

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

Anchorage School District

School District

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

5/20/09
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.*

Carol Comeau

Signature of District Superintendent

5/20/09
Date

Superintendent

Title

\$ 219,386.19

Total Funding Requested Per Year

EED Use Only

Project Number: _____

Date Received: _____

Project Approval: _____

Amount Awarded: \$ _____

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Abstract

The Anchorage School District's Alaska Pilot PreKindergarten Project AP3 proposes to measurably and significantly reduce the student achievement gap at two Title 1 elementary schools, Creekside Park and Willow Crest, by collaborating with Kids' Corps, Inc. Head Start to provide a high quality, comprehensive PreKindergarten program for 32 children and their families. The AP3 project will meet federal Head Start Performance Standards and will increase school readiness, as defined by Alaska's Early Learning Guidelines (ELG), for children most at risk for school failure. Insuring that these children are well prepared for kindergarten increases the likelihood of their future educational success.

Developing a collaborative framework for educational (5 days weekly, 3.5 hr daily), family (home visits, support, classes, mentoring) and comprehensive services (screenings & referrals) will allow Anchorage's AP3 to leverage the resources needed to implement effective services. ASD and KCI bring complementary funding sources and expertise to the project that will create a higher quality pre-school program than either organization could develop independently. The project provides many shared opportunities for professional development that will improve staff skills in such important areas as mediated learning, child assessment, cross-cultural communication, parent involvement and program assessment. Anchorage AP3 enhances alignment of Head Start and ASD Prekindergarten outcomes, curricula and assessment, assuring that children will transition seamlessly to Kindergarten. Finally, Anchorage's AP3 project meets a critical community need by providing quality PreKindergarten programs in two neighborhoods where such opportunities are in short supply.

Alaska Pilot Pre-Kindergarten Project (AP3)

Anchorage School District

A. Need for Project

Locally and nationally, statistics show a striking gap in student academic achievement that is correlated with socio-economic status. Before kindergarten, the average cognitive scores of preschool-age children in the highest socioeconomic group are 60% above the average scores of children in the lowest socioeconomic group.¹ At age 4 years, children who live below the poverty line are 18 months below what is normal for their age group; by age 10 that gap is still present. For children living in the poorest families, the gap is even larger.²

The Anchorage School District's (ASD) Creekside Park Elementary has a diverse, low-income student population with more than nine languages spoken. During the 08/09 school year, 28 students experienced homelessness. Standards Based Assessment (SBA) scores (Appendix A) document a significant achievement gap between minority and white students. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) fluency measures conducted in September 08/09 on incoming Kindergarteners documented less than 30% achieving benchmark status and approximately 40% at the intensive level. Willow Crest is in Level 5 AYP status with a large underperforming Alaska Native student body (Appendix B); 66% of students are bilingual and geographic school boundaries include Clare House, a homeless shelter for women and children, and Stepping Stones, an alcohol and drug treatment center. Both schools are located in high poverty neighborhoods where crime, gang activity, homelessness, mobility and violence pervade daily life. Accessible community health facilities and mental health services are limited for families residing in these neighborhoods.

The following table documents both Creekside Park's and Willow Crest's challenging data.

Eligible children for the AP3 have been estimated using currently enrolled K students.

School	Designation	% free or reduced lunch	# eligible, in need, by age	# students to be served	# family members
Creekside Park Elementary School	Title I Safe Harbor Provision	67%	63	16	Minimum of 16* *Based on one parent per family
Willow Crest Elementary School	Title I Level 5	66%	64	16	Minimum of 16* *Based on one parent per family

Source: *ASD Profiles of Performance. 2008*

Student selection for the AP3 will be based upon weighted criteria, with priority given to homeless children, children living in poverty and foster care, Migrant, children with a diagnosed disability, children who are English Language Learners, in single parent households or families experiencing a variety of other hardships. Two open-entry slots per school will be reserved for homeless children increasing ongoing access following school start.

Kids' Corps' Head Start (KCI) targets low income families for education, comprehensive services and parenting support who reside in the greater Anchorage area. A waitlist exists in the northeast Anchorage neighborhoods with limited access for students throughout the year. Children residing in the Willow Crest school attendance area are eligible to attend KCI; however, busing to this area is not provided, creating a barrier to enrollment. The ASD/KCI AP3 partnership will create 32 additional PreK spaces yearly for children & families most in need.

B. Program Design

Goal 1: Narrow the achievement gap between low-income students and their more-advantaged peers entering kindergarten at Creekside Park and Willow Crest elementary schools.

Objective #1: By the end of the grant year, 100% of AP3 students will be ready in all developmental domains to experience success in school, as documented by moving one or more steps on the Creative Curriculum Developmental Profile.

Activity #1: All staff participating in AP3 will receive extensive professional development in curriculum, assessments and family engagement.

Activity #2: Creekside Park and Willow Crest elementary schools will implement the Creative Curriculum System (curriculum, assessment and evaluation) in AP3 PreKindergarten programs.

Activity #3: Students will receive universal screening and progress monitoring (*Get It! Got It! Go!- IGDIs*) and apply intentional teaching strategies to meet individual student needs.

Goal 2: Families will be engaged, informed and supported partners in their child's education.

Objective #2: 100% of AP3 families will participate in four or more parent involvement activities by the end of the school year.

Activity #1: A three-tiered parent education model will be designed and fully implemented for all families participating in AP3.

Activity #2: Teachers and Family Advocates at Willow Crest and Creekside Park AP3 sites will sponsor a wide variety of family involvement activities throughout the school year: home visiting, family nights, field trip opportunities, parent education and support.

Activity #3: Parents of AP3 students will voluntarily participate in *Ready! Kindergarten*, a family-based parenting program offered each fall, winter and spring.

Goal #3: Develop a collaborative model of comprehensive service delivery between Anchorage School District and Kids' Corps Head Start to support young children and their families.

Objective #3: By the end of year one of the AP3 grant period, ASD and KCI will modify existing institutional practices and policies to provide an integrated model of service delivery.

Activity #1: ASD and KCI staff management teams will meet weekly initially, and then monthly, at a minimum, to develop joint policies, procedures, materials and effective collaboration practices.

Activity #2: Monthly staff meetings and trainings between ASD/KCI AP3 staff will be held to develop open, ongoing communication, teaming and encourage collaborative problem solving.

Child outcome data will be collected across all developmental domains: Social/Emotional, Physical, Cognitive and General Knowledge, Language and Approaches to Learning using AP3 required screenings/assessments (Dial 3, Picture Peabody Vocabulary Test, AK Revised Kindergarten Developmental Profile) and through ASD/KCI selected measures (Creative Curriculum Developmental Continuum and Ages and Stages: Social/Emotional Questionnaire, and *Get It! Got It! Go!* Individual Developmental Growth Indicators (IGDIs). All screenings will be conducted within the child's first 45 days of enrollment.

Implementation of a universal language and early literacy prevention system and ongoing progress monitoring, aligned to the ASD elementary RTI continuum will occur September, January & May. A planned system for regular and ongoing observations, conversations, anecdotal note taking, digital portfolio development, work samples and checklists will be utilized to enable classroom staff to provide valid child assessment measurements in all developmental domains. Child data will be entered into the Creative Curriculum web-based assessment system quarterly (October, January & April). Classroom teaching teams and the ASD EC Instructional Specialist will organize data for easy retrieval and program planning. Creative Curriculum is currently being aligned to Alaska's ELG's by Teaching Strategies. The ASD/KCI management

team will utilize the report menus available through the Creative Curriculum assessment system to synthesize and analyze student information. Collected data from all sources will be confidentially stored and customized reports made available to various stakeholders: ASD, KCI, parents, school board, community, state and federal officials.

Creative Curriculum (CC) is a leading scientifically research-based curriculum designed on the theories of Maslow, Erikson, Piaget, Vygotsky, Gardner, Smilansky, Brain Research and Learning and Resiliency. Using research and theory, as well as, Developmentally Appropriate Practices (DAP) as it's foundation, the CC framework includes five key components: how children develop and learn (**ELG's guiding principles**), what children learn (**ELG's content standards**), the learning environment, the teacher's, and the family's roles (**ELG's caregivers strategies**). Creative Curriculum provides strategies for guiding young children's learning, including child-initiated play, teacher-directed instruction and intentionality of teaching. The Creative Curriculum System utilizes a reliable and valid assessment instrument to authentically document children's developmental progress and accurately report child outcomes.

A schedule of operation for program sites and model daily schedule is included in Appendix C. Through the collaborative partnership with Head Start, KCI Health/Nutrition and Disabilities Specialists will complete vision, hearing, health, developmental (DIAL3) and social/emotional (Ages&Stages:SE) screenings within 45 days of enrollment. Instruments utilized for screening completion will be those required in the AP3 grant and Head Start Performance Standards recommended measures. KCI Specialists will develop follow-up steps and link students and families to community-based services to ensure student needs are met. Nutritious meals and healthy snacks will be provided daily to students. KCI will provide a catered, family-style served

hot lunch and snack that meets the USDA food guidelines. Minimally, 1/3 of each child's daily-recommended requirement will be provided. KCI and Title 1 programs will provide snacks.

