		Chronolo gical Age	Age Eq. Months	Chronolo gical Age	Age Eq. Months	Pre test	Post test
A	134	57	53	64	74	-4	10
B	145	55	72	62	103	17	41
C	137	52	65	60	71	13	11
D	136	53	76	60	123	23	63
E	117	42	38	50	60	-4	10
F	147	45	49	53	72	4	19
G	139	43	43	51	54	0	3
H	128	52	51	59	73	-1	14
I	144	50	55	57	85	5	28
J	134	57	73	64	80	16	16
K	129	57	61	64	96	4	32
L	148	57	79	64	109	22	45
M	142	53	74	61	86	21	25
N	140	48	56	56	103	8	47
O	113	47	43	53	79	-4	26
P	132	54	60	61	107	6	46
Q	148	59	65	66	80	6	14
R	115	51	46	58	65	-5	7
S	148	51	76	58	96	25	33
T	151	58	84	65	98	26	33
U	150	49	76	56	94	27	33
V	145	46	40	54	63	-6	9
W	129	44	72	52	64	23	12
X	141	59	55	67	71	-4	4
Y	105			58	63	0	5
Z	63			54	46	0	-8
A1	46	47	47			0	0
A2	88			51	66	0	15
A3	101			43	67	0	24
A4	49	41	43			2	0
A5	83	46	42			-4	0
A6	32	47	45			-2	0
A7	28			55	59	0	4
A8	24			42	37	0	-5
A9	94	48	38			-10	0
A1	6			53	70	0	17
A1	103			43	48	0	5
A1	96			41	54	0	13
A1	38			42	45	0	3



# PPVT-IV Spring 2009 Averages



# Dial-3 comparison spring 2009



Area

# **APPENDIX**

## **C**

**Schedule of operations for site**

## Appendix C: Schedule of Operations

School served: Mikelnguut Elitnaurviat

School Year: 2009/2010

Community Served	Program Location	Hours of operation	M	T	W	Th	F
Bethel	Mikelnguut Elitnaurviat Preschool	9 AM – 1 PM	X	X	X	X	X
Bethel	Home Visits	2 PM – 4 PM	X	X	X	X	
Bethel	Home Visits For those eligible but not involved in center based	9 AM – 3 PM	X	X	X	X	X
Bethel	Parent Resource Center	8:30 AM- 3 PM	X	X	X	X	X
Bethel	Parent Meetings monthly	6:30 PM		X			

### Schedule of Typical Day:

Time Period	Activity	Description
9 -9:30	Breakfast	Meet parents, wash hands, serve breakfast, individual activities Goals 6,7,8, 24, 51
9:30 – 9:45	Brush teeth, wash hands	Dental hygiene, personal hygiene, prepare for circle time Goals 6, 7,12, 18, 32
9:45 – 10:15	Circle time	Calendar, songs, movement/exercise, group time Goals 1, 2, 3,4,5,14,16,17, 28, 30, 31, 37, 38, 39, 40, 41, 42, 43, 45, 46, 47, 48, 49, 51, 52, 53, 54, 56, 57, 58, 59, 60, 63, 64, 66, 67, 68, 69, 70
10:15 – 11:00	FIE & choice center	2 FIE groups of 5 students x two groups all children in FIE every day; other children in choice center time, language,



		mathematics, science, dramatic play (FT home visitor would be in center to supervise those in choice center time) Goals 18,20, 26, 29, 30, 32, 33, 34, 35, 43, 44, 46, 47, 58, 59, 60, 62
11 – 11:20	Literacy & Math groups	Children will be in two groups, one for literacy and the other for math, activities will vary from groups to theme centers, Goals 14,15, 27, 30, 31, 33, 34,35, 36, 37, 38, 39, 40, 50,55, 57, 61, 63, 64, 65, 66, 67, 68, 69, 71,72, 73, 74
11:20- 11: 50	Wash hands Lunch, brush teeth	Personal hygiene, oral hygiene, Health & nutrition through lunch time discussion of food and nutrition Goals, 6,7,8,9,10, 18, 24, 32
11:50 – 12:10	Group (2) reading	Class divided into two smaller groups to allow teacher to read and children to have time to interact with the reading, which would include puppets, story acting, songs, retelling, written/drawn recreations of story Goals 23, 27, 29, 31, 32, 33, 34, 35, 36, 37, 45, 55, 56, 57, 58, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74
12:10 – 12:20	Activity time	Weather permitting outside activity or indoor gross motor activities Goals 9, 10, 14, 15,16,17, 24, 28, 35, 37, 41, 42,43, 44, 49, 53, 61
12:20- 12:45	Choice centers	1small group on various themes, members of circle would rotate, other children involved in choice centers with themes Goals 14,15,17, 21, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 38, 39, 40, 41, 42,43, 44, 45, 48, 49, 50, 55, 61, 62, 65, 66, 67, 68
12:45 – 12:55	Reflection time	Things children liked, didn't like, opportunity to express feelings to group (2 groups for smaller numbers Goals 11,12, 16, 17, 19, 20, 22, 23, 31, 54, 55, 58, 59, 60, 64
12:55 – 1:00	Prepare to go home	Assist children with winter gear, notes or work in backpacks, prepare to leave Goals 12, 23, 24, 25, 26, 51, 52

Even though children learn through all modalities and across domains, indicated with the activities are ELG goals that best relate to the activity.

