

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

Nome Public Schools

School District

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Rick E. Luchi for J. Martens

5/21/09  
Date

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

■ *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.*

Rick E. Luchi

Signature of District Superintendent

Date

5/21/09

Superintendent

Title

\$ 279,642.06

Total Funding Requested Per Year

**EED Use Only**

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

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

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

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

# Nome PreK3 Project

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## **Nome PreK3 Proposal: Abstract and Summary**

Historically, four out of five children who enter kindergarten at Nome Elementary School are behind even before they start, particularly in the areas of language and literacy. Children who have not attended preschool are at the greatest risk of lacking essential skills. These students rarely make sufficient gains to reach benchmark goals. They accompany their age-cohort from one grade to the next, but fail to catch up, remaining at risk for failure. NES has implemented a wide array of comprehensive, research-based, systemic curricular reforms over the last five years. While test scores have risen, NES remains at Level 5 in the school improvement process. Our Alaska Native students and those who are socio-economically disadvantaged, consistently fail to meet proficiency goals on the Standards Based Assessments. Based on this data, we have targeted these groups for intervention.

In response to the need to address school-readiness, Nome Elementary School (NES), Kawerak Head Start and Nome Preschool staff collaborated to design Nome PreK3. The program's two certified teachers will contact families with eligible children, particularly those who might not otherwise have considered sending their children to preschool. Using comprehensive assessments, the ECE teachers will screen applicants and select the twenty at the highest risk of school failure. Ten students will be assigned to each of the preschools. In collaboration with existing staff, the certified ECE teachers will use supplemental intervention techniques and materials, including Mediated Learning Experiences, when focusing specifically on the targeted students in small groups. Parent support and involvement—regular home visits, open-door policies and monthly family nights-- are key components of the program. We will continually assess student progress across developmental domains and adjust instruction accordingly.

## A. Need for Project

<b>Name of each Preschool</b>	<b>Designation: Title I school/School Improvement Site</b>	<b>% free or reduced lunch</b>	<b># of eligible children by age (projected)</b>	<b># of students to be served (projected)</b>	<b># of family members to be served, if appropriate</b>
Nome Elementary School Pre-K	Title I; Level 5	68%	4 yr. 12 Young 5 yr. 8	4 yr. 12 Young 5 yr. 8	35 adults

2. 1. Four out five children entering kindergarten in Nome are not prepared to begin school. Those most likely to start the furthest behind are low-income Alaska Native children who have never attended preschool. Recruitment will focus on this population. *See* §B.7. Two Early Childhood Education teachers will administer comprehensive developmental screening tests. Based primarily on this data, they will select the students who are at greatest risk. *See* §B.8. Each student will be assigned to one of two classrooms located in each existing Nome preschool facility, to avoid supplanting existing programs and to promote inclusion. In collaboration with existing program staff, the ECE teacher will provide intensive intervention focused on the particular developmental and learning needs of the targeted students.

2. Today's preschoolers are only one or two generations removed from a culture in which English was a second language and literacy skills were limited, since indigenous languages relied upon speech rather than text to communicate. Environmental factors such as substance abuse jeopardize the health and safety of this population, by contributing directly and indirectly to developmental delays. We have addressed these factors in our eligibility and screening tools (§B.8), our choice of instructional program, (§B.3), and our parent education component (§C.1).

3. The data compiled in Appendix B demonstrate that Nome has a significant need for expanded and intensive preschool services for targeted students. A large proportion of

children enter kindergarten without the skills they need for success in school. Those who have not attended preschool are at the greatest risk of being unprepared. NES has provided intensive intervention for these children. Test data regarding the effectiveness of these efforts is encouraging, but about one-third continue to exit kindergarten without necessary literacy skills. This figure is alarming in light of evidence showing that it becomes increasingly unlikely that a child who is behind will catch up as he or she progresses through the early grades.

Data from Standards Based Assessments (SBAs) was used to identify our target population. In general, Alaska Native and low-income students at NES are more likely than not to score below proficient on SBAs. This is a significant proportion of NES students, where 70% are Alaska Native and 68% are eligible for free and reduced lunches.

4. There are two preschool programs in Nome-- Kawerak Head Start (Head Start) and the Nome Preschool (Preschool). The preschool population in Nome is too small to support three separate sites, so we have constructed a collaborative program that will, for the first time, place a certified ECE teacher in each facility and align the instructional programs with each other and with the curriculum at NES. While Head Start targets services to Alaska Native and low-income children, it does not have sufficient resources to locate or serve all who qualify. These students are referred to the Preschool, a private, non-profit entity. Budgetary constraints preclude the Preschool from providing meals and transportation and limit class time to fewer than nine hours per week. The Preschool does not conduct home visits or offer parent workshops. Nome PreK3 will expand the number of targeted children enrolled in preschool and align and increase services provided at the two programs.

**B. 1. Goals, Objectives and Activities**

<b>Goals</b>	<b>Measurable Objective</b>	<b>Activities</b>	<b>Guiding Principles (ELGP) Performance Stds. (AKPS)</b>
<b>Goal 1 (Domain 1) -</b> Students will maintain a healthy body that supports learning in the classroom.	85% of students will be able to use scissors, crayons, glue and pencils correctly with minimal assistance as measured by the Alaska Revised Developmental Profile (RADP) and Early Childhood Record (ECOR).	Curiosity Corner (CC) and Stepping Stones to Literacy (SSL) will include developmentally appropriate use of writing and art tools in learning labs and small group intervention augmented by MLE.	ELGP-1, 2, 7 AKPS WK 1.1.1, 1.1.2, 1.3.1, 1.3.2
	85% of students will be able to sit, stand and move as part of school activities as measured by the RADP and ECOR.	CC and SSL will incorporate movement and body discipline in large and small group settings.	ELGP-1, 2, 7, 9 AKPS K1.4.1, 1.7.3
<b>Goal 2 (Domains 2&amp;3) -</b> Students will demonstrate appropriate interaction with peers and teachers to be successful and safe in the classroom	85% of students will demonstrate communication skills that foster successful interaction with peers and teachers as measured by RADP and ECOR.	Instruction on social interaction and conflict resolution will be embedded in developmentally appropriate child-directed play activities, augmented by MLE techniques.	ELGP -1, 7, 9, 12, 15 AKPS-WK 1.4.1, 1.4.2, RK 1.1.1
<b>Goal 3 (Domain 4) -</b> Students will meet kindergarten beginning academic guidelines.	85% of students will identify 8 random alphabet letters as measured by the Dial 3 and ECOR.	CC and SSL will cover these concepts in large, small and target instructional groups. MLE will insure instruction at each student's skill level.	ELGP-1, 2, 3, 4, 5, 8, 10, 11, 12, 17 AKPS RK 1.1.2
	85% of students will score 8 or above on Initial Sound Fluency as measured by the DIBELS.	SSL will target this skill in intervention groups. CC will address this in Rhyme Time.	ELGP- 2, 3, 5, 10, 17 AKPS RK 1.1.1, 1.7.2
	85% of students will count items to five and rote count to ten as measured by the Dial 3 and ECOR.	CC will cover this skill in large and small group time with MLE to augment learning.	ELGP- 2, 4, 5, 7, 10, 11, 16, 17 AKPS KN 1.5