To ensure those families **most** in need of comprehensive Prekindergarten services are targeted, a multifaceted approach to identification and recruitment will take place. To notify families currently attending Willow Crest and Creekside Park schools, ASD will mail an announcement about the AP3 program upon grant award notification. 09/10 ASD school registration information will include PreKindergarten announcements, plus how to register and who to contact during the summer with questions. A banner will be in hung at each neighborhood school in July. ASD & KCI will distribute flyers in multiple languages placed in frequently utilized community places such as laundromats, convenience stores, churches, and shelters. KCI will review existing waitlists and contact families who live in the targeted areas.

Applications for student enrollment will be redesigned, in multiple languages to include questions that help identify those children **most** in need. Guidelines for building principals with an attached rubric of weighted scoring will ensure reaching highest needs children (selection criteria reviewed on page 2). Fourteen children will be selected prior to the first day of classes, with one open-entry slot reserved for a homeless child who may apply after the first day. Maximum class size will be 16 children. Waitlists will be managed at each site. If an enrollment vacancy occurs during the year, the next highest priority student will be enrolled within 10 days.

ASD and KCI will partner together to develop a collaborative model of education, comprehensive services and parent support. By delineating specific responsibilities (MOU Appendix E) to each organization, including multiple funding streams within ASD (AP3, Title 1 Basic, McKinney-Vento Homeless Assistance), the project will ensure a well-designed, streamlined framework for ensuring high quality services to children and families.

C. Parent Support and Involvement

Recognizing that parents are their child's first and most important teacher outreach activities will be designed to support and nurture families (**State Board Endorsed Parent/Family Involvement Standards II & III**). Using the framework of parent involvement developed by Joyce Epstein of Johns Hopkins University and adopted by the AK State Board of Education, school, family and community partnerships will be created to help students succeed in school and later in life. Building upon a well-established Head Start Parent Involvement program (volunteering, family activities, field trips, parent advisory and policy council meetings), the AP3 project will enrich the existing model of parent support by adding quarterly home visits to AP3's classroom project design (**State Board Endorsed Parent/Family Involvement Standards I, II, IV & IV**). Families will complete a Strengths Survey to identify child/family strengths and goals for continued support (social services, school readiness, mental health, etc.). Parents will prioritize their child and family goals and partner with the KCI Early Childhood Specialist, Title 1 Family School Service Coordinator (FSSC) and classroom teaching team to reach their targets. AP3 staff will connect families to ASD and community resources.

ASD and KCI will jointly implement *Ready! Kindergarten*, a family-based program, which provides caregivers with the information and tools they need to prepare their child to enter kindergarten prepared and eager to learn (**State Board Endorsed Parent/Family Involvement Standard II, III & VI**). Classes are designed for parents (or primary caregivers) of children birth to age five and focuses on the development of age-appropriate early reading, math and social skills. The Title 1 Family Education Specialist will coordinate trainings and model sessions.

Ready! Kindergarten, with classes at various developmental ages (ex: birth-1 yr or 4-5yrs) will reach out to **all** families in Willow Crest and Creekside Park schools reserving spaces for

those not directing participating in AP3. The KCI EC Specialist and ASD FSSC will develop a coordinated plan for outreach to families with young children not participating in AP3 to inform and engage them in community early childhood opportunities, i.e. KCI off-site and resources.

Families enrolled in AP3 will also benefit from a three tiered-model of parent education. Tier I (Universal): builds home-school partnerships designed to empower parents as their child's first teacher; Tier II (Targeted): includes education to parents whose children demonstrate social/emotional or behavioral roadblocks to learning; Tier III (Intensified): provides one on one coaching to increase early interventions, and linking targeted referrals to support parents facilitation of student growth (**State Board Endorsed Parent/Family Involvement Standard I, II, III, IV & VI**). Alaska's Strengthening Families five protective factors (parental resilience, social connections, knowledge of parenting & child development, concrete support in times of need, children's social & emotional development) will be embedded in all family support programs further building family strengths and resiliency.

The ASD/KCI AP3 project will conduct with parents an annual evaluation of current family policies, programs and practices. It will assess by surveys and focus groups the extent of parent participation in all parent opportunities and address the barriers to parental participation.

D. Adequacy of Resources

Creekside Park and Willow Crest PreKindergartens will enroll a maximum of 16 students, each staffed by a **Teaching Team** of: an ASD certified teacher (1FTE) with a BA/BS in ECE (Seed Level 10); KCI Education Specialist (1FTE): (.4 classroom/. 6 family advocacy) with an AA in ECE (Seed Level 9) and a teaching assistant (.6FTE) with ECE training/experience and relevant cultural/language skills (Seed level 4 or higher) for a ratio of 16 students to 3 classroom staff. The KCI Education Specialist will be onsite to assist in the

coordination and delivery of educational activities and support family engagement at school and in the home. This will be done in collaboration with the Title 1 FSSC and Family Education Specialist. KCI Health/Nutrition and Disabilities Specialists will frequent, as needed, the AP3 classrooms to conduct screenings, follow-up and referrals. KCI Specialists will also work with school building staff (nurse, speech teacher, etc.) for the effective management, supervision, health, safety and education of AP3 students. New hires will be recruited through outreach to the UAA EC department, local early childhood community network (AAEYC and summer EC meetings), ASD and KCI's websites. An ASD EC Instructional Specialist (.25FTE) will coach/mentor teaching teams every other week. Appendix D outlines the organizational chart of the project team. Organized responsibilities and roles are clearly delineated in the MOU.

Professional development is key to the successful implementation of AP3. Prior to the student start date, extensive training will be provided to all staff members in core areas of: ELG's, Mediated Learning Experiences, the Creative Curriculum System, Ages and Stages: SE and *Get It! Got It! Go! Etc.* Weekly staff meetings, facilitated by the Title 1 EC instructional Support Specialist will focus on classroom planning: environments, teacher-child interactions, curriculum & assessment, reflective and collaboration. AP3 Teaching Teams will meet monthly with other Title 1 PreKindergarten staffs for ongoing professional development on topics such as culture, English Language Learners, PreK RTI, individual child differences, DAP, ELG's, etc. Ongoing training needs will address all AP3 program areas. ASD and KCI are established institutions with well-developed resources and relationships. ASD has secured commitments from departments (Title 1, ELL, Special Ed, Migrant, and HR) for program and materials development, trainings, and mentoring). ASD & KCI Management Team members will provide administrative assistance, professional development and project coordination.

E. Management Plan

Both ASD and KCI have extensive organizational structures for successful grant implementation. Project Director, Dianne Orr, Title 1 Supervisor, will provide AP3 grant administration (.025 FTE). AP3 **Management Team** members: Dirk Shumaker, KCI Executive Director (.10FTE), Charles Freeman, KCI Program Operation Manager (.20FTE), Title 1 ECE Coordinator, Beth Snyder (.25FTE), and new hires: Title EC Instructional Specialist (.25 FTE) and Title 1 Family Education Coordinator (.20 FTE) will guide overall grant development and implementation(**Leadership Team**). ASD secretarial and admin. (.05FTE) support will provide necessary office and budgetary provisions. ASD building principals provide daily supervision.

Program Implementation Timeline			* weekly;** every other week;***monthly;****quarterly
Date	Task/Milestone	Responsible Person (s)	
July/Aug 09	Notify partners, ASD staff, schools- grant award	Title 1 Supervisor	
	Hire Project staff: Classroom staff-ASD&KCI	Management Team	
	Management Team meeting*-create detailed implementation plan, create policies, forms, outreach		
	Training: ELG's, MLE's, Creative Curriculum, Get it! Got It! Go! (IGDIs), Ages&Stages: SE	Title 1 EC Instr. Specialist National Trainers	
	Teaching Team staff meeting*	Title 1 EC Instr. Specialist	
	Student Selection & Enrollment	Principal & Teacher	
	Home Visit****-initial before school start	Teacher&KCI Ed. Specialist	
Sept 09	Students begin	Teaching Team	
	Screenings-Dial 3, health, vision, hearing, etc. IGDIs	KCI Specialists Teaching Team	
	Staff trainings ****- ex, Parent Engagement	Title 1 Family Ed Specialist	
	Classroom Mentoring and coaching**	Title 1 EC Instr Specialist	
	Parent Open House and support activities	School Team	
Oct 09	Ready! Kindergarten	Title 1Family Ed Specialist	
	Parent Involvement and support activities*	KCI Ed Specialist/FSSC	
	Home Visit/school conferencing		
Jan 09	Staff training: Get it! Got It! Go! (IGDIs) - monitoring	Title 1 EC Instr Specialist	
	Ready! Kindergarten	Title 1 Fam Ed Specialist	
	Home Visit	School Team	
April 09	Ready! Kindergarten	Title 1 Fam Ed Specialist	
	Staff training: Get it! Got It! Go! (IGDIs) reporting	Title 1 EC Instr Specialist	
May 09	Classes end	School Team	
June 09	Data collected, synthesized, analyzed and reported	Management Team	

The ASD/KCI AP3 collaborative is a new and innovative model requiring integrated program materials that address the needs of both AP3 requirements and Head Start Performance Standards. Resources (utilizing existing materials from both current institutions as templates) to be developed immediately include: administrative policy and procedures, recruitment flyers, enrollment forms, family handbooks, and parent materials in multiple languages for the targeted AP3. Management team members will be responsible for the timely development (meet weekly upon award notification) of all documents. The AP3 will collect student data 3 times yearly across all domains and enter this information into the web-based Creative Curriculum System. All key stakeholders (teachers, parents, administrators and management team) will have access to this information through the extensive report menu available in this system. The Management team will report to ASD stakeholders, KCI stakeholders and the community at a minimum of yearly child outcome data related to the AP3 collaborative project.