# **APPENDIX D**

## **Organization of Project Team**

**Personnel Roster and experience**

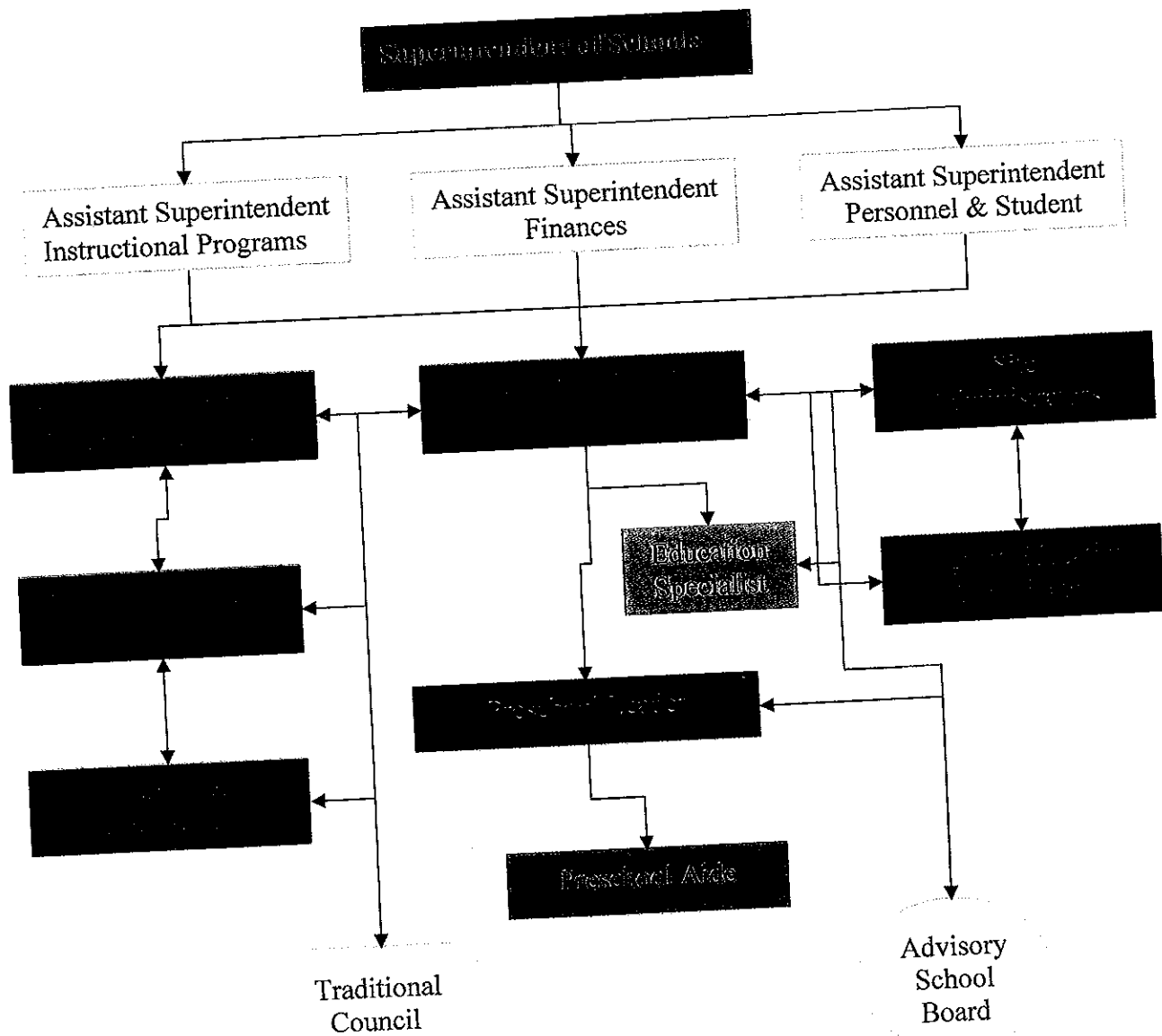
**Grant Director: Dorothy “Dottie” Vasquez**  
see resume for experience

**Certified Teacher: Angela Harris**  
see resume for experience

**Preschool Leader: Olga “Louise” Paul**  
AAS in Early Childhood Education, CDA in Home Visiting and Preschool  
9 years experience as a Home Visitor and Preschool Leader

**Preschool Leader/Home Visitor: Carol Brown**  
AAS in Early Childhood Education, CDA in Home Visiting and Preschool  
11 years experience as a Home Visitor and Site Leader for preschool programs

**LOWER KUSKOKWIM SCHOOL DISTRICT**  
**Alaska Pilot Prekindergarten Project, Bethel**  
**APPP3**



**Lower Kuskokwim School District  
Position Specification**

Position Title Early Childhood Coordinator

Specification # 598

Board Approved 12/7/02

Board Revised

Job Goal Coordinates all efforts involving acquisition and management of early childhood grant/program activity. Manages all early childhood activity described as birth to 5 year olds.

Reports To Assistant Superintendent of Instructional Programs

Supervises All home based preschool programs and staff. Daycare program and staff. Office staff directly related to early childhood programming.

Terms Of Employment Full time, Permanent (Position will be abolished if the grant ends.)

Evaluation At least once yearly as provided in the LK-NEA Certified negotiated agreement

Bargaining Unit LK-NEA Certified

Classification Certified

Compensation Salary as per Negotiated Agreement

**For Classified Positions Only:**

<u>Department</u>	<u>Range</u>	<u>6 Month Rule</u>	<u>LK-NEA Classification</u>
	Negotiated	N/A	N/A

Qualifications

1. High School Diploma or GED required.
2. Valid Alaska Type A teaching certificate required.
3. Three years successful teaching/supervision in early childhood and 2 years experience in a home visiting program preferred.
4. Experience in developing early childhood and home visitor curricula preferred.
5. Successful training/in-service experience with adults preferred.
6. Experience in bilingual, ESL, and cross cultural education preferred.
7. Ability to live and work in a cross cultural, rural Alaskan environment.
8. Willing to travel to remote locations.
9. Ability to carry out successfully the duties outlined below.