Goals	Measurable Objective	Activities	Principles/Standards
	85 % of students will write their first name as measured by the Dial 3 and teacher assessment.	Learning labs individual and small group time with MLE to augment instruction.	ELGP 2, 5, 7, 10, 16, 17 AKPS WK 1.1.1, 1.1.2
	85% of students will recognize some numerals 0-5 as measured by teacher assessment.	CC in large and small group time will cover this skill with MLE to enhance learning.	ELGP- 2, 5, 7, 10,16,17 AKPS KN 3
<b>Goal 4 (Domain 5) -</b> Students will be competent with expressive and receptive language skills pertaining to school success.	85% of students by the end of the grant year will understand positional words as measured by the Dial 3 and PPVT.	CC and SSL will cover this skill in large and small group time s well as targeted intervention time. MLE will enhance learning during individual time.	ELGP-2, 5, 7, 10, 16,17 AKPS RK 1.1.4, 1.1.5
	85% of students will say first and last name as measured by teacher assessment.	Learning labs, targeted intervention small groups and individual learning time with MLE with teach this concept.	ELGP- 2, 5, 7, 10, 16, 17 RK 1.1.4
	85% of students will speak in four word sentences by teacher assessment.	CC and SSL will teach this skill during large, small, and targeted intervention groups, and individual learning time.	ELGP- 1, 2, 3, 4, 5, 10, 16, 17 RK 1.2.1, 1.2.2, 1.4.1, 1.4.2
<b>Goal 5</b> Nome PreK3 partners will collaborate to provide services to preschool students so that more students are prepared for entry to kindergarten.	At least ten previously unserved pre- kindergarten students and their families will be located and will participate in this program.	Certified ECE employee will locate and visit sites to meet and register children.	ELGP- 4, 6, 8,12, 14, 15, 16
	85% of project parents will receive educational information pertaining to the education of their children as observed by attendance at parent events and home visits.	Free parent educational trainings. Home visits by teacher, additional personnel.	ELGP- 1, 3, 6, 8, 12,14, 15, 16

2. See §C.1. These reflect the five developmental domains embodied in the Alaska Early Learning Guidelines. We will gather and report data using the Dial 3, PPVT, DIBELS, Devereux Early Childhood Assessment (DECA) and the ECOR used by Head Start.

3. Explicit reference is made in §B.1 to the curricular content and activities that will support each of our Goals and Objectives. In selecting specific goals, we have focused on the specific learning and developmental needs of our targeted population, including language and literacy skills. Curiosity Corner is a research-based program emphasizing language and literacy skills. For targeted students, we also plan to use Stepping Stones To Literacy, a research-based curriculum designed specifically for literacy intervention at the PreK level that is in alignment with DIBELS.<sup>1</sup>

4. See Appendix C.

5. Developmental and social/emotional screening will be conducted using the Dial 3 and DECA. Physical and dental examinations will be required before enrollment.<sup>2</sup> Vision and hearing screening will take place on site during the first month of school.<sup>3</sup> Through contact with parents during workshops, phone calls and home visits, we plan to disseminate information regarding activities that promote all facets of child health and welfare. We will make referrals to the Nome Public School social worker, when necessary, to insure that teacher observations regarding physical, emotional, and safety concerns are addressed.

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<sup>1</sup> Research supporting these approaches and curriculum are Hart and Risley, *Meaningful Differences*, Paul H. Brooks (1995); Kaminski and Good, "Technical Adequacy and Decision-Making Utility of DIBELS," University of Oregon (2004); Deno and Merkin, *Database Program Modification—A Manual*, Council for Exceptional Children (1977); *National Reading Panel* (1977). These references describe the deficits in the five learning domains that hinder school success and provide scientific support for the instructional programs we have selected.

<sup>2</sup> The cost of these for our target group will be covered by Denali Kid Care or the Indian Health Service.

<sup>3</sup> Parents will consent to these as a condition of enrollment.

6. Head Start participates in the Child and Adult Care Food Program (CACFP). All students attending that site receive nutritious meals and snacks. As a participant in the Federal School Lunch Program, NPS will offer lunch to all students attending the targeted class at the Nome Preschool. We are considering doing so through the CACFP.

7. Recruitment will focus on finding children from our target population (economically disadvantaged and/or Alaska Native) who would otherwise not have attended preschool. Starting in mid-August, Nome PreK3 teachers will make face-to-face contact with local entities who serve the target population, including the four tribes based in Nome, all local day care providers, the Homelessness Liaison for Nome Public Schools, Kawerak and Nome Community Center Family Services, the State of Alaska Office of Children's services and Norton Sound Health Corporation Public Health Nursing and Women's Infants and Children's programs. We will provide each of these entities with brochures about the program and information regarding the time, date and location of our screening activities. During the four weeks prior to screening, we will also advertise Nome PreK 3 on the television scanner, Nome's electronic bulletin board, traditional bulletin boards throughout town, in the Nome Nugget Newspaper, and through announcements on the two local radio stations.

8. Screening and enrollment will take place at Kawerak Head Start. The Nome PreK3 teachers will administer the assessments listed in Section B.2 to all four and young-five year old applicants. If an applicant attended preschool during 2008-2009, we will consider the observations and recommendations of the teacher. Using this data, teachers will select the twenty children whose developmental profiles indicate that they are at the greatest risk for entering kindergarten without the skills they will need to be successful in school. Ten of these

will be assigned to each site. If necessary, a waiting list will be maintained, with priority given to those whose scores indicate they are in the greatest need of intervention.

9. As described in Section A.4, and confirmed in the Memoranda of Agreement attached in Appendix E, this proposal is based on a close collaboration between NPS and Nome's two existing early childhood education providers. By contributing a certified teacher to each site, and adding an instructional program, meals, transportation and parent outreach to the Nome Preschool, we will enhance the services offered at each of these.

C. 1. Nome PreK3 teachers will conduct home visits at least four times each year to each household, the first visit to take place within the first month of school. These will open the door to the two-way communication between school and family that is essential for educational success. In partnership with Head Start, we will offer monthly focused family nights addressing topics as varied as nutrition, literacy, ice and water safety, and financial training. These will be open to all interested community members. By encouraging parents to come to the schools, we hope to help them feel more comfortable in that setting.

2. **Standard I.** Head Start and the Nome Preschool promote regular, two-way communication between home and school. We will continue this practice with weekly newsletters, home visits, on-site parent/teacher conferences, and monthly family nights alternating between the two sites. Staff riding the bus as attendants will check in with families each morning when children are picked up. **Standard II.** See Section C.1 In addition, Nome PreK3 will have access to the services of the NPS social worker. **Standard III.** The important role that parents play in student learning will be addressed explicitly during home visits and parent nights. Home visits will allow parents to share information with Nome PreK3 teachers who will, in turn, provide home learning tools to parents. Teachers will also visit day care

centers and other community sites to disseminate information promoting parenting skills. They will be available to visit Nome's pre-maternal home. **Standard IV.** The operating policies of Head Start, the Preschool and NPS all encourage parents to visit and volunteer in the programs. A parent/community board oversees operations at the Preschool. We will provide parents with volunteer questionnaires listing areas in which they can help and asking them what they are interested in doing at school. **Standard V.** All three participants in Nome PreK 3 recognize the importance of parent involvement in decision-making. Head Start has an advisory parent committee; the Preschool operates under the direction of a parent/community board. At NES, a Parent Advisory Committee reviews policy and parents have played an active role in committees throughout the school improvement process. **Standard VI.** All three participants in Nome PreK3 depend upon extensive community collaboration. The Preschool and NES receive financial support from the City of Nome and the Nome Eskimo Community, a tribal organization. Head Start is supported by Kawerak, a regional non-profit Native Corporation.

3. The community of Nome is distinguished by the breadth and quality of services it offers its residents, as well as the degree of collaboration between the agencies providing them. Needs for support services will be identified through comprehensive screening at the beginning of the year, which will include evaluations performed by teachers and medical professionals as well as questionnaires completed by parents and guardians. Teachers and other program staff, including the NPS social worker, will make referrals to community services based on this information and ongoing observation during contact time with children and parents.

4. We will assess efforts to support and involve parents on an ongoing basis by tracking attendance at parent nights and keeping detailed records regarding home visits. Parents will be surveyed regularly regarding their satisfaction with the program, both with respect to

classroom and outreach activities. These contacts will take place using written questionnaires at the end of each semester, followed up, when appropriate, with in-person or telephone contact. Information will be gathered informally during home visits and at parent nights (e.g. “How helpful did you find this to be?” “What else would you like to learn about?”).