F. Program Evaluation

An outcomes-based evaluation linked directly to the ASD/KCI AP3 goals and measurable objectives will drive a continuous self-study and reflection process facilitated by the management team. Program Evaluation will be led by the Title 1 EC Specialist (see attached resume) in collaboration with the ASD's Evaluation and Assessment Department. For goal and objective #1, AP3 staff will utilize the Creative Curriculum Developmental Continuum with fidelity to document (fall, winter, spring) student progress in all developmental domains. Creative Curriculum reports will provide the teaching team with information for individual, small and whole group planning. IDGIs (fall, winter, spring) data will assist this team with additional early literacy strategies and direct teaching intentionality. For goal and objective #2, questionnaires, surveys, checklists, interviews, focus groups and case studies completed

throughout the year by families will guide current and future parent engagement programming. Questionnaires for AP3 project staff to complete pre and post school year will be distributed to determine if Goal #3, integrated program models were achieved. To effectively evaluate the overall success of the ASD/KCI AP3, management team staff will collect all data (as it becomes available) related to child outcomes and family engagement, analyze information and adjust practices, programming and collaborative strategies to maximize AP3 results. Data outcome will be reviewed Community Team (University, EC experts, KCI and ASD representatives and parents) for deeper analysis and recommendations.

G. Previous Success

ASD has a successful seven-year history of providing preschool education in several Title I schools. Data documents a strong correlation for students attending Title preschools and reading proficiency on Kindergarten Developmental Reading Assessments. ASD's Child in Transition/Homeless Program (CITH) has been awarded numerous competitive grants to provide early childhood and family services to children experiencing homeless and foster care. In 08/09 CITH was awarded a nationally prestigious Barbara Bush Foundation Family Literacy grant. KCI has been providing Head Start services to low-income families in Anchorage for 20 years. The agency receives triennial federal monitoring reviews that evaluate compliance with Head Start's comprehensive quality standards. In February 2009 the Office of Head Start designated KCI as a fully compliant grantee.

Endnotes

1. Klein, L. G. & Knitzer, J. (2007). *Effective Preschool Curricula and Teaching Strategies*. New York, NY: Columbia University, National Center for Children In Poverty.
2. See Klein, endnote 1.

BUDGET

Budget

The AP3 Budget reflects the requested funds to support a portion of the collaborative model with Kids' Corps Head Start (KCI) for high quality education, comprehensive services and parent engagement. Included in this section is also a copy of the budget KCI to support non-AP3 expenditures. Inkind amounts are included to provide the overall cost of this model. Per-pupil cost for the AP3 is \$6855.81

Program Budget

Grant Recipient: Anchorage School District

Grant Number: 05-09-028

Grant Title: Anchorage School District/Kids Corp Head Start AP3 **Direct Costs to AP3 (Year 1)**

UNIFORM CHART of ACCOUNTS		Account Title	Budget Amount		
Required	Optional		Initial/Current Budget	Revisions (+ or -)	Approved Budget
100		Personal Services	157,814.00	0.00	157,814.00
200		Travel	46,800.00	0.00	46,800.00
300		Contractual	0.00	0.00	0.00
400		Supplies	4,700.00	0.00	4,700.00
500		Equipment	1,000.00	0.00	1,000.00
600		Other	1,000.00	0.00	1,000.00
		Year 2: Increase in salaries based on AEA contract			
		UNALLOCATED** -->		0.00	
Subtotal Direct Costs			211,314.00	0.00	211,314.00
Indirect Rate			3.82%		3.82%
Indirect Amount			8,072.19	0.00	8,072.19
Equipment >\$5,000 per unit (no indirect charges)				0.00	
TOTAL			219,386.19	0.00	219,386.19
** UNALLOCATED FUNDS MAY NOT BE ENCUMBERED OR SPENT. A BUDGET REVISION IS REQUIRED. A narrative explanation is required for ALL budget revisions.					
REQUESTED BY					
NAME & TITLE			SIGNATURE		
DATE			TELEPHONE NUMBER		
5/20/09					

Narrative Description of Program Budget

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

Grant Recipient: Anchorage School District

Grant Number: 05-09-028

Grant Title: Anchorage School District/Kids' Corp Head Start AP3

Direct Costs : Year 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	157,814.00	Personal Services	2 certified Elementary Teachers(1 per school) plus benefits; 5 added days for MLE training, 5 sub days per teacher.
200	46,800.00	Travel	2 ASD buses per school for morning and afternoon routes @\$65 hr for 180 school days.
300		Contractual	
400	4,700.00	Supplies	Teaching supplies: classroom educational materials, Creative Curriculum child subscriptions/web-based portfolios
500	1,000.00	Equipment	2 Digital camera and 2 portable photo printer for student assessment documentation.
600	1,000.00	Other	Registration costs for local Anchorage Association for the Education of Young Children and possible other related professional development costs
700	8,072.19	Indirect	3.82% ASD indirect cost Rate
Total	219,386.19		Total Budget

Copy and attach additional pages as needed.

Form #05-09-035

Revised 04/20/09

Alaska Department of Education Early Development

Narrative Description of Program Budget

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

Grant Recipient: Anchorage School District

Grant Number: 05-09-028

Grant Title: Anchorage School District/Kids' Corp Head Start AP3

Inkind Costs : Year 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	154,125.00	Personal Services	Inkind personel - .025 Grant Manager/Title I Supervisor, .20 FTE Leadership and Management Team/ ECE Coordinator/Specialist, .20 Leadership and Management Team/ECE Education Specialist, .20 Leadership Team/Family Education Specialist, (2) .025 Supervision/Principal, (2) .05 FTE Family School Services Coordinator, .020 AA Support; Professional Development: National Trainers and local trainers.
200	1,000.00	Travel	Additional Field Based Instruction/Field Trips
300		Contractual	
400	15,000.00	Supplies	Additional start-up teaching supplies
500	40,000.00	Equipment	Classroom Furniture and startup costs-2 classrooms
600	183,000.00	Other	Healthy Snacks(2000), Professional Development Materials(1000), Kids' Corps Head Start(180,000)
	573,125.00	Total	Total Inkind Budget

Form #05-09-035
Revised 04/20/09

Alaska Department of Education Early Development

Program Budget

Grant Recipient: Kids's Corps, Inc.

Grant Number: FY10

Grant Title: FY10 Head Start Expansion

Revision Number:

UNIFORM CHART of ACCOUNTS		Account Title	Budget Amount		
Required	Optional		Initial/Current Budget	Revisions (+ or -)	Approved Budget
100		Personal Services	135,200.00	(135,200.00)	0.00
200		Travel	4,000.00	(4,000.00)	0.00
300		Contractual	0.00	0.00	0.00
400		Supplies	20,400.00	(20,400.00)	0.00
500		Equipment	0.00	0.00	0.00
600		Other	20,400.00	(20,400.00)	0.00
		UNALLOCATED** ---->		0.00	
Subtotal Direct Costs			180,000.00	(180,000.00)	0.00
Indirect Rate					
Indirect Amount			0.00	0.00	0.00
Equipment >\$5,000 per unit (no indirect charges)				0.00	
TOTAL			180,000.00	(180,000.00)	0.00
** UNALLOCATED FUNDS MAY NOT BE ENCUMBERED OR SPENT. A BUDGET REVISION IS REQUIRED. A narrative explanation is required for ALL budget revisions.					
REQUESTED BY					
NAME & TITLE			SIGNATURE		
DATE			TELEPHONE NUMBER		

**Budget is pending approval by the Board.
 Form #05-09-035
 Revised 04/20/09
 Alaska Department of Education Early Development

Narrative Description of Program Budget

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

Grant Recipient: Kids's Corps, Inc.
Grant Number: FY10
Grant Title: FY10 Head Start Expansion

Revision Number: _____

Chart of Accounts Number <i>Required</i>	Budget Amount TOTAL	Account Title	Narrative Description Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved.
100	110,800.00	Personnel	Represents salaries for the Early Education Specialist, Assistant teacher, and a portion of the salaries for all administrative staff and direct services staff necessary to run a quality Head Start program.
100	24,400.00	Fringe Benefits	Includes all payroll related taxes in accordance with governmental regulations; medical, dental and life insurance benefits, annual leave and workers compensation insurance.
200	4,000.00	Parent & Staff Travel and Training	Parent involvement training and miscellaneous workshops and meetings for both parents and staff. This also includes costs for transportation for field trips.
300		Contractual	
400	15,700.00	Supplies	Various program supplies and office supplies required to operate a quality Head Start program . Items range from paper, colored markers, monthly readers, and sleeping cots to tables and chairs.
400	4,200.00	Food	This represents the portion of food that is not covered by the CACFP program.
400	500.00	Field Trips	The costs for both classrooms to go on field trips that will enhance their learning experience and extend the curriculum to the community.
500		Equipment	
600	1,100.00	Telecommunications	Telephone and internet services necessary to run an efficient business operation.
600	4,000.00	Medical, Dental and Mental Health Services	Specialty services to assess and correct early diagnosed disabilities and treatment as necessary.
600	4,000.00	Professional & Legal Fees	Annual audit fees and annual legal service fees.
600	4,000.00	Recruiting Fees	Advertising expenditures to find and hire Head Start employees.
600	6,500.00	Staff Training	Training for staff.
600	800.00	Insurance	General Liability and Accident Insurance for the Head Start children.
700		Indirect	
Total	180,000.00		

Copy and attach additional pages as needed.