Representative Duties

1. Responsible for administering the district's Home Based Preschool program.
2. Responsible for hiring of program personnel at sites and dealing effectively with all manner of personnel issues.
3. Responsible for the development and review of early childhood curriculum assuring smooth transition.
4. Responsible for training home visitor, daycare, and DO Early Childhood staff.
5. Advises and provides support and guidance in the home visitor's pursuit of higher educational goals.
6. Monitors programs through Regional Leader, on site visits, or via teleconference.
7. Monitors screening and progress of children in the home visiting program.
8. Responsible for the Child Development Associate (CDA) curriculum and evaluation.
9. Responsible for the overall administration of the district daycare(s).
10. Develops and supervises in-service education programs and training for staff.
11. Assists with developing and managing the home visitor budget.
12. Oversees a systematic maintenance of student records kept at the site and the DO.
13. Assists with monitoring related grants and writing required reports or compliance items.
14. Monitors and coordinates the Regional Advisory Board for the Tumkanka program.
15. Works in conjunction with other early childhood agencies, educational institutions and other service providers to participate and assists in meeting educational goals and provisions of service for continuation of education for home visitor staff.
16. Coordinates Early Childhood (Preschool) curriculum with kindergarten program in order to provide smooth transition for children.
17. Performs other duties as assigned.

**Dorothy "Dottie" L. Vasquez**  
**Post Office Box 2624**  
**Bethel, Alaska 99559**  
**Telephone (907) 543-4853**

**Educational Preparation**

<b>Institution</b>	<b>Degree</b>	<b>Dates Attended</b>
Nova Southeastern University	Modified Core- Doctoral Program Administration and Supervision 36 hours ABD(All But Dissertation)	1986-1987
University of South Florida	MA Counselor/Guidance Grades K-12	1980-1982
	BA Early Childhood Education Nursery – Kindergarten BA Elementary Education Grades 1-6	1978-1979

**Areas of Certification and Licensure**

**State of Alaska**

*Type A*

Guidance/Counselor

Early Childhood

Elementary Education

*Type B*

Administration

**Public School Administrative and Teaching Experiences**

**Lower Kuskokwim School District, P.O. Box 305, Bethel, Alaska 99559 (907) 543-4800**

January, 1999 to present

District Office

Dan Walker, Assistant Superintendent of Academic Programs

(907) 543-4858

**Early Childhood Coordinator**

Administrator and Coordinates(d) the Right Start Program(kindergarten), Building Blocks Program(early childhood professional development), Tumkanka Program(home visitor program), LKPP/LKPPE(preschool programs), ACPP(preschool programs), Right Start(after school enrichment for kindergarten) and oversees childcare and daycare operations for LKSD licensed centers. Performs the duties of grant manager and writer for all early childhood programs and activities. Oversees the collection and compilation of statistical data for grant performance indicators. Developed and implemented a district wide data base for tracking and providing information to district, individual sites and departments of children's progress birth through grade 1(progressive will move to grade three in 2010). Teaches college courses and high school courses in the area of early childhood. CDA Advisor to 35 candidates in the past 4 years. Has maintained budgets of a combined total of over two million dollars per year in early childhood programs.

Supervisors(ed) over 100 staff members in 30 remote villages and an office staff of 8.

Coordinates and arranges training and travel for the staff of the early childhood programs.

Linae Sanger, Director of Special Education

(907) 896-5011(Current Site Administrator of Chief Paul Memorial School, Kipnuk)

Paraprofessional Grant Coordinator

Responsible for the organization and training of the paraprofessionals and aides employed by LKSD in regards to Special Education procedures, methods and other information needed to perform the duties assigned.

IEP Paperwork Monitor

Quality assurance that special education paperwork meets the requirements of IDEA, State of Alaska and LKSD policies, monitor the timeliness of IEP and three year evaluations, training of teachers and aides on the correct method to complete an IEP, provided support to new teachers through on site visits and assistance with mastering the requirements of IEP compliance.

Child Find Specialist/Preschool

Primary duties included providing Child Find information to all communities and agencies in the area, participation in the preschool transition meetings and assisting in developing services for the preschool children, regular education preschool representation at IEP meetings for preschool children

Behavioral Specialist (98-99,99-00)

Primary duties involved assisting teachers, parents and students with developing means to redirect inappropriate behaviors, participating in Manifestation Determination meetings, developing and assisting with implementation of behavior plans and traveling to all the villages of LKSD, a member of the Child Protection Team

**Kuskokwim Campus, University of Alaska Fairbanks  
P.O. Box 368, Bethel, Alaska 99559**

Bob Medinger, Director (907) 543-4500

Adjunct Professor 1999-current

Responsibilities included teaching Early Childhood Classes, KUC/Yuut Early Childhood committee and UAS

Early Childhood Advisor 2001 - 2002

Responsibilities included advising students, statewide committee on early childhood classes and continuum

**Hardee County Public Schools, P.O. Box 1678, Wauchula, Florida 33873  
(863) 773-9058**

1979 - 1998

Dorothy Bell, Director of ESE, Pupil Services, (863) 773-2600  
Guidance Counselor/Teacher  
Guidance Counselor