**D.** 1. A certified Early Childhood Educator will work alongside existing staff at the Head Start and the Preschool. The ratio will be no greater than 10:1.

2. *See Appendix D.*

3. In August 2009, Nome PreK3 teachers will attend the Mediated Learning Experiences training sessions. Curiosity Corner professional development staff will conduct a two-day in-service in Unalakleet in August for the Bering Straits School District, which our teachers will attend. This will be followed by two on-site visits during each year. PreK3 teachers new to NPS will attend a staff orientation that includes information regarding local history and culture and educational challenges such as Fetal Alcohol Spectrum Disorders. Nome PreK3 staff will attend all regular professional development sessions at NES and Head Start.

4. The Nome PreK3 project represents an unprecedented level of collaboration between NES, Head Start and the Preschool. The three facilities are in close proximity to each other. Head Start and the Preschool will continue to provide instructional staff for children by providing one teacher and one aide in each class. They will also be furnishing the facilities, including all utilities. We are not supplanting services, but enhancing and focusing instruction on the targeted students through the inclusion of two certified teachers. Memoranda of Agreement between NPS, Head Start and the Preschool setting out the parties’ respective roles in the collaboration are attached as Appendix E.

E. 1. The two ECE teachers will be employed by Nome Public Schools and supervised by the Nome Elementary School principal, who will serve as Grant Director. The Preschool, Head Start and NES are located within two blocks of each other, facilitating regular contact for supervision and support. Data collection will be the responsibility of the ECE teachers. They will monitor student instructional growth and progress and share this data with the Grant Director. Approximately 8% of the Grant Director's and 5% of support staff time will be dedicated to grant implementation.

2. The NES principal will visit each site at least twice each month, meet with the ECE teachers weekly and consult regularly with Head Start and Preschool directors. Head Start Program and Preschool staff will provide management of students and their employees.

3. Timeline for program implementation for first year.

July 1, 2009	Nome PreK3 teacher recruitment begins
August 1, 2009	Nome PreK3 Grant Director, Head Start and Nome Preschool staff develop and disseminate community announcements regarding Nome PreK3 program.
August 18, 2009	First contract day for Nome PreK3 teachers (unless earlier start is needed for attendance at MLE training).
August 18-20, 2009	Nome PreK3 teachers attend new staff orientation (if appropriate) and in-service at NPS.
August 24-26, 2009	Nome PreK3 teachers attend Curiosity Corner professional development training in Unalakleet, Alaska.
August 18-21, 2009	Nome PreK3 teachers make personal contact with community organizations to promote enrollment in Nome PREK3 program.
August 27-28, 2009	Nome PreK3 teachers administer screening tests (Dial 3 and PPVT) to applicants; collect application material (consent forms, questionnaires, health records); select and notify students enrolled in Nome PreK3.
September 1, 2009	Nome PreK3 program opens at Kawerak Head Start and Nome Preschool.
Quarterly, beginning in September 2009	First home visit to each student by Nome PreK3 staff; three more to follow on a quarterly basis.
Monthly, beginning end September 2009	Nine family nights, alternating between Kawerak Head Start and the Nome Preschool.
September 2009	Hearing and Vision Screenings provided at each site by Norton Sound Health Corporation staff.
Fall/Spring	Administer assessments (Dial 3, PPVT, DIBELS, DECA and ECOR)

Ongoing/bi-weekly	DIBELS
Weekly	Parent newsletters
Quarterly	Reporting to parents-- ECOR
May 2010	School ends week of May 21. Post-administration of Dial 3, PPVT, DIBELS, DECA and RADP; program assessment

4. We will utilize the registration packets, parent handbooks, and program policies in use at both sites, supplementing them only when necessary to achieve Nome PreK3 goals. Student data will be compiled using vendor-supplied computer programs to facilitate its analysis and utility for program evaluation.

5. As discussed in §B.7, we will recruit extensively through personal contacts with community organizations and entities (such as home day care providers) that are likely to have first-hand knowledge regarding the eligible students in the targeted population. All materials promoting the program, including radio announcements, posters and brochures, will be designed to be accessible and to reach the targeted families.

**F.** 1. Evaluation of the Nome PreK3 will be based on analysis of assessment data and survey and anecdotal information gathered by program staff from parents and Preschool and Head Start staff and parent committees.

2. *See* Timeline, §E.3 and Daily Schedule, Appendix C-Domains. The effectiveness of Nome PreK3 will be measured using assessment scores and the kindergarten readiness of targeted students in fall 2010. Available assessment data will be presented in the summer 2010 grant report and during a meeting between Head Start, Preschool and NES staff to formulate plans for the next school year. Nome Elementary School is a data-driven institution that relies principally upon DIBELS and RADP as assessment tools in the primary grades. Reference is made in Section B.1 to the specific assessments that will be used to measure progress in reaching each goal and objective.

3. The two certified ECE teachers will be responsible for collecting and reviewing all data regarding targeted students. Findings will be presented to all project staff, including the Grant Director and Head Start and Preschool directors.

4. Self- assessment will be reflected in the grant report. Qualitative data from parents and staff in the form of formal and informal surveys will be gathered. The assessments will generate quantitative data. The success of students entering kindergarten as measured by RADP and DIBELS given by NPS kindergarten teachers will provide additional data. These will provide the information necessary to evaluate this and will be used to guide the program during the next school year.

**G.** Head Start and the Preschool have provided early education to the children of Nome for the past thirty and forty years, respectively and have a long, successful history working with each other and NES. We collaborate to organize and host an annual Child Find screening. This year, we collaborated to produce “Starting Strong,” a series of columns in the *Nome Nugget* newspaper promoting child well-being through parent education. We confer regarding kindergarten placement. An NES special education teacher has provided services at both locations for the past 22 years. This proposal is strong evidence of successful collaboration.

By extending reforms successfully implemented at NES to the preschool level, we expect to enhance the success evident in recent test scores. While we will encounter challenges in constructing a collaborative program involving three entities with distinct missions and structures, we are confident that we can work together to realize our goal of having more children enter kindergarten fully-prepared to learn.

## Program Budget

**Grant Recipient:** Nome Public Schools

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

**Grant Title:** Alaska Pilot Pre-Kindergarten Program

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

UNIFORM CHART of ACCOUNTS		Account Title	Budget Amount		
<i>Required</i>	<i>Optional</i>		<i>Initial/Current Budget</i>	<i>Revisions (+ or -)</i>	<i>Approved Budget</i>
100		Personal Services	178,752.00	(178,752.00)	0.00
200		Travel	5,535.00	(5,535.00)	0.00
300		Contractual	68,350.00	(68,350.00)	0.00
400		Supplies	6,675.00	(6,675.00)	0.00
500		Equipment	0.00	0.00	0.00
600		Other	0.00	0.00	0.00
<b>UNALLOCATED** --&gt;</b>				<b>0.00</b>	
Subtotal Direct Costs			259,312.00	(259,312.00)	<b>0.00</b>
Indirect Rate			7.84%		
Indirect Amount			20,330.06	(20,330.06)	0.00
Equipment >\$5,000 per unit (no indirect charges)				0.00	
<b>TOTAL</b>			<b>279,642.06</b>	<b>(279,642.06)</b>	<b>0.00</b>
<b>** UNALLOCATED FUNDS MAY NOT BE ENCUMBERED OR SPENT. A BUDGET REVISION IS REQUIRED.</b> A narrative explanation is required for ALL budget revisions.					
REQUESTED BY _____					
NAME & TITLE _____			SIGNATURE _____		
DATE _____			TELEPHONE NUMBER _____		

Form #05-09-035  
 Revised 04/20/09  
 Alaska Department of Education Early Development