Form #05-09-035

Revised 04/20/09

Alaska Department of Education Early Development

APPENDIX

Appendix B-Assessment Data

Appendix B - Assessment Data

Creekside Elementary

Anchorage School District: Profile of Performance 2007-08

SBA Proficient & Not Proficient by NCLB Groups for Creekside Park Elementary School								
	Reading		Writing		Mathematics		Science**	
	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient
All Students	82.00%	18.00%	77.33%	22.67%	76.16%	23.84%	25.00%	75.00%
AF AM	84.00%	16.00%	84.00%	16.00%	76.00%	24.00%	80% or fewer	20% or more
AKNA/AI	68.18%	31.82%	68.18%	31.82%	63.64%	36.36%	75% or fewer	25% or more
Asian	46.15%	53.85%	53.85%	46.15%	69.23%	30.77%	60% or fewer	40% or more
NH/OPI	72.73%	27.27%	54.55%	45.45%	36.36%	63.64%	*	*
White	95% or more	5% or fewer	88.64%	11.36%	90.91%	9.09%	66.67%	33.33%
Hispanic	80% or more	20% or fewer	80% or more	20% or fewer	80% or more	20% or fewer	*	*
ME	81.82%	18.18%	72.73%	27.27%	77.27%	22.73%	75% or fewer	25% or more
EDS	73.74%	26.26%	69.70%	30.30%	68.00%	32.00%	18.92%	81.08%
Non-EDS	95% or more	5% or fewer	92.16%	7.84%	92.16%	7.84%	40.00%	60.00%
SWD	57.69%	42.31%	61.54%	38.46%	53.85%	46.15%	60% or fewer	40% or more
Non-SWD	87.10%	12.90%	80.65%	19.35%	80.80%	19.20%	25.53%	74.47%
LEP	48.00%	52.00%	52.00%	48.00%	50.00%	50.00%	75% or fewer	25% or more
Not LEP	88.80%	11.20%	82.40%	17.60%	81.60%	18.40%	29.55%	70.45%
Migrant	63.64%	36.36%	63.64%	36.36%	63.64%	36.36%	*	*
Not Migrant	83.45%	16.55%	78.42%	21.58%	77.14%	22.86%	26.00%	74.00%
Female	86.84%	13.16%	82.89%	17.11%	82.89%	17.11%	30.77%	69.23%
Male	77.03%	22.97%	71.62%	28.38%	69.33%	30.67%	19.23%	80.77%

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** 2007-08 was the first year Science was administered for grades 4, 8 and 10 on the SBA.

Appendix B - Assessment Data

Willow Crest Elementary

Anchorage School District: Profile of Performance 2007-08

SBA Proficient & Not Proficient by NCLB Groups for Willow Crest Elementary School								
	Reading		Writing		Mathematics		Science**	
	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient
All Students	71.81%	28.19%	66.22%	33.78%	66.96%	33.04%	33.90%	66.10%
AF AM	57.14%	42.86%	57.14%	42.86%	42.86%	57.14%	*	*
AKNA/AI	64.81%	35.19%	55.77%	44.23%	59.62%	40.38%	21.43%	78.57%
Asian	79.31%	20.69%	72.41%	27.59%	77.42%	22.58%	*	*
NH/OPI	60% or more	40% or fewer	57.14%	42.86%	60% or more	40% or fewer	*	*
White	85.25%	14.75%	78.69%	21.31%	81.97%	18.03%	47.62%	52.38%
Hispanic	60.61%	39.39%	60.61%	39.39%	54.55%	45.45%	60% or fewer	40% or more
ME	66.67%	33.33%	63.89%	36.11%	58.33%	41.67%	23.08%	76.92%
EDS	66.89%	33.11%	59.18%	40.82%	61.74%	38.26%	29.73%	70.27%
Non-EDS	81.01%	18.99%	79.49%	20.51%	76.92%	23.08%	40.91%	59.09%
SWD	36.96%	63.04%	30.43%	69.57%	29.55%	70.45%	80% or fewer	20% or more
Non-SWD	80.66%	19.34%	75.42%	24.58%	75.96%	24.04%	42.22%	57.78%
LEP	48.08%	51.92%	37.25%	62.75%	47.27%	52.73%	80% or fewer	20% or more
Not LEP	78.86%	21.14%	74.71%	25.29%	73.26%	26.74%	39.13%	60.87%
Migrant	72.22%	27.78%	61.11%	38.89%	72.22%	27.78%	*	*
Not Migrant	71.77%	28.23%	66.67%	33.33%	66.51%	33.49%	35.71%	64.29%
Female	77.36%	22.64%	76.92%	23.08%	71.43%	28.57%	36.67%	63.33%
Male	66.94%	33.06%	57.02%	42.98%	63.11%	36.89%	31.03%	68.97%

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** 2007-08 was the first year Science was administered for grades 4, 8 and 10 on the SBA.

Appendix C-Schedule of Operations/Typical Day

Appendix C: Schedule of Operations /Typical Day

SCHOOL (S) SERVED: Willow Crest and Creekside Park

SCHOOL YEAR: 9/1/09-5/20/09

Community Served	Program Location	Hours of Operation	M	T	W	TH	F
Anchorage	Creekside Park	9:30 a.m.-1 p.m.	X	X	X	X	X
Anchorage	Willow Crest	9:30 a.m.-1 p.m.	X	X	X	X	X

***Plus quarterly home visits and parent / teacher conferences**

Proposed Schedule of Typical Day:

Time Period	Activity	Description <i>(Include use of ELG and MLE as part of a Balanced Program)</i>
9:30-9:50	Arrival	Family and student welcoming, child sign-in, daily rituals, table top and floor activities, independent book reading and journaling.
9:50-10:05	Circle Time	<u>Whole Group</u> : attendance, developing community (song, dance, music, puppetry, story telling, instruments, conversations, short lessons –i.e., social skills/violence prevention) and transitioning activities for snack.
10:05-10:20	Snack	Healthy snack-may sometimes be part of extended center time, especially when cooking. Swish & Swallow.
10:20-11:35	Centers	Open interest areas: (based on Creative Curriculum guidelines-classroom environment arranged to promote active hands-on learning in all developmental domains- social/emotional, cognitive, language and physical); child initiated learning based on interests and developmental needs (DAP and ELG's); studies & projects; <u>small group activities</u> and teacher scaffolding of children's learning (MLE's).
11:35-12:25	Gross Motor	Daily active play, indoors and outdoors (includes winter dressing) with both teacher-guided activities and child-initiated play.
12:25-1:00	Lunch	Hand washing, nutritious meals served family style in relaxed atmosphere to promote healthy eating practices. Tooth brushing.
1:00	Departure	Goodbyes

Fire & Earthquake drill to be conducted each month

Appendix D-Organization of Project Staff
Personnel Roster
Position Descriptions
Resumes

Appendix D: Organization Of Project Team

Name	Institution	Position	FTE
Dianne Orr	ASD	Title 1 Supervisor	.025 FTE Grant Manager
Beth Snyder	ASD	ECE Specialist	.20FTE Leadership* and Management Teams**
Dirk Schumaker	KCI	Executive Director	.10FTE Leadership and Management Teams
Charles Freeman	KCI	Program Operation Manager	.20FTE Leadership and Management Teams
New Hire	ASD	ECE Instructional Specialist	.20FTE Leadership Team
New Hire	ASD	Family Education Specialist	.20FTE Leadership Team
Diane Hoffbauer	ASD	Willow Crest Principal	.025 Supervision
Teacher-new hire	ASD	Willow Crest Teacher***	1FTE
Education Specialist (new hire)	KCI	Willow Crest***	1 FTE
Teaching Asst (new hire)	KCI	Willow Crest***	.6 FTE
Yadira Ramos	ASD	Willow Crest FSSC	.05FTE
Theresa Owens	ASD	Creekside Park Principal	.025 Supervision

Teacher-new hire	ASD	Creekside Park Teacher***	1 FTE
Steven Thorpe	ASD	Creekside Park FSSC	.05 FTE
Education Specialist (new hire)	KCI	Creekside Park***	1 FTE
Teaching Asst (new hire)	KCI	Creekside Park***	.6 FTE

***Management Team-meets weekly until otherwise needed**

****Leadership Team-meets monthly**

***** Teaching teams meet weekly**

Title 1 Preschool Teacher

Can clearly articulate his /her philosophy of developmentally appropriate early childhood education and demonstrates this understanding in his/her daily practice. Commits to both closing the achievement gap to and to viewing each child as capable of achieving.

Primary Functions of the Preschool Teacher are:

Team with classroom assistant to provide a well-balanced high quality early childhood program.

Model appropriate behavior and teaching techniques for teacher assistant and volunteers under her/his supervision in the classroom.

Plan and implement the ASD adopted preschool curricula across all developmental domains (physical, social, emotional and cognitive) and across disciplines (language and literacy, including English acquisition, mathematics, social studies, science, art, music, physical education, and health).

Plan and maintain a safe, clean, well-organized and predictable learning environment that assures the wellbeing and safety of children.

Arrange and organize the classroom environment into clearly defined learning areas with a wide variety of materials for both child-initiated play and teacher-directed learning.

Provide a daily schedule of planned activities which include individual, small group and whole group learning opportunities for students.

Utilize a wide variety of teaching strategies to meet the individual needs of all students.

Utilize intentional teaching practices to increase children's skills, knowledge and dispositions for learning.

Scaffold students learning to help children progress in all areas of learning and development.