**Seminole Tribe of Florida Preschool/Daycare Programs, 60075 Stirling Road,  
Hollywood, Florida 33024 (954) 797-1411**

1996 - 1999

Ms. Rondelle Clay, Director

Consultant/Trainer

Developed curriculum and training materials for candidates seeking to earn the CDA, prepared the candidates through instruction of materials, review of written materials, portfolio, completing required observations, and documentation of student performance, prior to national review

Childcare/Preschool Coordinator & Disabilities Coordinator

Assisted in the design, development and assurance that codes for ADA were met in new centers, represented the program at Native American activities throughout the US; traveled extensively on a daily basis between reservations, primary duties included arranging for screening and evaluations for all children, coordinating services for children, supervisions and training of the staff at four separate childcare/preschool facilities, responsible for implementing the High Scope Curriculum at centers, providing the training for meeting criteria to receive the CDA credential and other state mandated training, preparing reports, data bases, federal information and other record keeping as needed

**Heartland Diagnostic and Learning Resource Systems, P.O. Box 1047, Lake Placid, Florida (836) 699-5026**

1995 Regions served DeSoto, Glades, Hendry, and Highlands Counties  
Immediate Supervisor, Olivia Scott, Director

Child Find/Parent Specialist

Responsibilities included setting up a new center with a budget of over one million dollars; purchasing equipment, supplies, designing logos, writing policy and procedures, traveling between geographically isolated areas was a daily event; served as secretary for the Family Network and Healthy Start Coalition; member of the Gulfcoast Coalition for young children, provided inservice training to parents, attended parent support groups, inservice to daycare centers of the reservations, screening children ages 3-5 years in the areas of cognitive, motor, speech, language, vision and hearing; coordinated and provided inservice and training sessions to the public schools and private schools and centers on topics relating to behavioral issues, management and implementations of behavior plans, preschool and childcare development management and other topics as requested

**Pinellas County Schools, P.O. Box 2942, Largo, Florida 33779-2942 (727) 588-6023**

1990 – July 1995  
Sandra Broida, Supervisor, Pre-K, ESE

Site Coordinator, Florida First Start (serving families in homes with children under 3)

Developed and implemented training, guidelines, procedures, policies; wrote procedure/policy handbook, developed and instituted the use of standardized forms to be used by sister sites, performed regular site visitations, observations of parent facilitators, supervised, evaluated and trained facilitators, established sites in various culturally diverse areas of the county, responsible for the training component for CDA candidates, served as advisor to all CDA candidates, developed a toy and book lending library, successfully established a point system to provided incentives for appropriate parent practice, established a pseudo monetary systems to provided needed supplies unavailable on public assistance in concurrence with a donation system was established that furnished an in house supply store; served on several local housing boards, coordinated job placement/training for single mothers and displaced homemakers; developed community GED programs and vocational hub training sites, worked extensively with the southeast Asian families and developed effective parent groups and training sessions, provided parent training, instituted and organized county wide family events, participated in the PRE-K Interagency Council, Case Review Team, HRS Case Review for residential consideration member of several housing authorities, collected data for the FIRN initial startup

July 1984- 1990

Counselor

Performed duties of a guidance counselor

**Hardee County Spanish Mission Migrant Preschool/Child Care**

1977 –1979



### Director

Supervision of teachers, tutors, bus drivers, food preparation workers, responsible for budget, planning, personnel training, overseeing transportation and nutritional program

### Related Teaching Experiences

#### **South Florida Community College, 600 West College Drive, Avon park, Florida**

**33822-9399 (863) 773-2252**

1995 – 1998

Immediate Supervisor, Sue Brown, Director of Child Care Programs/Center

Responsibilities included teaching classes for meeting the needs of the CDA requirements nationally and with the state of Florida, supervision of CDA candidates; instruction and providing the regulations and laws pertaining to child care settings, assisted with programmed instruction of the SFCC's child care program

Prepared and conducted training and workshops within local programs, districtwide, statewide and nationally.

### Areas of Additional Training

Center for Research on Education Diversity and Excellence, University of California  
Level 1 and Level 2(Certified Observer/Coach) 2007

Early Language and Literacy Classroom Observation Tool, Certified Observer and  
Trainer, 2005 - current

Early Learning Classroom Observation 2005

DIAL 3 Trainer Certification 2005

Feuerstein's Instrumental Enrichment for Young Children Basic (FIE-B), 2003, FIE  
Advanced Level 2, 2007

The Pan-American Workshop in Structural Cognitive Modifiability, 2003

SRA Certified Trainer 2004

Feuerstein's Mediated Learning Experiences for Adult Learners, 1988

Brain Development in the Early Years, 2000 - current

Level I Systems of Early Education and Development State of Alaska, Overview of Early  
Learning and Care, 2002

Child Development Associate Apprenticeship Program Instructor, 2002

Alaska Initiative for Transition Early Childhood In Rural Alaska, 2001-2003

Council Representative for Child Development Associate, Council for Professional Recognition,  
Washington, DC, current

Advisor for Child Development Associate, Council for Professional Recognition, Washington,  
DC, 1990 to current

Association of Village Council Presidents (AVCP) Headstart 1999, 2000, 2001

Florida Standards for Day Care Update and Training, HRS, 1997

IDEA/Legal Implications, Updates for Special Education 1995, 1996, 1997, 1999, 2000

High Scope Training, 1996

Fetal Alcohol Syndrome Training, 1996, 1999, 2000, 2001, 2002, 2003

Culture and Sensitivity Training for Native Americans with an emphasis on the Seminole Tribe of  
Florida, 1996