## Narrative Description of Program Budget

*narrative justification must accompany EACH request for a budget revision)*

**Grant Recipient:** Nome Public Schools

**Grant Number:**

**Grant Title:** Alaska Pilot Pre-Kindergarten Program

**Revision Number:**

Chart of Accounts Number	Budget Amount	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.
<b>Required</b>	<b>TOTAL</b>		
100	178,752.00	<b>Personal Services</b>	
		ECE Certified Teachers (2)	\$86,376, including benefits and relocation expenses. Year two will be \$88, 373 w/ step increases but w/o relocation expenses.
		Head Start Teacher and Aide	\$58,667 (in-kind)
		Nome Preschool Teacher and Aide	\$34,982 (40% of total salary and benefits since they will not work exclusively with Nome PreK3 students) (in-kind)
		Grant Director	\$7,800 (NPS in-kind; 8% of Nome Elementary Principal compensation of \$97,500 incl. salary and benefits)
200	5,535.00	<b>Travel</b>	
		MLE Training	OME/ANC roundtrip (2)= \$900 Lodging (5 days @\$202.72, for two)= \$2,027 Meals (5 days @ \$70, for two) = \$700
		Curiosity Corner Training	OME/UNK roundtrip (2) \$798 Per diem, three days (2) \$960
		Mileage	Teacher home visits \$150
300	68,350.00	<b>Contractual</b>	
		Morgan Enterprises	Transportation for Nome Preschool students, \$80/hour, two hours/day, 140 days/year, \$22,400.  Kawerak Head Start is furnishing this as in-kind to the ten targeted students in their program, an in-kind benefit of \$11,200.
		Success for All	Professional Development, Curiosity Corner Year one \$8,200 (Year two \$4,100)
		Nome Preschool	Fees for ten targeted children to attend preschool, \$225/month, for nine months.

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Revised 04/20/09

Alaska Department of Education Early Development

400	6,675.00	Nome Nugget	Newspaper advertising for program and for parent education activities, 13 @ \$216 = \$2,808
		Nome Elementary School	Lunch for twenty students in Nome Preschool targeted class @\$3.00 per day, 140 days = \$8,400
			Kawerak Head Start is furnishing this as an in-kind benefit to the ten targeted students in their program, an in-kind benefit of \$4,200.
			Snacks for twenty students in Nome Preschool targeted class @\$1.89 per day, 140 days = \$5,292
			Kawerak Head Start is furnishing this as an in-kind benefit to the ten targeted students in their program, an in-kind benefit of \$2,646.
			Milk for twenty students in Nome Preschool targeted class, \$1,000
			Kawerak Head Start is furnishing this as an in-kind benefit to the ten targeted students in their program, an in-kind benefit of \$500.
		Rent	Kawerak Head Start is furnishing a classroom and gym area with an annual rental value of \$38,352, an in-kind contribution of \$19,176 for our ten targeted students.
			The Nome Preschool is furnishing a classroom with an annual rental value of \$21,065, an in-kind contribution of \$4,213 for our ten targeted students.
		Supplies	
		Curiosity Corner Instructional Materials	Year one is \$3,157. Year two is \$157.85
		Stepping Stones to Literacy Instructional Materials	Year one is \$235. Year two is zero.
		Dial 3 assessment kit	Year one \$645. Year two is \$73.90.
		Peabody Picture Vocabulary Test	\$98 per year
		DIBELS	\$40 per year

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		Utensils	Nome Preschool non-consumable lunch supplies, \$500. Year two zero.
		Parent education supplies	\$2,000.00
		Classroom supplies	Each partner is contributing \$250 in supplies, a total in-kind donation of \$750.
500		Equipment	None.
600		Other	
700	20,226.34	Indirect	7.84% of \$259,312
Total			

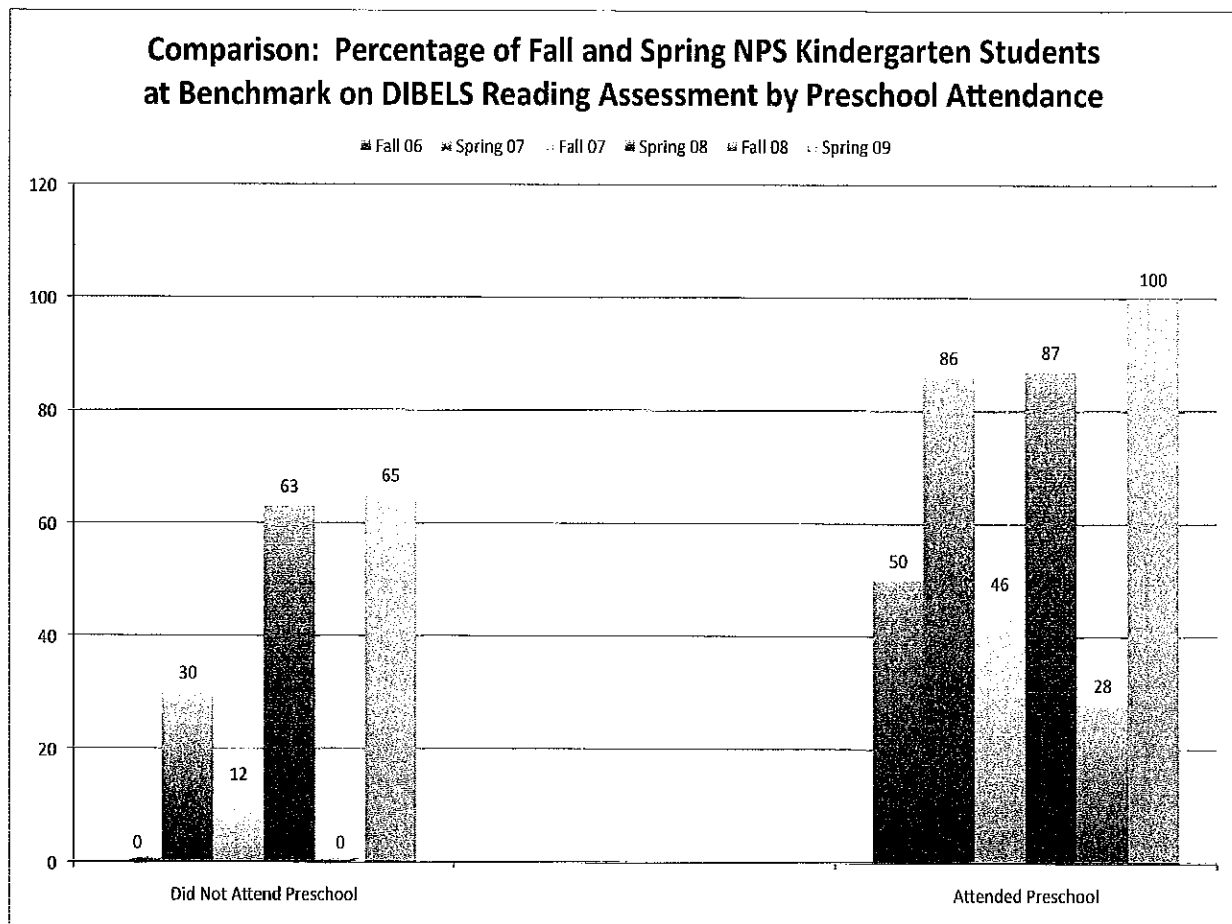
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Alaska Department of Education Early Development