Knowledge of English Language Learner (ELL) principals and current research based practices for young children.

Create and foster a community of learners that supports all children's development and learning.

Foster consistent, positive caring relationships between the adults and children, among children, among teachers, and between teachers and families.

Promote social competence, self-regulatory skills and prosocial behavior in children.

Assess child progress in an ongoing, strategic and purposeful manner to inform the planning and implementation of learning experiences.

Use a variety of assessment measures to document student learning, including observations, checklists, work samples, conversations, progress monitoring and authentic, evidence-based performance.

Schedule, conduct and document well planned quarterly home visits with families.

Meet as scheduled with other Title 1 Preschool Teachers and the Early Childhood Education Support Teacher for collaboration and professional development.

Collaborate with building staff (nurse, Family School Services Coordinator, etc) and other ASD personnel to ensure a team approach to working with children and families.

Coordinate and collaborate with the Child In Transition/Homeless Program Early Childhood Specialist to ensure continuity and school stability for children and families experiencing homelessness.

Develop knowledge of the community resources to ensure a comprehensive approach to working with families.

May perform other related duties as assigned.

Minimum Qualifications:

- Current Type A Alaska Teaching Certificate
- BA/BS Early Childhood Education
- Experience working with children and families from diverse cultural and economic backgrounds
- Excellent communication skills
- Experience in computer technology

Early Childhood Education Specialist

Supports education opportunities for children and families by implementing comprehensive, developmentally appropriate Head Start programming for enrolled children. Conducts home visits with families to emphasize the home as the child's primary learning environment. Promotes family wellness and parent involvement by initiating and implementing the family partnership process. Provides initial enrollment support and direct follow up with families interested in Head Start.

ESSENTIAL FUNCTIONS

Key Performance Area – Classroom Services

Establish and maintain a safe and healthy learning environment:

- In collaboration with the classroom team, writes and implements lesson plans that demonstrate individualization and allow for child exploration
- Integrates child health, nutrition, and dental activities into the daily routine
- Demonstrates appropriate child supervision by maintaining awareness of ratios, problem areas in need of more attention, placement in classroom and on playground.
- If riding on a bus, assures safety of children by assisting with appropriate safety restraints and assuring supervision of children and provides appropriate activities to engage all children
- Facilitates and encourages discussion and language opportunities about nutrition during meal times
- Incorporates hand washing and dental hygiene into daily routines by role modeling and assisting with the activities
- If working with preschoolers in need of diapering, follows all posted procedures in health and sanitation and assists children with washing hands after changing
- Assists team in maintaining a facility that meets Head Start and municipal health and safety standards
- Performs daily health and safety scan of all children
- Maintains current and accurate information on medical allergies and medical condition
- Assists in planning and evaluating monthly classroom fire and earthquake drills

Provide a classroom program that builds and strengthens positive self-concepts and individual strengths of children:

- Provides positive, supportive and appropriate responses to children
- Incorporates mental health activities in the classroom (such as Second Step activities, Ages and Stages SE, individualized plans, etc.)
- Encourages children to develop positive attitudes towards a variety of backgrounds and cultures
- Encourages children to develop inner control by providing positive guidance and re-direction
- Engages children in the classroom to promote and stimulate learning
- Models appropriate behaviors and interactions while in the presence of children

Plan and implement curriculum that encourages the advancement of physical, intellectual, and social competencies of children:

- Demonstrates accepted principles of early childhood education/development
- Implements activities and projects that are reflected in the classroom lesson plan
- Assists children during "teachable moments"
- Encourages children to develop skills necessary to prepare for kindergarten entry
- Encourages children to problem solve on their own
- Assists parents in identifying individualized goals for their children. Documents progress toward goals and shares the outcomes with parents

Assure adequate transitions throughout the day:

- Assists children in following classroom schedules, rules and routines
- Assists children in understanding their role during transitions and encourage children to transition in an orderly fashion

Assist with Volunteers in the Classroom

Position Description

- Assists in directing volunteers in the classroom by helping them understand the routines, transitions, and planned activities for the day
- Incorporates scheduled volunteer days into lesson planning

Referrals

- Refers children with suspected disabilities to appropriate staff for further evaluation
- Participates in the referral processes (disabilities services, health/nutrition) as needed
- Collects appropriate weekly observations

Key Performance Area – Family Partnership Building

Enrollment and recruitment:

- Assists in the family orientation process
- Completes the enrollment visits as vacancies occur during the program year

Family Partnerships:

- Initiates the Family Partnership Agreement by helping parents to identify goals and resources available to assist in reaching the goals
- Maintains contact with families and provides resource and referral follow up services as needed
- Assists classroom staff in understanding family dynamics through the Family Staffing process
- Promotes family literacy
- Conducts regular visits with the families to continue to develop the partnership between the family, ASD, Kids' Corps, and the community
- Assists with crisis intervention as needed
- Assists in the transition process as families move into and out of the Head Start program
- Monitors progress toward family partnership goals and updates as needed
- Follows up with families regarding child attendance concerns

Parent Involvement:

- Supports and monitors parent involvement activities
- Assists parents in identifying how to participate in Head Start
- Attends parent Committee Meetings and assists families and staff in planning their content
- Implements *Ready ! Kindergarten* with the Title I school's Family Schools Services Coordinator

Key Performance Area – Home Visits and Parent/Teacher Conferences

Home Visits

- Performs home visits that meet Head Start education and family services requirements
- In collaboration with the classroom staff, performs 2 parent/teacher conferences per year
- Incorporates home visit activities that are inexpensive and can be done with items commonly found in the home
- Assists families in identifying child developmental milestones and provides framework for home activities that can enhance the child's growth and development
- Provides information on health, safety, nutrition, dental health, community activities that are available at little or no cost
- Emphasizes the home as the child's primary learning environment

Key Performance Area – Work Habits and Practices

- Reports to work, on a regular basis, as scheduled
- Functions as an effective team member in the classroom and on buses
- Demonstrates a commitment to Kid's Corps, Inc. mission, values, policies, and procedures in the performance of job duties
- Continues to increase professional knowledge, skills and competencies in job related areas; incorporates and demonstrates new knowledge and skills while performing duties
- Maintains confidentiality of program information, staff information, and participant information
- Attends and participates in staff meetings and training sessions
- Demonstrates professional conduct and behavior

Kids' Corps, Inc.

Position Description

- Accepts responsibility for seeking assistance and guidance when needed to effectively perform duties
- Incorporates constructive direction from supervisor to improve job performance
- Accepts responsibility for quality job performance and make changes as needed
- Assures that lesson plans, home visits, and parent/teacher conferences are completed in a timely manner

Key Performance Area – Recordkeeping and Reporting

- Inputs data into Kids' Corps database as requested
- Observes and records children's behavior, progress, and growth
- Assures accuracy of child file information by logging communications with families on to Family Contact Report and filing information received according to guidance provided
- Anecdotal recording
- Records attendance, meal counts, and enrollment updates for classroom
- Provides accurate Home Visit forms for purposes of volunteer and in kind reporting
- Provides accurate and timely timesheet to account for work hours
- Submits KCI Monthly Report with end of month timesheet

Key Performance Area – Communication

- Assures continuous and timely flow of verbal and written communication to and from other staff, supervisor, program participants, and the community. Conducts communication in an effective, respectful, timely, and supportive manner
- Prepares and provides timely and accurate written reports as required or requested
- Follows calendar, Teamwork Times, center newsletters, and memoranda to assure participation in KCI activities
- Completes weekly observations to parents that include information about what children did in the classroom that week

MARGINAL FUNCTIONS

Perform other assignments as requested by supervisory staff

Participate in planning process as directed

Participate in self-assessment process as directed

Position Information

Reports to: Program Operations Manager

Requirements: 2-year or 4-year degree in Early Childhood Education/Development – related education degrees evaluated on a case-by-case basis using transcripts.

Prefer: Bi-lingual (fluent written and verbal)

Starting Salary:

2-Year Degree	4-Year Degree	Graduate Degree
\$15.25	\$17.25	\$18.25

Degree/certificate must be Early Childhood related or Education related with 12 credits of Early Childhood Education/Development included

Kids' Corps, Inc.

Position Description

Introductory Period: 90 Days

Other Requirements:

Certifications:

Appropriate and current First Aid and CPR certification

Current and approved background check with Municipal Licensing (requires fingerprinting and Interested Person's Report from the State of Alaska)

Proof of United States employment eligibility as required on the I-9 form

Abilities

Must be able to evacuate self, children, and parents from building and bus safely in the event of an emergency

Able to work cooperatively with other adults

Able to maintain confidentiality of program information

Effective written and verbal communication abilities

Physical Abilities:

See attached list

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

PAYROLL INFORMATION:

- Timesheet dates are no later than the 15th of each month and the last working day of each month.
- This position pays \$.50 per hour more than a traditional teacher position. This \$.50 difference will be taken out of the regularly hourly wage if you leave this position and convert to a regular teacher position
- Payroll checks are direct deposited or mailed to employees on the pay date.
- All positions are contingent upon Policy Council Approval
- This position is dependent upon availability of funding (all positions are grant funded).

All positions may be required to work occasional evening and/or weekend (usually Saturday)

Personnel Policies and Procedures are available on the Internet at <http://k.ciaalaska.org>

All employment with Kids' Corps is "at will". This means that the employee or Kids' Corps may terminate employment at any time and for any reason with approval from the Head Start Policy Council in accordance with Head Start Performance Standard 45 CFR 1304.50 (d) (1) (x). No term of employment is expressed or implied by this job description.