Health and Rehabilitative Services Train the Trainer (Used for certifying day care/preschool  
workers) 1996

Child Development Associate Advisors Review and Update of training, via Teleconference, 1996

Mediated Learner Trainer, 1996

Peer Mediator Trainer, 1991- 1996

Culture and Sensitivity and Language training for Southeast Asian families, 1993-95  
Zero- Three National Center for Clinical Infant Programs, Biennial National Training Institutes,  
Washington, DC 1993, 1995, 1997, 1999  
OSPRI, Training, (Auditor) External Audit for Headstart Programs, 1991-1995  
Nursing Child Assessment, Certified Observer  
Home Observation Measurement of the Environment, Certified Observer  
Hawaii Early Learning Profile, Certified Assessor  
Early Screening Assessments, Certified Trainer and Assessor

### **Related Experiences**

Board of Directors Ready to Read Ready to Learning Lending Library 2008 -current  
Trainer and guest Lecturer for Early Childhood Agencies in the Area  
Compiled and authored the LKSD Standards and Continuum for Ages 3 to 5 Years, 2003  
Brain Development in Young Children, Workshop Presenter, 2001 - present  
Birth to Five Interagency Committee, 2002 - present  
KUC Early Childhood Planning Committee, 2001-present  
Interagency Pre-K Transition Committee, 1999- present  
YUUT Early Childhood Planning Committee 2001 - present  
Early Childhood Education Advisors Committee for the University System of Alaska, 2001  
AVCP Headstart Policy Board, 1999, secretary 2000, 2001, 2002  
Behavior Intervention Team/Severely Emotionally Disturbed Network, Chair, 1996- 1998  
Healthy Start Coalition for Small and Rural Counties, Secretary, 1994-1996  
Gulf Coast Coalition For Young Children, 1995-1996  
Pre-Kindergarten Council Committee Member, 1990-1995  
Developing a standardized screening instrument In Yup'ik for 3-5 years current  
Prepared Handbooks, Procedure Manuals, Reference Manuals, Parent Information Handbooks,  
for daycare centers, home visitor programs for various organizations and agencies, 1988 - current  
Authored a series of booklets on child development. 1996

Infants

Ones

Twos

Threes

Kindergarten Readiness

**Lower Kuskokwim School District  
Position Specification**

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Position Title      Teacher

Specification #      510                      Board Approved    5/15/79                      Board Revised

Job Goal    To lead students toward the fulfillment of their potential for intellectual, emotional, and psychological growth and maturation.

Reports To    Principal, Principal/Teacher, or Lead Teacher

Supervises    Teacher Aides and Associate Teachers, as assigned.

Terms Of Employment      Certified Position

Evaluation    At least once yearly as provided in the LK-NEA Certified negotiated agreement

Bargaining Unit      LK-NEA Certified

Classification    CERTIFIED

Compensation    Salary as per Negotiated Agreement

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**For Classified Positions Only:**

<u>Department</u>	<u>Range</u>	<u>6 Month Rule</u>	<u>LK-NEA Classification</u>
N/A	N/A	N/A	OO

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Qualifications

1. High School Diploma or GED.
2. Valid Alaska Teacher's Certificate, endorsement in assigned teaching area(s) preferred.
3. At least two years demonstrated successful teaching experience preferred.
4. Ability to live and work in a cross-cultural, rural Alaskan environment.
5. Ability to carry out successfully the duties described below.

Representative Duties

1. Plans a program of study, that as much as possible, meets the individual needs, interests, and abilities of students.
2. Meets and instructs assigned classes in the locations and at the times designated.
3. Guides the learning process toward the achievement of district and local school curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects, and the like to communicate these objectives to students.
4. Prepares for instruction for all classes assigned and shows written evidence of preparation upon request of the supervisor.
5. Encourages students to set and maintain high standards for classroom behavior.
6. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
7. Assesses the accomplishments of students on a regular basis and provides progress reports as required.
8. Counsels with colleagues, students, and/or parents on a regular basis.
9. Assists the administration in implementing all policies and/or rules governing student life and conduct, and for the classroom, develops reasonable rules of classroom behavior and procedures and maintains order in the classroom in a fair and just manner.
10. Maintains accurate, complete, and correct records as required by law, district policy and administrative regulations.
11. Attends and participates in faculty meetings.
12. Cooperates with other staff members in planning instructional goals, objectives and methods.
13. Assists in the selection of books, equipment, and other instructional materials.
14. Establishes and maintains cooperative relations with others.
15. Plans and supervises purposeful assignments for associate teachers and teacher aides and assists in the evaluation of said personnel.
16. Is responsible for monitoring the behavior of all students, within his/her sight and hearing during the work day.
17. Attends and participates in Community School Committee and various Advisory Committee meetings.
18. Performs other duties as assigned.