## Nome PreK3 Proposal: Appendix B

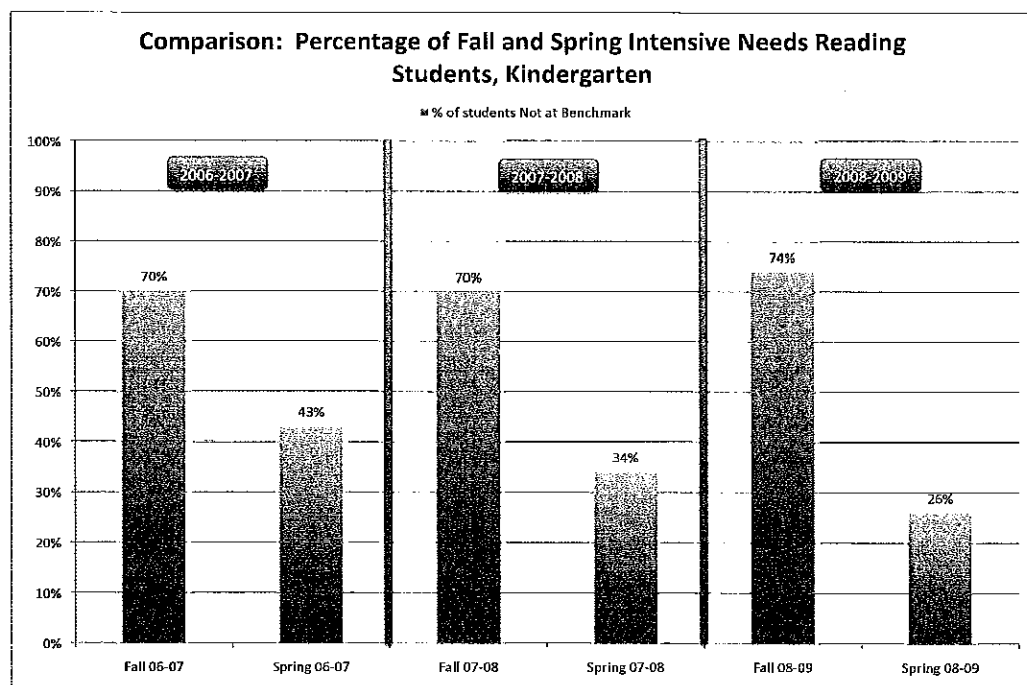
### Alaska Developmental Profile Data, 2002-2009

Alaska Developmental Profile (ADP) data for the period 2002-2009 demonstrate that students enter kindergarten in Nome unprepared for school in the domains of listening, reading, writing, social development, approaches to learning, and problem-solving. *See charts at pages 22 and 23.*

### Dynamic Indicators of Basic Early Literacy Skills, 2006-2009



During the past three years, NES has administered the Dynamic Indicators of Basic Early Learning Skills (DIBELS) test to all students, including incoming kindergarteners. DIBELS data corroborate what NES kindergarten teachers have long observed regarding the important role that preschool plays in establishing school readiness skills. In the fall of 2006, 100% of students who entered kindergarten without having attended preschool were below benchmark on DIBELS; 50% of those who did attend preschool were below benchmark. In the fall of 2007, these figures were 88% and 54%; in the fall of 2008, they were 100% and 72%. It is apparent from this data that those who have attended preschool begin kindergarten far more prepared to learn to read than those who have not. Of those who did not attend preschool, 70% were still below benchmark at the end of kindergarten in the spring of 2007; only 14% of those who did attend preschool were below benchmark. In the spring of 2008, these percentages were 37% (had not attended) and 12.5% (did attend); this year, they were 35% and zero. The raw DIBELS



The fact that one-third of NES students finish kindergarten lacking necessary literacy skills is alarming in light of what research shows about their prognosis. With each year that goes by, it becomes increasingly unlikely that these children will reach proficiency in reading. For students who have succeeded in establishing *initial* sound fluency by the middle of kindergarten, the odds of being established in phonemic sound fluency by the end of kindergarten are 100%. Those odds fall to 64% if initial sound fluency is not established by mid-kindergarten.<sup>4</sup> Data reported by the Consortium on Reading Excellence, or CORE, indicate that children who are reading below grade level at the end of first grade have a one in seven or 14% chance of reaching grade level at *any point* in their educational careers.<sup>5</sup>

#### **Standards Based Assessment Data (SBA), 2005-2008**

AYP worksheets summarizing SBA results for the period 2005-2008, set out in Appendix B at pages 24 and 25, demonstrate that, in general, Alaska Native and low-income students are likely to score below proficient on SBAs.<sup>6</sup> The student population at NES is approximately 70% Alaska Native and 68% of our students are eligible for free and reduced lunches. These subpopulations represent a significant proportion of the student body at NES.

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<sup>4</sup> Kaminsky, R.A. and Good, R.H., "Toward a Technology for Assessing Basic Early Literacy Skills," *School Psychology Review*, 1996.

<sup>5</sup> The raw DIBELS data used to compile these charts is available upon request from NPS.

<sup>6</sup> The ADP does not disaggregate data by economic or ethnic status. Our first opportunity for gathering data tied to these sub-groups is at the point that students begin taking SBAs.

## Kindergarten Developmental Profile Results, 2002 – 2009

			Physical Well Being and Motor Development									Language and Literacy Development											
			PHYSICAL WELL-BEING - appears physically well nourished, well rested, and dressed for the environment.			FINE MOTOR DEVELOPMENT - cuts with scissors, strings beads, uses crayon comfortably, stacks blocks			GROSS MOTOR DEVELOPMENT - hops on one foot, balances while walking on a line on floor, walks and runs with ease			SPEAKING - communicates needs, wants or thoughts in his/her own primary language			LISTENING - follows simple two step directions			EMERGENT READING - orally retells a familiar story, knows print carries the message in a picture book			EMERGENT WRITING - draws pictures or symbols to tell a story		
	Y	N	Y	D	N	Y	D	N	Y	D	N	Y	D	N	Y	D	N	Y	D	N	Y	D	N
<b>2002</b>	<b>Nome</b>	70	17	48	36	3	53	33	1	40	39	8	28	47	12	29	45	13	34	41	12		
	<b>State</b>	94	5	74	19	5	79	15	5	79	13	6	65	25	9	57	26	15	44	43	11		
<b>2003</b>	<b>Nome</b>	88	12	38	45	17	29	67	5	43	50	7	38	50	12	31	45	24	33	48	19		
	<b>State</b>	96	3	75	19	5	80	15	4	80	13	6	42	42	16	58	27	14	44	46	10		
<b>2004</b>	<b>Nome</b>	95	5	73	22	5	>95		<5	>95		<5	47	39	14	39	46	15	46	42	12		
	<b>State</b>	97	3	75	20	5	81	14	4	80	15	6	65	27	8	56	29	15	43	47	10		
<b>2005</b>	<b>Nome</b>	94	6	60	32	8	58	6	35	71	20	9	54	40	6	45	40	15	48	35	15		
	<b>State</b>	96	3	75	20	5	80	15	4	79	15	6	64	26	9	57	29	14	44	45	10		
<b>2006</b>	<b>Nome</b>	89	10	56	38	7	74	21	2	52	36	10	44	10	44	49	31	18	46	33	15		
	<b>State</b>	97	3	74	21	4	80	16	4	79	14	6	63	27	9	56	30	14	45	45	10		
<b>2007</b>	<b>Nome</b>	*B																					
	<b>State</b>	97	3	74	21	4	80	16	4	79	14	6	62	27	9	56	30	14	45	45	10		
<b>2008</b>	<b>Nome</b>	A	A	65	28	7	78	17	6	70	22	7	63	30	7	41	43	17	50	30	20		
	<b>State</b>	97	3	74	22	4	80	4	15	79	15	6	65	26	8	58	29	13	43	46	10		
<b>2009</b>	<b>Nome</b>	90	8	53	35	10	52	45	2	63	33	2	47	45	7	38	45	15	33	15	15		
	<b>State</b>	97	3	75	21	4	81	15	3	80	14	5	63	28	8	57	29	12	44	9	9		

Y = Yes, student regularly exhibits the skill; D = student is developing the skill; N = student does not yet exhibit the skill

The number represents the percentage of students who were scored in each category. (In 2004, 95% of Nome's Kindergarten were scored as regularly exhibiting Physical Well-Being.)