Employee Signature: _____ Date: _____

Assistant Teacher

Support education opportunities for children and families by assisting the Head Start Teacher in providing and implementing a quality developmentally appropriate preschool experience for children enrolled.

ESSENTIAL FUNCTIONS

Key Performance Area – Classroom (Transportation) Services

Establish and maintain a safe and healthy learning environment:

- Demonstrate appropriate child supervision by maintaining awareness of ratios, problem areas in need of more attention, placement in classroom and on playground.
- If riding on a bus, assures safety of children by assisting with appropriate safety restraints and assuring supervision of children and engage all children with appropriate activities
- Assist in developing and implementing activities that promote good health habits and integrate health, nutrition, and dental components into the regular daily routine
- Encourage discussion and language development about nutrition during meal times
- Incorporates hand washing and dental hygiene into daily routines by role modeling and assisting with the activities
- If working with toddlers or preschoolers in need of diapering, follows all posted procedures in health and sanitation and assists children with washing hands after changing
- Clean facility as assigned and directed
- Perform health and safety check of facility and playground daily
- Assist with fire/earthquake drills as required

Assist Teacher in providing a classroom program that builds and strengthens positive self-concepts and individual strengths of children:

- Provide positive, supportive and appropriate assistance and responses to children
- Assist in incorporating mental health activities in the classroom (such as Second Step activities, individualized plans, etc.)
- Encourage children to develop positive attitudes towards a variety of backgrounds
- Encourage children to develop inner control by providing positive guidance and discipline
- Role model appropriate behaviors and interactions while in the presence of children

Assist with planning and implementing curriculum that encourages the advancement of physical, intellectual, and social competencies of children:

- Demonstrate familiarity with accepted principles of early childhood education/development
- Participate in activities and projects that are reflected in the Lesson Plan
- Assist children during "teachable moments" to assist them in reaching the next step
- Encourage children to develop self help skills necessary to prepare for Kindergarten entry (i.e. zipping coat, tying shoes, etc.)
- Encourage children to problem solve on their own

Assist with transitions throughout the day:

- Assist children in following classroom schedules and routines by helping them identify key transition times
- Assist children in understanding their role during transitions
- Encourage children to transition in an orderly fashion
- Assist with naptime transitions in centers where napping is scheduled
- Assist with transportation transitions in centers providing transportation

Assist with Volunteers in the Classroom

- Assist in directing volunteers in the classroom by helping them understand the routines, transitions, and planned activities for the day

Position Description

Key Performance Area – Work Habits and Practices

- Report to work as scheduled
- Manages time wisely in the agency, center, and classroom
- Function as an effective team member in the classroom and on buses
- Demonstrate a commitment to Kid's Corps, Inc. mission, values, policies, and procedures in the performance of job duties
- Continue to increase professional knowledge, skills and competencies in job related areas; incorporate and demonstrate new knowledge and skills while performing duties
- Maintain confidentiality of program information, staff information, and participant information
- Attend and participate in staff meetings and training sessions
- Demonstrate professional conduct and behavior
- Accept responsibility for seeking assistance and guidance when needed to effectively perform duties
- Incorporate constructive direction from supervisor to improve job performance
- Accept responsibility for quality job performance and make changes as needed
- Demonstrate ethical conduct per NAEYC Code of Ethical Conduct

Key Performance Area – Recordkeeping and Reporting

- Observe and record children's activities on required observation forms and transfer data to child file
- Assists in observing and recording children's behavior, progress, and growth
- Assists with child file documentation by logging communications with families on to Family Contact Report
- Assists with anecdotal recording
- Assists with attendance, child care food program recording, and classroom form updates
- Provides accurate and timely timesheet to account for work hours

Key Performance Area – Communication

- Assure continuous and timely flow of verbal and written communication to and from other staff, supervisor, program participants, and the community. Conduct communication in an effective, respectful, timely, and supportive manner
- Prepare and provide timely and accurate written reports as required or requested
- Follow calendar, Teamwork Times, center newsletters, and memorandums to assure current knowledge of agency happenings
- E-mail as needed

MARGINAL FUNCTIONS

Perform other assignments as requested by supervisory staff

Participate in planning process as directed

Participate in self assessment process as directed

Position Information

Reports to: Center Director

Supervises: None

Requirements: High School Diploma/GED

Prefer: Bi-lingual (fluent written and verbal), previous formal preschool experience

Starting Salary:

HS/GED	CDA	2-Year Degree	4-Year Degree	Graduate Degree
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Kids' Corps, Inc.

Position Description

\$9.64	\$10.15	\$10.66	\$11.17	\$11.17
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Degree/certificate must be related to position

Introductory Period: 90 Days

Other Requirements:

Certifications:

Appropriate and current First Aid and CPR certification

Current and approved background check with Municipal Licensing (requires fingerprinting and

Interested Person's Report from the State of Alaska)

Proof of United States employment eligibility as required on the I-9 form

Abilities

Must be able to evacuate self, children, and parents from building and bus safely in the event of an emergency

Able to work cooperatively with other adults

Able to maintain confidentiality of program information

Effective written and verbal communication abilities

Physical Abilities:

See attached list

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

PAYROLL INFORMATION:

- Timesheet dates are no later than the 15th of each month and the last working day of each month.
- Payroll checks are direct deposited or mailed to employees on the pay date.
- All positions are contingent upon Policy Council Approval
- This position is dependent upon availability of funding (all positions are grant funded).

All positions may be required to work occasional evening and/or weekend (usually Saturday)

Personnel Policies and Procedures are available on the Internet at <http://kcialaska.org>

All employment with Kids' Corps is "at will". This means that the employee or Kids' Corps may terminate employment at any time and for any reason with approval from the Head Start Policy Council in accordance with Head Start Performance Standard 45 CFR 1304.50 (d) (1) (x). No term of employment is expressed or implied by this job description.

Employee Signature: _____ Date: _____

Anchorage School District

Title: Early Childhood Instructional Specialist

Organizational Unit:

Reports to Dianne Orr, Title 1 Supervisor Bargaining Unit: AEA

Compensation: _____ Work Year: 2009-2010

Position Summary Statement

- The ECE Instructional Specialist is responsible for the design and implementation of the professional development component of the Title 1 Preschool classrooms using mentor-coaching strategies with teachers and teaching assistants to support excellence in their daily practice.
- Assures that teaching staff implements effective strategies to support children's learning leading to evidence-based positive outcomes and school readiness.
- The ECE Support Staff provides training and support of teaching staff in implementing early childhood education services for preschoolers and their families.
- The Mentor Coach supports curriculum planning, observation and assessment of children, and Pre-K RTI.
- The Mentor Coach also supports the requirements set forth in the Head Start Program Education Performance Standards, Head Start Program Plan, and other quality standards for childcare and education (including licensing regulations and developmentally appropriate practices).
- The Mentor Coach works in coordination with the Title 1 Supervisor, Preschool Coordinator, other Title 1 Instructional Specialists and ASD program personnel.

Essential Duties and Responsibilities:

This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed while in other cases related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Establishes and maintains a positive, trusting, supportive relationship with teaching staff.
2. Facilitates effective communication, problem solving, planning, cooperation, and follow-through among teaching staff and parents through periodic meetings and written communication while assuring parental and family involvement and understanding.
3. Works together with parents and teaching staff to help foster positive self-identity in all children while supporting teaching staff in learning more about a family's culture, honoring home language and respect for practices and priorities that parents have for their children.
4. Assures that teaching staff recognizes the primary role of the parent and involves parents and families in services provided for their children and assures that teaching staff responds to the needs of each child and his/her family in a timely, respectful, and supportive manner.
5. Utilizes effective communication skills - building trust and confidentiality, careful listening, and asking questions to achieve clarity.
6. Provides teaching staff with on-going individual feedback, modeling, and coaching toward the goal of effective performance while supporting teaching staff to examine and enhance their own teaching practices.
7. Assists teaching staff in problem solving
8. Models effective approaches and encourage positive change through reflective practice in

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Anchorage School District

- a supportive and caring environment.
9. Plans and coordinate, in collaboration teaching staff, Title 1 Pre K Coordinator, parent representatives and others in the orientation, pre-service, in-service and post-service training of teaching to achieve a comprehensive, integrated program.
 10. Provides group, pre-service, in-service, and post-service training and presentations as appropriate and necessary.
 11. Assures compliance with State, Federal, and program guidelines for education, health, and safety of enrolled children while Assuring classrooms and outdoor play areas are developmentally appropriate learning environments, as defined by the National Association for the Education of Young Children.
 12. Facilitates the integration of Developmentally Appropriate Practices into daily routines while offering guidance in all developmental domains.
 13. Demonstrates practices of modeling, reflective practice, and individualizing.
 14. Observes, monitors, and documents each teaching staff to assure compliance, assist teachers in making instructional decisions and identify training needs.
 15. Investigates and utilizes appropriate and available resources, to enhance the quality of the program operation and necessary services for children and families in the community and our particular population

Miscellaneous

1. Performs other duties and takes on additional responsibilities as directed by supervisor.
2. May perform other related duties as assigned.

Minimum Qualifications:

The requirements listed below are representative of the knowledge, skills and abilities required to satisfactorily qualify for the position.

Knowledge of:

1. Current research on 'best practices in early childhood education

Skills Required:

1. Administrative experience in an early childhood setting.
2. Experience working with teachers providing training and professional development.
3. Effective communications skills, both verbal and written.