**Angela M. Harris**  
aharris136@yahoo.com  
907-543-4247

PO Box 2017, 234 Swan Ct.  
Bethel, AK 99559

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## **OBJECTIVE**

**To obtain a preschool, EK, k- 3<sup>rd</sup> grade teaching position**

## **EDUCATION**

**M.S., Elementary Education**, Dowling College, Oakdale, NY, 1988.

- Permanent New York State Teacher's Certificate (N-6)

**B.S., Early Childhood/Elementary Education**, Chestnut Hill College,  
Philadelphia, PA 1980.

- American Montessori Society Preschool Certification, 1980

**License**            **Initial Teacher Certificate, Early Childhood Education GR K-3,  
Elementary Education PRE K- GR 6, State of Alaska**

## **EXPERIENCE**

**2008-present    Kindergarten Teacher, LKSD, Bethel, AK.**

**2007-2008       1:1 Associate, Ballard West Elementary School, Slater, IA**

Support kindergarten student academically & social /emotionally,  
with visual supports (board maker) and other modifications for  
school success. Collaborate with kindergarten teacher, SPED  
resource teacher and speech pathologist. 1:1 associate non-verbal  
Autistic kindergartener level 3 self- contained classroom, associate  
inclusive preschool program, and substitute teacher as needed.

**2001-2007       Head Start Teacher, Aberdeen, SD**

- Planned/instructed preschool (3-5) Creative Curriculum and Head Start policies and procedures, Referred/implemented student IEP's,
- Cooperative teacher for Northern State University student teachers, observation students
- Head Start students participated in a professor's Doctorate Thesis study on Fiction vs. Non-Fiction literature

- April 2001- May 2001**     **May Overby School, Aberdeen, SD. Permanent resource room aide**  
Planned& instructed reading, writing, math to resource room children
- 2000-2001**     **Substitute Teacher & Tutor, Aberdeen Public School, Aberdeen, SD**
- 1999-2000**     **Special Education Inclusion Paraprofessional Tootin' Hills School, Simsbury Board of Education, CT.**
- Supported a 2<sup>nd</sup> grader with Asperger Syndrome
  - Assisted in creating and modifying behavior program for student.
  - Assisted other special needs students in the classroom and the Resource Room; individual math and reading/writing support, planned and directed Math and reading groups at 1<sup>st</sup>-6<sup>th</sup> grade levels.
  - Monitored students in the cafeteria/ recess
  - Participated in Planning Placement Team (PPT), and Child Study Team (CST).
  - Worked with Dr. Michael Powers (psychologist- specializing in Autistic/Asperger/PDD population). Monitored behavior mod program, Documented ABC data
- 1994**     **Special Education Inclusion Paraprofessional Squadron Line School, Simsbury Board Of Education, CT.**
- Educated an autistic student from 2<sup>nd</sup> grade through 6<sup>th</sup> grade.
  - Responsible for a 3<sup>rd</sup> grade student with severe behavior problems (ADHD & Tourettes, with suicidal tendencies
  - Coached elementary Unified basketball/soccer team.
- 1997,1999**     **Special Education Para, Koala Preschool Summer Recreation Program, Simsbury, CT.**
- Supported developmentally delayed pre-schoolers with language and behavior difficulties.

## WORKSHOPS CONDUCTED

- 2005** South Dakota State Head Start/AEYC Conference-Parent/ Teacher Collaboration of Autistic Preschoolers
- 1989** Montessori Teachers Association of Pennsylvania (MTA-PA) Cooking and Food Preparation in the Classroom.

## PROFESSIONAL ENRICHMENT/COLLEGE COURSES

- Early Childhood Program Administration @ Urban DMACC  
Native American Studies & Cultural Diversity @ Northern State University, Asperger's Syndrome @University of Sioux Falls
- 2007** SDAEYC Conference, Aberdeen, SD
- 2006** Project Enrich; Brain Based Learning, Dr. De Meow
- 2005** Dr. Laurie Sperry: Social Skills Training for People with ASD PDA (Professional Development in Autism) Center, @ the University of Colorado-Denver
- 2004** Michelle Garcia Winner; Social Cognitive Skills: Autism Workshop
- 2003** SDAEYC Conference, Sioux Falls, SD-Mother Goose Asks Why?
- 1999** New York State Reading Conference, Saratoga Springs, NY.  
*Regie Routman; Conversations author, educator*
- 1997** Eden Institute for Autism, Princeton, NJ. Workshop Series; Discreet Trials.  
  
*Lucy Mc Cormick Calkins: Writing Seminar*
- 1995** Autism Society of Connecticut, "Perspectives on Autism", Speakers;  
*Temple Grandin, Mark Romoser, Dr. Fred Volkmar.*
- 1992** NCAEYC Conference, Nassau County Chapter, Freeport, NY  
*Bev Bos; Art & Creativity*

## ACTIVITIES

NAEYC & former chapter DMAEYC Secretary, Sunday School Teacher, Choir, softball,

**Lower Kuskokwim School District  
Position Specification**

Position Title      **Preschool Leader II**

Specification #      647                      Board Approved    4/28/06                      Board Revised

Job Goal    Responsible for implementing a preschool program for children ages 3-5 years.

Reports To    Early Childhood Coordinator

Supervises    Preschool Aides

Terms Of Employment      Full time, Permanent ~ Dependent on Grant Funding

Evaluation    At least once yearly as provided in the LK-NEA Classified negotiated agreement

Bargaining Unit      LK-NEA Classified

Classification      CLASSIFIED

Compensation      Hourly

**For Classified Positions Only:**

<u>Department</u>	<u>Range</u>	<u>6 Month Rule</u>	<u>LK-NEA Classification</u>
N/A	14	YES	17

Qualifications

1. High School Diploma or GED required.
2. Associates Degree required.
3. Valid CDA preferred.
4. Bilingual in English and Yup'ik preferred.
5. Three years successful experience in early childhood or an elementary classroom and/or 3 years experience in a home visiting program required.
6. Ability to live and work in a cross-cultural, rural Alaskan environment.
7. Ability to carry out successfully the duties described below.