2007 and 2008 \*Results are too small and cannot be posted without releasing personally identifiable information.

A = 95% or more Yes/Developing, 5% or fewer No

B = 90% or more Yes/Developing, 10% or fewer No

C = 80% or more Yes/Developing, 20% or fewer No

D = 75% or more Yes/Developing, 25% or fewer No

E = 60% or more Yes/Developing, 40% or fewer No

F = 40% or fewer Yes/Developing, 60% or more No

G = 40% or fewer Yes/Developing, 60% or more No

H = 40% or fewer Yes/Developing, 60% or more No

I = 10% or fewer Yes/Developing, 90% or more No

J = 5% or fewer Yes/Developing, 95% or more No

NOTE: Percentages do not always add up to 100% because of blank entries

# Kindergarten Developmental Profile Results, 2002 – 2009

		Personal Social Development						Thinking and Cognitive Development						Child Background					
		SOCIAL DEVELOPMENT - plays and works cooperatively with others, adapts to activity changes			APPROACHES TO LEARNING - shows eagerness and curiosity as a learner, sustains attention in learning experience			PROBLEM SOLVING - identifies problems and seeks solutions while playing with objects such as sand and water, blocks, construction toys			NUMBER CONCEPTS - understands sequence of turn taking in games such as Candy Land, divides materials to use with a friend			ATTENDED PRESCHOOL - preschool experiences can happen in many configurations including Head Start, private schools, and child care environments			HEALTH DATA - has health file that goes beyond State requirements of TB, immunizations, weight, height, vision, hearing (e.g. file includes dental and/or physical exam records)		
		Y	D	N	Y	D	N	Y	D	N	Y	D	N	Y	N	Y	N	Y	N
2002	Nome	30	49	8	34	44	9	17	65	5	27	55	5	69	12	35	92	5	81
	State	76	16	6	71	22	6	57	29	12	67	21	9	63	31	57	39	9	86
2003	Nome	36	48	17	40	45	14	33	50	17	40	40	19	69	31	7	93	7	90
	State	77	16	6	73	22	5	57	31	12	67	23	10	66	32	59	39	10	87
2004	Nome	58	35	5	49	43	8	43	45	11	51	38	11	73	27	45	95	11	64
	State	77	17	6	71	23	5	54	33	12	65	25	9	66	36	57	40	10	88
2005	Nome	63	32	5	60	37	3	52	42	6	69	23	8	82	18	5	95	15	83
	State	74	20	6	70	25	5	56	31	13	65	24	10	66	32	58	40	10	89
2006	Nome	44	46	8	39	48	7	49	33	15	46	36	16	70	21	25	70	13	82
	State	74	19	6	70	24	5	54	34	12	63	26	11	67	31	59	39	10	89
2007	Nome	*B			*B			*C			*C			F			*H		
	State	74	19	6	70	24	5	54	34	12	63	26	11	67	31	59	39	10	89
2008	Nome	59	35	6	A	A	A	A	A	A	61	33	6	75	22	J	J	15	56
	State	70	18	6	73	22	5	55	33	11	65	25	10	66	31	57	41	10	81
2009	Nome	48	43	7	48	42	8	50	38	10	50	37	12	78	20	5	95	10	88
	State	76	19	5	71	24	5	53	35	11	64	25	10	65	33	58	39	10	89

Y = Yes, student regularly exhibits the skill; D = student is developing the skill; N = student does not yet exhibit the skill

The number represents the percentage of students who were scored in each category. (In 2004, 95% of Nome's Kindergarteners were scored as regularly exhibiting Physical Well-Being.)

2007 and 2008 \*Results are too small and cannot be posted without releasing personally identifiable information.

A = 95% or more Yes/Developing, 5% or fewer No  
 B = 90% or more Yes/Developing, 10% or fewer No  
 C = 80% or more Yes/Developing, 20% or fewer No  
 D = 75% or more Yes/Developing, 25% or fewer No  
 E = 60% or more Yes/Developing, 40% or fewer No

F = 40% or fewer Yes/Developing, 60% or more No  
 G = 40% or fewer Yes/Developing, 60% or more No  
 H = 40% or fewer Yes/Developing, 60% or more No  
 I = 10% or fewer Yes/Developing, 90% or more No  
 J = 5% or fewer Yes/Developing, 95% or more No

NOTE: Percentages do not always add up to 100% because of blank entries

Percentage of Students Scoring Advanced or Proficient by Subgroup 2005 - 2008

Group	# Tested in 05	# Tested in 06	# Tested in 07	# Tested in 08	% Proficient in Reading				% Proficient in Writing				% Proficient in Math			
					2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
Overall NES	49	54	49	59	52.9%	51.8%	67.4%	62.7%	40.7%	46.3%	65.3%	54.2%	44.5%	51.8%	71.5%	55.9%
Overall State					79.0%	78.8%	79.9%	79.7%	74.7%	75.2%	76.8%	74.8%	75.4%	75.8%	78.7%	77.7%
Non-IEP	45	49	45	48	60.8%	53.0%	71.1%	70.9%	44.7%	47.0%	68.9%	62.5%	51.1%	53.0%	73.3%	64.6%
IEP	4	5	4	11	*	40.0%	25.0%	27.3%	14.3%	40.0%	25.0%	18.2%	*	40.0%	50.0%	18.2%
Low Income	16	30	16	35	51.5%	36.7%	56.3%	51.4%	26.5%	33.3%	68.8%	40.0%	41.2%	36.6%	50.1%	42.9%
Migrant	5	13	5	21	72.7%	38.5%	60.0%	52.3%	25.0%	39%	60%	48%	50.0%	38.5%	80.0%	47.6%
AK Native	31	43	31	41	47.8%	44.2%	58.1%	53.7%	31.1%	37.2%	58.1%	46.3%	37.8%	44.2%	61.3%	48.7%
Caucasian	9	11	9	4	85.7%	81.8%	100.0%	100.0%	>90%	82%	88.9%	100.0%	85.8%	81.8%	100.0%	100.0%
Multi-Eth.	8		8	12			62.5%	75.0%				58.4%			75.0%	58.3%
Male	21	26	21	31	41.2%	50.0%	57.1%	64.5%	31.5%	42.3%	52.4%	51.7%	31.4%	57.7%	71.5%	54.9%
Female	28	28	28	28	73.7%	53.5%	75.0%	60.7%	57.9%	50.0%	75.0%	57.2%	68.4%	46.4%	71.5%	57.2%

Group	# Tested in 05	# Tested in 06	# Tested in 07	# Tested in 08	% Proficient in Reading				% Proficient in Writing				% Proficient in Math			
					2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
Overall NES	40	66	40	48	63.3%	53.0%	72.5%	70.8%	64.0%	47.0%	67.5%	75.0%	60.0%	54.6%	70.0%	76.6%
Overall State					78.1%	79.2%	81.7%	81.0%	76.3%	79.6%	78.8%	78.1%	68.8%	73.1%	75.6%	74.2%
Non-IEP	35	56	35	43	63.0%	55.4%	77.1%	74.4%	65.2%	51.8%	71.4%	76.7%	60.9%	60.8%	71.4%	78.5%
IEP	5	10	5	5	66.6%	40.0%	40.0%	40.0%	50.0%	20.0%	40.0%	60.0%	50.0%	20.0%	60.0%	60.0%
Low Income	22	37	22	23	58.3%	43.2%	68.2%	56.5%	56.0%	43.2%	59.1%	65.2%	56.0%	45.9%	59.1%	69.5%
Migrant	14	15	14	11	54.5%	53.3%	64.3%	54.6%	46.2%	40.0%	57.2%	63.7%	46.2%	40.0%	64.3%	72.8%
AK Native	21	53	21	32	57.5%	45.2%	66.6%	65.6%	55.8%	39.6%	66.7%	71.9%	53.0%	49.0%	66.7%	75.0%
Caucasian	8	8	8	6	80.0%	>90%	100%	100%	80.0%	87.5%	87.5%	100.0%	80.0%	87.5%	87.5%	100.0%
Multi-Eth.	11		11	8			63.7%	62.5%				54.6%			63.6%	62.5%
Male	23	40	23	23	57.2%	47.5%	73.9%	65.2%	53.5%	32.5%	69.6%	65.2%	64.3%	52.5%	78.2%	68.2%
Female	17	26	17	25	71.5%	61.5%	70.5%	76.0%	77.3%	69.2%	64.7%	84.0%	54.6%	57.7%	58.9%	84.0%