Ability to:

1. Ability to effectively organize, prioritize, solve problems and handle multiple tasks.
2. Ability to think and act proactively in order to minimize problems.
3. Above average communication and interpersonal skills.

Education and/or Experience:

Listed below are any combination of education and/or experience that demonstrate possession of the requisite knowledge, skill and abilities.

1. **Equivalent experience, education, and training may be considered in lieu of degree requirement. (To be used in conjunction with degree requirements where experienced applicants would be acceptable.)**
2. Current Type A teaching certificate.
3. Meets or exceeds one of the qualification requirements:
 - i. Bachelor's or Advanced degree in Early Childhood Education
 - ii. Bachelor or Advanced degree in a related field with 15 credits early childhood and five years teaching experience in an early childhood classroom.
4. Minimum three years experience working in an early childhood classroom.
5. Minimum three years working with children and families in poverty
6. Experience working with community early childhood agencies and organizations

Anchorage School District

Special Qualifications:

Requirements that are unique to this position which are not listed above.

Certificates, Licenses, Registrations:

- Proof of valid driver's license and current/adequate vehicle insurance coverage.

Physical/Mental Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

While performing the duties of this job the employee is regularly required to sit; use hands to finger, handle or feel; reach with hands and arms; and talk or hear. The employee is occasionally required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

Must have the ability to read and interpret documents such as financial statements. Must be able to communicate by verbal and written means in a professional manner.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee is regularly exposed to video display and regularly works in inside environmental conditions. The employee is occasionally exposed to outdoors weather conditions and occasionally works in evenings or weekends and occasionally works with personal vehicle. The noise level in the work environment is usually moderate.

Family School Psychologist/Parent Education Coach

Minimum Qualifications:

- Masters or Educational Specialist degree from an accredited college or university.
- Current valid Alaska Type A, C or K teaching certificate with a school psychology endorsement required (Type A or C with social work or counseling endorsement may also apply).
- Experience in providing parent education, program evaluation and consultation and training to staff.
- There is no HQT (Highly Qualified Teacher) designation for this position.

Essential functions:

- The responsibilities listed below are representative of essential functions of this position. The successful candidate:
- Assists with review and selection of research-based parent education curricula to be used for instruction with staff and parents.
- Develops and coordinates implementation of a range of parent education opportunities, which are delivered through parent-teacher contacts, parent education groups and individual parent coaching sessions.
- Supports and reinforces the key role of the preschool classroom teacher.
- Serves as a consultant /mentor to teachers and staff and a coach to parents.
- Provides parent coaching and counseling to individuals and small groups of parents to support parenting practices that encourage social and emotional development and resiliency in preschool children to promote successful school entry.
- Consults with teachers, parents and other family member on individual student needs.
- Acts as a liaison among school staff, parents and community-based agencies.
- Conducts parent group meetings and workshops.
- Provides in-service training to teachers and staff to assist them with planning and implementing parent education in order to maximize the developmental benefits to preschool students.
- Devises and implements appropriate parent coaching and counseling techniques to accommodate a variety of cultural and functional levels.
- Acts as a student and family advocate.
- Coordinates parent education program development, maintenance and evaluation.
- Collaborates with school staff concerning early identification, remediation and the use of an effective referral process for assisting in accessing special programs and services.
- Collaborates with the school team to develop positive behavior support plans for students.
- Consults with and provides parenting training in relation to transitioning students to the elementary program.
- Assists with completion and collection of all data needed for program evaluation.
- Other related duties as assigned
- Pursues continuous professional growth.

Work Environment:

The majority of work is performed in the ASDEC and school settings with a wide variety of adult and students with differing functional levels, personalities and abilities.

Physical Demands:

The physical demands of this job require frequent standing, walking, sitting, speaking and hearing. Specific visual abilities are also required. The employee is regularly required to reach with his/her hands and arms and occasionally lift items weighing less than 40 lbs. Reasonable accommodations may be made to enable individuals with disabilities to perform functions of the job.

Reasonable Accommodations:

The Anchorage School District is committed to provide reasonable accommodations according to applicable state and federal laws, to all qualified individuals with physical or mental disabilities.

This job description in no way states or implies these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

The Anchorage School District is an equal employment opportunity employer.

BETH SNYDER

1510 W. 15th Avenue
Anchorage, Alaska 99501

(907) 272-9714 (hm)
742-3835 (work)
742-3830 (fax)
snyder_beth@asdk12.org

Education

New Mexico State University
Las Cruces, New Mexico

Master of Arts in Education, M.A.
Emphasis in Early Childhood
August 1990

Boston College
Chestnut Hill, Massachusetts

Bachelor of Arts in Elementary Education, B.A.
Emphasis in Early Childhood
Kindergarten Student Teaching
May 1978

University of Edinburgh

August 1976 - December 1976

Positions and Duties

Anchorage School District
Early Childhood Teacher Specialist
Title 1
Child In Transition Homeless Project
1016 W. 6th Avenue
Anchorage, AK 99501

February 1993 – present

Ensure young children and their families experiencing homelessness have access to early education opportunities. PreK teacher of highly mobile classroom 3 days weekly. Facilitate implementation of a Barbara Bush Family Literacy grant for homeless families. Child Welfare and Head Start collaboration.

Coordinate and develop elementary component of the Child In Transition/Homeless Program including collaboration with schools and community agencies in order to facilitate enrollment, attendance and success in school. Develop and implement onsite toddler/preschool programs for high risk children and their families in city homeless shelters. Supervise preschool assistant teachers. Identify needed resources for families and collaborate with community agencies. Create curriculum, identify and utilize appropriate assessment measures, conduct parent trainings, and present at local and state workshops and conferences.

Partners In Homeless Education (PIHE)
1016 W. 6th Av
Anchorage, AK 99501

March 1998-present

Co-Coordinator: of PIHE, an educational and recreational project for children experiencing homelessness throughout the year.

Programs For Infants and Children, Inc.
Anchorage Infant Learning Program
4454 Business Park Blvd.
Anchorage, Alaska 99503

March 1992 - February 1993

Early Childhood Educator: Coordinate and facilitate center-based group early intervention classes for children with developmental delays and their families. Supervise and train classroom program assistants. Participate as a member of a multidisciplinary team to provide early intervention services to families with children from birth-three years, conduct evaluations, develop, write and implement individualized family service plans (IFSP's), conduct home visits, and work with families and other community agency staff.

University of Alaska Anchorage
School of Education
Early Childhood Development Program
Anchorage, Alaska 99508

May 1992 - June 1992

Adjunct Instructor: Part-time college instructor of Early Childhood Development (ECD) courses.

New Mexico Department of Human Services
Social Services Division Children's Bureau
Santa Fe, New Mexico 87504-2348

April 1989 - December 1991

Child Care Specialist: Observe and evaluate southern New Mexico child care centers, conduct staff interviews, identify technical assistance areas, develop individualized training packets, write follow-up reports, meet with Social Service personnel, Health and Environment Licensing section staff, and Las Cruces Child Care Resource and Referral program coordinators to share center findings.

Beth Snyder-Rea, Consultant
Las Cruces, New Mexico

April 1989 - December 1991

Independent Early Childhood Consultant: Develop and execute training sessions for local and state agencies, Las Cruces Public Schools, and independent child care facilities, rate proposals for the New Mexico Office of Child Development.

New Mexico Department of Human Services
Social Services Division, Children's Bureau
Santa Fe, New Mexico 87504-2348

June 1991 - August 1991

School Age Consultant: Observe and assess the Camp Roadrunner Program as it relates to New Mexico School-Age Standards, develop a plan and materials for providing technical assistance to Camp Staff, arrange and provide on-site assistance, conduct demonstration teaching, provide written reports.

New Mexico State University
Child Care Resource and Referral
Las Cruces, New Mexico 88001-0003

July 1988 - February 1991

Program Coordinator: Coordinate program development, supervise staff, create referral network, develop materials, resources, and toy lending libraries, plan and implement day care provider training sessions, conduct site visits, serve on child development boards, present workshops, write grants and fundraise.

College Instructor/CDA Advisor: Supervise field-based instruction of students in family day care homes, child care centers. Head Start programs and public school kindergartens.

Dona Ana Community College
Las Cruces, New Mexico 88001-0003

February 1988 - April 1988

Part-Time Instructor: Develop and implement a course on operating a family day care business.

New Mexico State University
Child Development Associate Program
Las Cruces, New Mexico 88001-0003

August 1987 - May 1988

Graduate Teaching Assistant: Teach introductory Early Childhood courses, develop syllabi, construct assignments and exams.

Community Coordinated Child Care Council
Northwestern Michigan College
Traverse City, Michigan 49684

August 1984 - July 1987

Campus Child Care Center Teacher-Director and Program Coordinator: Serve as child care center administrator, infant-toddler Head Teacher and trainer. Operate referral system, coordinate family day care provider trainings, maintain resource and toy lending libraries, and advise CDA candidates.

United States Peace Corps
Lesotho, Southern Africa

December 1981 - January 1984

Field Staff/National Teacher Training College and Mantloaneng Preschool Teacher and Trainer: Supervise student interns in elementary and secondary classrooms, conduct monthly seminars, operate an Educational Resource Center, provide on-site model teaching, develop and implement training sessions for Mantloaneng center teachers, coordinate and plan area preschool trainings, initiate construction of village preschool.