Representative Duties

1. Confers with parents regarding preschool goals and objectives.
2. Establishes two-way communication with community agencies and organizations that may be of assistance to parents and children.
3. Establish, coordinate, and conducts preschool parent committee meetings.
4. Implements curriculum, establish and maintains schedules, and coordinates activities for preschool children.
5. Maintains and submits accurate records and reports as required.
6. Attends meetings and training sessions as scheduled.
7. Assists with training of preschool staff.
8. Coordinates and administers screening of children in the preschool program.
9. Performs other duties as assigned.

# **APPENDIX E**

## **Memorandum of Agreement**



Alaska Pilot Pre-Kindergarten Project – Bethel (AP3-Bethel)  
Partnership Agreement Among:  
Early Childhood Department of the Lower Kuskowkim School District  
Lower Kuskokwim School District  
Mikelngutt Elitnaurviat School

## I. PURPOSE

The purpose of this agreement is to provide and coordinate educational advancement for preschool children and to meet the needs of early childhood education for Alaskan students. Through interagency planning, we hope to enhance the quality of existing preschool education and provide opportunity for additional children to receive these services. The Alaska Pilot Pre-Kindergarten Project - Bethel will provide high quality curriculum that is scientific research base, culturally and traditionally appropriate based on best practices and developmentally appropriate standards. Through this project we will provide the most efficient use of resources, and collaborating and supporting the curriculum of LKSD in order to provide a seamless transition to Mikelngutt Elitnaurviat School. Thereby assuring continuous, well-coordinated educational opportunities for preschool children and early childhood educators.

## II. GENERAL AGREEMENT FOR COOPERATION

All involved parties agree to provide support for the staff included in this agreement for the purpose of encouraging and understanding the process at all levels. Involved organizations assume responsibility to insure that this agreement is followed. It is further agreed that the staff is informed of their responsibilities. Both administrative and local level will work cooperatively for the benefit of the children and educators involved in this project and ultimately for the children and families we serve.

The cooperating parties will consult with and participate in other related agencies, such as the Early Childhood Interagency Team, Birth to 8 Years Team/SECEL (behavioral health through Yukon Kuskokwim Health Corporation), Head Start and Early Head Start, Early Childhood Department of LKSD and other local agencies who work with young children.

### The Alaska Pilot Pre-Kindergarten Project - Bethel through the LKSD shall:

- 1) Be the fiscal agent for the funding
- 2) Provide a coordinator/director for the staff
- 3) Consultation from the Bilingual and Curriculum Department
- 4) House the coordinator and supplies for the project, office space, and access to needed resources such as, telephone, internet

### The Mikelngutt Elitnaurviat School shall:

- 1) Provide a classroom space for 20 students
- 2) Provide supervision and onsite assistance of the Teacher, Preschool Leader and Home Visitor through the Site Administrator
- 3) Provide access to needed resources, such as telephone, internet

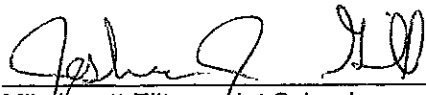
- 4) Provide utilities, janitorial services and maintenance for the classroom
- 5) Include the students in student activities of the primary school where appropriate
- 6) Include the preschool staff in trainings and inservice components where appropriate
- 7) Provide transportation when feasible and necessary

The Early Childhood Department shall:

- 1) Coordinate the training and distribution of the curriculum through the Early Childhood Department and other areas as appropriate
- 2) Order the materials and supplies needed for the curriculum
- 3) Make arrangements for specialist for parent meetings/trainings
- 4) Provide supervision and onsite assistance of the teacher, preschool leader and/or home visitor
- 5) Provide clerical assistance and data collection/reports for the project

Together we shall:

- 1) Provide a preschool program that will allow children to develop and grow, physically and mentally while growing and retaining their heritage and culture.
- 2) Enhance and develop a preschool program based on the current model used by LKSD for the past ten years that has proven to be successful in both English and Yup'ik.

  
Mike Ingutt Elitnaurviat School

5/20/09  
Date

  
Lower Kuskokwim School District

5/20/09  
Date

  
Early Childhood Department LKSD

5-20-09  
Date

# **APPENDIX F**

## **Assurances**

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

**Alaska Pilot Pre-Kindergarten Project Assurances**

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

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

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

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

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

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

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

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

Garv Baldwin Superintendent

Typed Name and Title of Authorized Representative



Signature of Authorized Representative

5/29/09

Date

Fix numbers and formatting.