**Percentage of Students Scoring Advanced or Proficient by Subgroup 2005 – 2008**

Group	# Tested in 05	# Tested in 06	# Tested in 07	# Tested in 08	% Proficient in Reading				% Proficient in Writing				% Proficient in Math			
					2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
<b>Grade 5</b>																
Overall NES	43	43	49	34	55.8%	55.8%	59.2%	67.6%	51.1%	56.8%	38.7%	51.5%	32.6%	38.6%	51.0%	64.7%
Overall State					77.5%	78.9%	83.1%	83.2%	75.4%	77.4%	74.5%	74.7%	66.8%	69.7%	76.8%	75.2%
Non-IEP	38	40	41	29	60.5%	60.0%	65.8%	75.8%	55.2%	61.0%	46.3%	53.6%	36.8%	41.5%	58.5%	75.8%
IEP	5	3	8	5	20.0%	*	25%	20%	20%	*	*	40%	*	*	12.5%	0.0%
Low Income	26	29	32	22	42.3%	51.7%	50.0%	63.6%	38.5%	51.7%	31.3%	45.4%	23.1%	37.9%	46.9%	68.1%
Migrant	13	11	11	11	30.8%	36.4%	63.6%	63.6%	23.1%	45.5%	36.4%	45.5%	23.1%	18.2%	45.5%	63.7%
AK Native	33	34	32	22	45.5%	50.0%	43.8%	59.0%	42.4%	48.6%	28.2%	47.6%	27.3%	40.0%	43.7%	63.6%
Caucasian	6	9	4	3	>90%	77.7%	100.0%	100.0%	83.4%	88.9%	100.0%	100.0%	33.3%	33.3%	100.0%	66.7%
Multi-Eth.			9	9			77.8%	77.8%			33.3%	44.4%			33.3%	66.6%
Male	22	24	28	18	50.0%	50%	42.8%	61.1%	36.4%	44.0%	21.4%	44.4%	31.8%	28.0%	42.8%	72.2%
Female	21	19	21	16	61.9%	63.2%	80.9%	75.1%	66.7%	73.7%	61.9%	60.0%	33.4%	52.6%	61.9%	56.3%

Group	# Tested in 05	# Tested in 06	# Tested in 07	# Tested in 08	% Proficient in Reading				% Proficient in Writing				% Proficient in Math			
					2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
<b>Grade 6</b>																
Overall NES	42	42	36	47	57.2%	50.0%	61.1%	51.0%	41.9%	45.3%	50.0%	26.5%	37.2%	38.1%	62.8%	30.6%
Overall State					75.9%	76.1%	80.5%	80.8%	72%	72%	72.9%	72.3%	64.9%	67.0%	74.4%	74.1%
Non-IEP	39	36	33	41	61.5%	58.3%	66.7%	56.1%	45%	50.0%	54.6%	30.9%	40.0%	44.4%	68.7%	35.7%
IEP	3	6	3	6	*	*	*	16.7%	*	*	*	0.0%	*	*	*	0.0%
Low Income	21	29	23	30	52.4%	37.9%	60.8%	43.4%	31.8%	34.5%	52.2%	12.6%	36.4%	24.1%	60.9%	25.1%
Migrant	10	13	9	9	50.0%	30.8%	55.6%	55.5%	30.0%	30.8%	44.4%	22.2%	40.0%	15.4%	55.5%	22.2%
AK Native	37	37	24	37	54.1%	43.2%	50.0%	43.2%	36.9%	40.5%	37.5%	15.8%	34.2%	32.4%	52.1%	26.4%
Caucasian	4	3	4	2	*	*	75.0%	100.0%	*	*	75.0%	100.0%	*	*	75.0%	100.0%
Multi-Eth.			7	6			85.7%	66.7%			71.4%	42.9%			85.8%	14.3%
Male	27	24	23	27	55.6%	54.1%	43.5%	44.4%	35.7%	50.0%	34.8%	17.2%	32.2%	41.7%	54.6%	27.5%
Female	15	18	13	20	60.0%	44.5%	92.3%	60.0%	53.4%	39%	76.9%	40.0%	46.6%	33.4%	77.0%	35.0%

### Nome PreK3 Project Appendix C: Schedule of Operations and Daily Schedule

#### SCHOOL YEAR:

Community Served	Program Location	Hours of Operation	M	T	W	Th	F
Nome	Kawerak Head Start	9:00 a.m. - 1:00 p.m.	X	X	X	X	*
Nome	Nome Preschool	8:00 a.m.- 12:00 p.m.	X	X	X	X	*

\* Home visits, collaboration, data review and assessment-guided planning.

#### SCHEDULE OF A TYPICAL DAY—Kawerak Head Start Site

9:00-9:15	Greetings and Readings, Clues and Questions [AK Performance Standards R1.1-.5, 1.9 <sup>7</sup> ; ELG Domains 2, 3, 4, 5]
9:15-9:30	Rhyme Time [R1.1, 1.7, K1.7, KMEA.1, ELG Domains 2, 3, 4, 5]
9:30-10:00	Breakfast or Snack [ELG Domain 1]
10:00-11:00	Learning Labs/Focused intervention instruction for targeted students [R1.1-.6, 1.9, 1.10, KN.1, KG.6, W1.1-.3, ELG Domain 2, 3, 4, 5]
11:00-11:30	Gym/outside play [ELG Domains 1, 2]
11:30-12:00	Story Tree and Small Groups/Focused intervention instruction for targeted students [R1.1-.5, 1.7, 1.9-.11, KMEA.1, ELG Domains 2, 3, 4, 5]
12:00-12:30	Lunch [ELG Domain 1]
12:30-12:45	Quiet Activities [ELG Domain 1]
12:45-1:00	Questions/reflections and get ready to go home [R1.9-.11, ELG Domains 2, 3, 4]

<sup>7</sup> References are to Alaska's K-2 Performance Standards

## **SCHEDULE OF A TYPICAL DAY—Nome Preschool Site**

8:00-8:15	Greetings and Readings, Clues and Questions [AK Performance Standards R1.1-.5, 1.9; ELG Domains 2, 3, 4, 5]
8:15-8:30	Rhyme Time [R1.1, 1.7, K1.7, KMEA.1, ELG Domains 2, 3, 4, 5]
8:30-9:00	Breakfast or Snack [ELG Domain 1]
9:00-10:00	Learning Labs/ Focused intervention instruction for targeted students [R1.1-.6, 1.9, 1.10, KN.1, KG.6, W1.1-.3, ELG Domain 2, 3, 4, 5]
10:00-10:30	Gym/outside play [ELG Domains 1, 2]
10:30-11:00	Story Tree and Small Groups/ Focused intervention instruction for targeted students [R1.1-.5, 1.7, 1.9-.11, KMEA.1, ELG Domains 2, 3, 4, 5]
11:00-11:30	Lunch [ELG Domain 1]
11:30-11:45	Quiet Activities [ELG Domain 1]
11:45-12:00	Questions/reflections and get ready to go home [R1.9-.11, ELG Domains 2, 3, 4]

## **Nome PreK3 Project: Appendix D Project Team**

1. **Grant Director:** Shari Biscotti, Principal, Nome Elementary School (July 2009)  
B.A., Liberal Studies (1987); M.A.Ed., Curriculum and Instruction (1995);  
M.A. Administration and Administrative Credential (1999); Tier II Administrative  
Credential (2003). Seven years of experience as an elementary school principal, including four  
years at sites that included preschools.