Lincoln-Sewall After School Program
Brookline Public Schools
Brookline, Massachusetts 02148

September 1978 - November 1981

Teacher-Director and Metco Tutor: Teacher and director of school-age program (K-3) in public school facility. Part-time tutor for public school's developmentally delayed program, participant in IEP core evaluations

Current Memberships

National Association for the Education of Young Children
National Association for the Education of Homeless Children and Youth
Friends of Lesotho

Awards

Light of Hope Award, 2004
Golden Apple, 1999

Dirk Shumaker
2648 Porter Place
Anchorage, AK 99508
shumakerdirk@hotmail.com

Summary of Qualifications

- Over 16 years of increasing responsibility within the Kids' Corps, Inc. Head Start program
- Accomplishments in the area of program planning that demonstrate vision, strong analytic abilities and creative thinking
- Familiarity with Head Start regulations and culture
- Years of experience in communicating effectively with people from diverse backgrounds

Professional Experience

Executive Leadership

- Led group that developed an agency strategic plan
- Led management team that planned and implemented services that the Office of Head Start determined to be fully compliant with all Head Start Performance Standards
- Led program development team that implemented 3 year SPARC family literacy initiative, the only program in Alaska selected by the Office of Head Start to participate

Program Planning

- Led team of parents and staff that redesigned Kids' Corps program options, resolving chronic classroom quality problems
- Developed an agency business plan that has stream-lined grant application processes
- Led agency self-assessment, 2004-2006
- Developed plans that revamped food and transportation services, resulting in thousands of dollars of operational savings

Reporting and Monitoring

- Led program support staff in developing a comprehensive data entry system
- Compiled annual 30 page Federal Program Information report, 2003-2006
- Developed and wrote KCI's first annual report

Communication

- Participated in hundreds of home visits with Head Start parents
- Conducted program planning and training activities with Parent Policy Council members
- Developed partnership agreements with numerous community organizations
- Represented KCI in a wide variety of business and community settings

Dirk Shumaker
2648 Porter Place
Anchorage, AK 99508
shumakerdirk@hotmail.com

Work History

Kids' Corps, Inc.	Anchorage, AK		1992-present
▪ Executive Director			2006--present
▪ Program Planning Manager			2002--2006
▪ Family Services Supervisor			1998--2002
▪ Family Advocate			1993--1998
▪ Teacher Assistant			1992--1993
Campfire, Alaska Council	Anchorage, AK	Activities Leader	1990--1992
Garcia's of Scottsdale	Anchorage, AK	Cook	1984--1990
University of Arkansas	Fayetteville, AR	Teaching Associate, Department of English	1981--1983

Education

Wheaton College Bachelor of Arts, Philosophy Graduated cum laude	Wheaton College	1976-1980
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Professional Highlights

- Alaska Head Start Association Leadership Award, February 2006
- Vice President Alaska Head Start Association, 2007-present
- Region X Head Start Association Board of Directors, Alaska Representative, 2007-present

Charles K. Freeman
520 Izembek Circle
Anchorage, Alaska 99508
(907) 274 – 1015 / charles@kcialaska.org

Experience: Kids' Corps, Inc.
1840 S. Bragaw, #210
Anchorage, Alaska 99508

Program Operations Manager – August 2006 to current
Family Services Coordinator – September 2004 to August 2006
Center Director – January 2004 to September 2004

Current duties and responsibilities:
Monitor the quality of education, disabilities, health & nutrition, and family services components of the Head Start program. Direct supervision of five center directors and four content area specialists. Complete monthly reports for Board of Directors and Policy Council review.

Conferences and trainings:
Office of Head Start Dual Language Institute
Washington, D.C.
10/27/2008 – 10/31/2008

The National Head Start New Education Manager Orientation
Nashville, Tennessee
12/12/2006 – 12/15/2006

Alaska Association of the Education of Young Children (AAEYC) Conference
Anchorage, Alaska
January 2004, January 2007, 2008, & 2009

Memberships and Affiliations:
National Association of the Education of Young Children (NAEYC)
First Book Advisory Board – Anchorage

Ball State University – Graduate Assistant
Department of Special Education
Muncie, Indiana 47306
May 2000 to May 2003

Duties and Responsibilities: Research current issues and trends in special education, obtaining educational materials, class preparation, proctoring and grading tests, and compiling educational reports.

Member: Council for Exceptional Children

Langton Green Inc.,
3016 Arundel on the Bay
Annapolis, Maryland 21403
Program Coordinator / June 1997 – May 1999

Duties and Responsibilities: Supervision of residential counselors that provided residential housing for adults with disabilities. Monitored implementation of client's Individualized Habilitation Plans, including development of short-term goals and long-term objectives. Provided staff trainings and scheduling.

Education:

Master of Arts
Ball State University
Muncie, Indiana 47306
Special Education – Mild / Moderate Disabilities
Degree Awarded: May 3rd, 2003
Grade Point Average: 3.72

Bachelor of Science
Lincoln University
Lincoln University, Pennsylvania 19353
Therapeutic Recreation
Degree Awarded: December 15th, 2007
Grade Point Average: 3.67
Deans List: Fall Semester 1995 & 1996, Spring Semester 1996 & 1997

Member: Alpha Chi National Honor Scholarship Society

Internship: Indiana University –Bradford Woods Outdoor Recreation,
Education, and Camping Center
5040 State Road 67 North
Martinsville, Indiana 46151
May 8th – August 6th, 1996

Duties and Responsibilities: Provide leadership role in outdoor challenge programming for children and adults with disabilities. Supervision of cabin staff and recreational camp activities.

Associate of Arts
Cambridge Community College
Cambridge, Minnesota 55008
Degree Awarded: June 9th, 1987
Grade point Average: 3.00
Coach – Women's Softball team

Appendix E-Memorandum of Agreement
Other PreK Notification/Transportation

**A Memorandum of Understanding Between the Anchorage School District
and Kids' Corps, Inc. Head Start**

I. Parties to the Agreement

- A. Anchorage School District (ASD) and
- B. Kids' Corps, Inc. Head Start (KCI)

II. Purpose of Agreement

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

III. Program Descriptions

- A. KCI provides full day, part day and combination program center-based Head Start services for eligible families who live in Anchorage. KCI has a funded enrollment of 320 children.
- B. Head Start is a nation-wide Federal grant program funded by the U.S. Department of Health and Human Services. It is a comprehensive child

APPENDIX E-MOU

development program for families with young children in the areas of education, social services, health, and family involvement. Head Start preschool programs are for children from 3 to 5 years of age and their families.

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

IV. Authority

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

V. Guiding Principles

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

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

As part of the AP3 collaboration, ASD and KCI will review and develop plans for the coordination, collaboration, alignment, and implementation of each of the following 10 activities, as mandated by the Head Start Act.

- A. Educational activities, curricular objectives, and instruction
- B. Public information dissemination and access to the AP3 program for families contacting the Head Start program or any of the ASD preschool programs
- C. Selection priorities for eligible children to be served by AP3 programs
- D. Definition of service areas
- E. Staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and cognitive, social and emotional development
- F. Program technical assistance
- G. Provision of services to meet the needs of working parents, as applicable
- H. Communication and parent outreach for smooth transitions to kindergarten
- I. Provision and use of facilities, transportation, and other program elements
- J. Other elements mutually agreed to by the parties

VII. Confidentiality

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

VIII. Dispute Resolution

APPENDIX E-MOU

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

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

IX. Review of Agreement

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

X. Term of Agreement

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

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

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

XII. SIGNATURES

Carol Comeau
Anchorage School District Representative

5/20/09
Date

Anchorage
Superintendent of Schools (if applicable)

5/20/09
Date

Liz Hume
Kids' Corps, Inc. Executive Director

5/20/09
Date

Appendix E: Other Application Requirements

Consulting with Community

Anchorage School District has been engaged in dialogue with both Head Start grantees: Kids' Corp's, Inc. (our collaborating partner) and South Central Foundation (SCF) for many months about possible AP3 grant collaboration. Due to SCF's relinquishing of its current grant we are unable to pursue a school-based partnership at this time. We remain in conversation about potential future collaborations. Using data from the Head Start programs community needs assessments, ASD pursued with KCI a collaborative project in high needs areas. Community input was provided in the grant process with representatives for UAA Early Childhood faculty, Child Care Connection, ASD King Career Center Early Childhood Department, parent representative, Office of Children's Services, Office of Public Advocacy, and ASD departments: Child In Transition/Homeless Project (CIT/H), Title 1, Migrant Education, Early Intervention Services, English Language Learners, and Evaluation and Assessment participating.

Transportation

The Anchorage School District will provide daily busing for enrolled students in the Creekside Park and Willow Crest neighborhood AP3 schools. Busing will meet Head Start Performance Standards. The ASD CIT/H program will additionally support homeless families with flexible transportation (gas vouchers, bus passes, municipal Anchor Ride vehicles, etc) to ensure access and regular attendance.

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.

Carol Comeau, Superintendent
Typed Name and Title of Authorized Representative

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

Appendix G-Commitment and Signature Form

Appendix A: Commitment and Signature Form

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

We, the undersigned staff and support systems of Anchorage School District/Kids' Corps Head Start AP3, are willing to participate in and fully support the Alaska Pilot Pre-Kindergarten Project should our site receive the grant award.

Diane Hoffbauer, Principal, Willow Crest
Name and Title

John Schman, Principal of Creekside Park
Name and Title

Name and Title

Name and Title

Name and Title