# **APPENDIX G**

## **Commitment and Signature Packet**

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

**Commitment and Signature Packet**

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

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

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

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

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

Dorothy Vasquez, Early Childhood Coordinator  
Name and Title

Darry Baldwin, Supt.  
Name and Title

John J. Lee, Site Administrator  
Name and Title

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

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

# **APPENDIX**

## **Budget/Budget Narrative**

## Program Budget

Grant Recipient: \_\_\_\_\_

Grant Number: \_\_\_\_\_

Grant Title: Alaska Pilot Prekindergarten Project, Bethel Revision Number: 1

UNIFORM CHART of ACCOUNTS		Account Title	Budget Amount		
Required	Optional		Initial/Current Budget	Revisions (+ or -)	Approved Budget
100		<b>Personel Services</b>	0.00	245,555.66	245,555.66
		Certified Teachers			81,937.92
		Preschool Leader			137,350.12
		Clerical Services			26,267.62
200		<b>Travel</b>	0.00	7,900.00	7,900.00
		Training FIE I, Anchorage, AK			1,400.00
		Training FIE II, Troy, Michigan			6,500.00
300		<b>Contractual</b>	0.00	2,000.00	2,000.00
		Advertisement			2,000.00
400		<b>Supplies</b>	38,262.03	87,737.97	126,000.00
		Curriculum	10,561.00		15,500.00
		Office Supplies			10,000.00
		Books			8,000.00
		Supplies	12,715.57		30,000.00
		Computer			27,500.00
		Furniture	14,985.46		35,000.00
500		<b>Equipment</b>	0.00	0.00	0.00
600		<b>Other</b>	0.00	0.00	0.00
<b>UNALLOCATED** ---&gt;</b>				0.00	
Subtotal Direct Costs			38,262.03	343,193.63	381,455.66
Indirect Rate			4.18%		4.18%
Indirect Amount			1,599.35	14,345.49	15,944.85
Equipment >\$5,000 per unit (no indirect charges)				0.00	
<b>TOTAL</b>			<b>39,861.38</b>	<b>357,539.12</b>	<b>397,400.50</b>
<b>** UNALLOCATED FUNDS MAY NOT BE ENCUMBERED OR SPENT. A BUDGET REVISION IS REQUIRED.</b> <b>A narrative explanation is required for ALL budget revisions.</b>					
Lower Kuskokwim School District					
REQUESTED BY					
Gary Baldwin, LKSD Superintendent			<i>Gary Baldwin</i>		
NAME & TITLE			SIGNATURE		
5/18/2009			907-543-4912		
DATE			TELEPHONE NUMBER		



## Narrative Description of Program Budget

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

**Grant Recipient:** \_\_\_\_\_

**Grant Number:** \_\_\_\_\_

**Grant Title:** \_\_\_\_\_

Alaska Pilot Prekindergarten Project, Bethel

**Revision Number: 1**

Chart of Accounts Number <i>Required</i>	Budget Amount TOTAL	Account Title	Narrative Description Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved.
100	0.00	Personel Project Director Certified	35% Time. Coordinator, arranges and oversees training, technical assistant and dupport of staff, data compilation, evaluation collection
	58,112.00	Certified Teacher	1 teacher x 196 days. Oversee and monitors daily classroom instruction, lesson plans, assessments; supervises Preschool leader or aide Reports to Project Director and Site Administrator
	90,744.00	Preschool Leader \$29.85 Hourly rate	2 Person 8 hr x 190 days. (1) For conducts daily activities, completes attendance records, monthly reports, assist with assessments. (2) For Home Visits and parent resource
	17,354.40	Clerical \$20.66 Hourly rate	4 hrs x 210 days. Prepares data, keeps records for data collection, orders supplies, clerical support for staff
	0.00	Site Administrator	10 % Time. Supervision and evaluation of staff, on site assistance and monitoring of program
	23,825.92	Certified Benefits	41% Benefits
	55,519.34	Classified Benefits	51.36% Benefits
200		Travel	
	6,500.00		2 people to Troy, Michigan for FIE II AFRT @ \$1400, Per Diem 6 nights @ \$290
	1,400.00		1 person to Anchorage, AK for FIE I. AFRT, Per Diem 5 days @ \$165
300	2,000.00	Contractual	Advertisement in the newspaper and radio
400		Supplies	
	15,500.00	Curriculum	Instructional use, supplies to be used with the curriculum, FIE Materials. Etc
	10,000.00	Office Supplies	Copier, scanner, paper, pencils, etc for routine office and classroom use
	8,000.00	Books	Reinforcement of skills being taught
	30,000.00	Supplies	Supplies – construction paper, crayons, glue, paint, toys Center materials CD player, CDS of songs, TV, etc. For classroom and Home Visiting use
	27,500.00	Computer	10 Children Computers for assisted learning programs, printer for children's work, records of progress. 3 Staff computer for Record keeping, research, daily records, designing worksheets
	35,000.00	Furniture	Furniture Table, Chairs, rugs computer stands, Wooden center toys, cubicles, storage, cabinets
500		Equipment	
600		Other	
700	15,944.85	Indirect	4.18% Copy of agreement in appendices
Total	397,400.50		

## **Budget Narrative**

### **Section 2**

1. The total for the project is \$397,400.50. This is approximately \$9,935 per child. The salaries and benefits are paid under the negotiated agreement in place with LKSD. The benefits paid by LKSD are very high, with 52.36% for classified and 41% for certified. The cost of a gallon of milk is approximately \$9 per gallon, gasoline is \$6 per gallon, and stove oil(for heating) is approximately \$8 per gallon. Shipping cost have risen to almost 45% of the cost of the item. Items are shipped by barge, air freight or US Postal Service. Preschools are limited to tuition based and the slots available through Head Start, which leaves a large number of children unable to be served, either through cost factors or non-availability of a slot.
2. The amount of time spent working with the program will be 35% of the Grant Director and 10% of the Site Administrator and these funds will be paid through the LKSD general budget. The existing LKSD Preschool has a fully equipped playground and this will be shared with the AP3 project. The LKSD will be providing a safe and secure building for the program to operate in and will cover the cost of the utilities, telephone, and technology. The LKSD will also provide office facilities and use of equipment for the director and secretary.

During year two of the grant, the start up cost would be reduced in the area of large furniture and setup materials. However, as the materials will be used at home through a checkout process, depreciation will be great and many resources will need to be replaced. In addition there will increases in staff salaries and benefits, which will absorb some of the initial set up cost. During the second year, with funds not needed for set up, there would be more intense

family conferences offered to the families, which would include childcare services for their children during the conferences. Additional materials would be added to the resource center.