2. **Certified Teachers (2):** To be hired, based on following job description:

Bachelors Degree in Early Childhood Education, Elementary Education with an emphasis in  
Early Childhood or Early Childhood Special Education;  
Current Type “A” Alaska teaching certificate with an endorsement in Early  
Childhood Education;  
Experience with 3-5 year old children;  
Ability to work in a collaborative team;  
Ability to plan, organize and facilitate parent workshops;  
Ability to assess and document the social, intellectual, emotional, nutritional and physical  
needs of children enrolled in the program;  
Ability to develop and maintain a developmentally appropriate curriculum and classroom  
environment;  
Ability to make home visits;  
Patience and commitment to development of a new program;  
Ability to attend professional development and training sessions;  
Knowledge and experience working with rural Alaskans preferred;  
Ability to maintain a safe, healthy, clean and orderly environment;  
Willingness to perform other duties as assigned by the principal.

Reports to the Nome Elementary School Principal

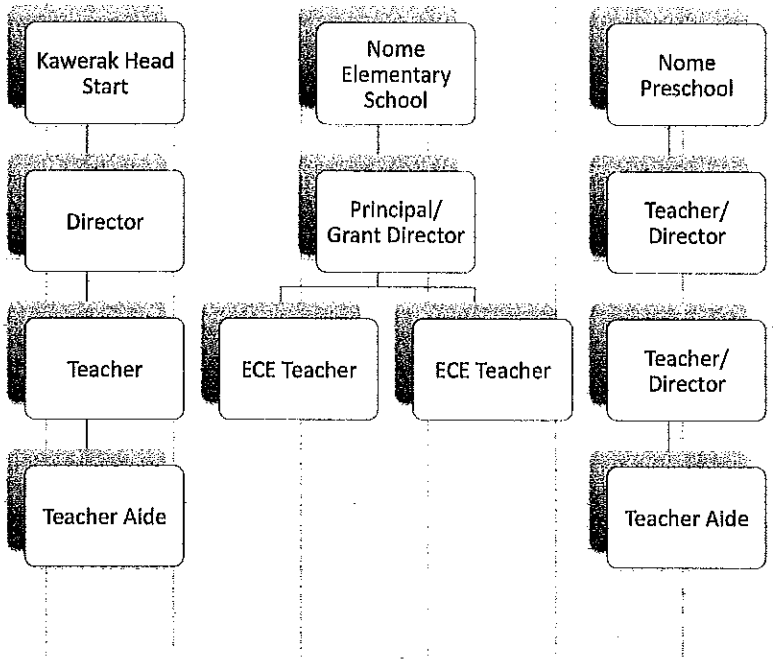
Salary: Placement on the negotiated certified salary schedule

Length of Employment: Per negotiated agreement

### **Recruitment Plan**

Finding teachers with the above requirements is critical. We have some teachers available  
locally who would be qualified for these positions. Should we need to recruit, we will advertise  
in our local newspaper, the *Nome Nugget*, and in the papers in Fairbanks and Anchorage. We  
plan to advertise through the Alaska Teacher Placement Service, as well as aggressively recruit  
for teachers at job fairs this summer.

NOME PreK3 Organizational Chart



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

**THIS AGREEMENT** is entered by and between Kawerak, Inc. ("Kawerak"), Nome Preschool ("NP") and Nome Public Schools (NPS)

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

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

**IT IS MUTUALLY AGREED THAT:**

**Nome Public Schools will:**

1. Be the project director for this project.
2. Be the agency through which all funds for this project flow.
3. Provide a certified Early Childhood Education (ECE) teacher in the Head Start program and NP. These teachers will be the instructional leaders and will assist the NP and Kawerak in delivering a program meeting Early Learning Guidelines and preparing students to enter kindergarten. The ECE teacher will be responsible for all paperwork associated with his/her position as an employee of NPS.
4. Ensure that the ECE teacher has passed a criminal background check.
5. Arrange for training for teachers.
6. Complete all narrative and budget reports associated with the project.
7. Be the contact for the Department of Education and Early Development's external evaluator for the formal evaluation of this project.
8. Provide nutritionally sound meals for NP for preschool students.
9. Provide transportation for NP for preschool students.

**Kawerak, Inc. will:**

10. Provide Head Start teachers in the classroom to work with the NPS certified teachers to deliver the Head Start program. The Head Start teachers will be responsible for the Head Start paperwork.
11. Provide transportation, lodging, and meals for Head Start teachers to attend training.
12. Schedule vision, hearing, health, developmental, and social/emotional screenings.

MOA between Kawerak, NP and NPS

1/2

AP3 School Years 2009-2011

13. Provide nutritionally sound meals.

**Nome Preschool will:**

14. Provide teachers in the classroom to work with the NPS certified teachers to deliver the ECE Program. The NP teachers will be responsible for the NP paperwork.

15. Provide transportation, lodging, and meals for NP teachers to attend training.

16. Schedule vision, hearing, health, developmental, and social/emotional screenings.

**IT IS MUTUALLY UNDERSTOOD:**

17. NPS, NP and Kawerak will jointly assess the students with the Dial 3, Peabody Picture Vocabulary Test and any other assessments required by DEED for this project. The pretest will be administered in September and the posttest in April.

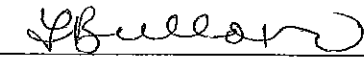
18. NPS, NP and Kawerak will maintain a 1:10 staff:child ratio for this project.

19. NPS, NP and Kawerak Head Start will work cooperatively to find training dates that allow both entities to accomplish their program goals.

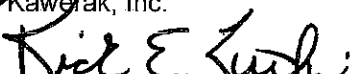
20. This MOA may be amended or renewed by mutual consent. The parties will review it by June 30<sup>th</sup> of each project year.

21. This MOA will be enacted if this grant is awarded.

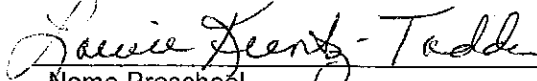
**TERM:** This MOA shall be in effect for the 2009-2011 school years.

  
Loretta Bullard, President  
Kawerak, Inc.

5-21-09  
Date

  
Rick Luthi, Superintendent  
Nome Public Schools

5/20/09  
Date

  
Nome Preschool

5/20/09  
Date

**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.

Gloria Ann Karmun, President, Nome Board of Education

Typed Name and Title of Authorized Representative



Signature of Authorized Representative

5.21.09

Date

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

**Commitment and Signature Packet**

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

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

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

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

We, the undersigned staff and support systems of Nome PreK3 (Nome Elementary School, Kawerak Head Start and Nome Preschool) are willing to participate in and fully support the Alaska Pilot Pre-Kindergarten Project should our site receive the grant award.

<u>Margaret Thomas</u>	<u>5-21-09</u>
Name and Title	Date
<u>Carl White - Principal - Nome Elementary School</u>	<u>5/21/09</u>
Name and Title	Date
<u>M. J. White</u>	<u>5-21-09</u>
Name and Title	Date
<u>Janet Bulice</u>	<u>5/21/09</u>
Name and Title	Date
<u>Meghan Jones</u>	<u>5/21/09</u>
Name and Title	Date
<u>Kelly C. Brown</u>	<u>5/21/09</u>
Name and Title	Date
<u>Laurie Krenz</u>	<u>5/21/09</u>
Name and Title	Date
<u>Malinda Barrett</u>	<u>5/21/09</u>
Name and Title	Date