Alaska Pre-Kindergarten Program Application
COVER PAGE

Ketchikan Gateway Borough School District

School District
333 Schoenbar Road

Mailing Address

Dennis Clarkson, Ph.D. (907) 247-2114

Name of Contact Person Telephone
clarksone@kgbsd.org (907) 225-2269

E-mail address Fax Number

05/20/2014

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

Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this state funded program.

Signature of District Superintendent Date
Superintendent of Schools

Title

$ 255,000
Total Funding Requested Per Year

EED Use Only

Program Number: Date Received:

Program Approval: Amount Awarded: $
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Program Abstract

The Ketchikan Gateway Borough School District (KGBSD) has placed a high value on providing a solid scientifically researched-based preschool program in the district for several years to better prepare our students as they enter kindergarten and the primary grades in the district. Due to a reduction in funds with the end of the federal stimulus grant and the steady decline in revenue from the Ketchikan Gateway Borough over the years the district had to reduce it’s universal preschool model of serving all four year-old students who were within a year of attending kindergarten. The district continues to serve the majority of the students but when the designed slots are filled a significant “waiting list” occurs.

A review of those students on a “waiting list” are usually minority and low income children, especially of Asian ethnicity, including Filipino families. The purpose of the Alaska Pre-Kindergarten Program will be to eliminate the gap of four year-old students who are being turned away after all the available slots are filled.

All students participating in the Alaska Pre-Kindergarten Program experience success in school readiness and entry into the district’s kindergarten programs.

The goal is for all students participating in the Alaska Pre-Kindergarten Program to experience success in school readiness and entry into the district’s kindergarten programs. By the end of each school term the Pre-Elementary students entering kindergarten will have made significant gains in social, emotional, cognitive, and academic readiness as demonstrated on pre and post assessments. The skills of parents and staff will increase over the school term as a result of the “Parent Resource Center” and the home visits by the preschool staff.
Application Narrative

A. Need for program

The Ketchikan Gateway Borough School District (KGBSD) opted to invest a significant portion of their stimulus grant from the American Recovery and Reinvestment Act of 2009 into preschool education. With these funds the district established a universal preschool program for all students turning four prior to September 1. The district’s plan required a thorough evaluation of the effectiveness of the program each school term using assessment tools to document growth of the students, comparisons to peers who did not attend preschool based on an objective kindergarten report card that measured specific pre-academic and academic skills.

Concurrent with the reduction of federal dollars, the local contribution from the Ketchikan Gateway Borough has been significantly slashed by over 25% in the last five fiscal years due to the impact of the decline of tourism, which plays a significant role in the community overall. The school board recently directed our superintendent to seriously consider reducing our preschool programs from a four-hour student session to a two and a half hour morning and afternoon session to allow the district to at least offer the preschool program to most parents of four year olds in the community and continue providing time for the preschool teachers to visit homes within the framework of the “Parents as Teachers” model.

The district’s analysis and charts documented significant gains by the preschool students who attended the district’s preschool programs (see Appendix B). The district used assessments that included the Peabody Picture Vocabulary Test (PPVT-4), the Developmental Indicators for the Assessment of Learning (DIAL-4), the Bracken School Readiness Assessment (BSRA-3), as well as the Get It, Got It, Go and various iPad applications to focus on all areas of a child’s
development, while emphasizing school readiness, language development, early literacy, mathematics, and cognition.

As the federal dollars were phased out, the district has had to scale back from a universal preschool program and limiting some four year olds who attempted to enroll in the fall after the slots were filled up during the spring roundup screenings. Currently the district serves students in our preschool program with enough non-disabled peers to allow our students with disabilities to be placed in classrooms with appropriate peer models. The IEA (Indian Education Act) program was cut from three preschool teachers to two a few years ago due to the ending of a discretionary grant.

A review of the preschool participation rates by ethnicity and SES status quickly document that those families most often being left out are minority (except Alaska Natives who are served by the IEA grant) and low SES populations (see Appendix B). The minority group most under served is our Asian ethnicity, with the elementary schools being made up of approximately nine percent of the total enrollment. Many of these families are from the Philippines and many speak the Tagalog language. Likewise, our families on the lower end of the SES spectrum are also under-represented in our preschool enrollment numbers. It is hypothesized that several factors impact them bringing their children to the spring screening for enrollment into the preschool programs, with language perhaps playing a major role. For the lower SES families it may be transportation issues related to getting to the screenings, limited access to newspaper advertising or other social media to learn about the screenings, or other priorities like putting food on the table and providing housing. The Ketchikan community is impacted by two major industries; the tourism businesses related primarily to the cruise ships seasonal operation and the commercial fishing and processing plants. Many of the families from the Philippines come to work in the
commercial fishing jobs. Families frequently return to home at various times throughout the school year. With these families being more mobile than other families as well as language barriers, they frequently miss out on the preschool roundup screening in the spring and subsequently the preschool slots fill up by the time fall rolls around. An article by Duncan and Brooks-Gunn (2003) in Child Development noted in a review of research suggesting that family poverty has selective effects on child development. Most important for policy are indications that deep or persistent poverty early in childhood affects adversely the ability and achievement of children. The National Institute for Early Education Research (2007) found that children in poverty have lower participation rates in preschool participation than others despite the growth in federal and state programs.

The kindergarten teacher’s report card ratings at the end of the first trimester documents (see Appendix B) that students who attended the district’s preschool programs significantly out performed those students who did not attend the district’s preschool programs. Knowing that low SES and minority students are underrepresented in our preschool programs, this pattern would have the opposite impact of what would be intended by increasing the gap between the mainstream and these particular subgroups, students from minority (especially Asian) and low income families. The AIMSweb early literacy and early numeracy data for students entering kindergarten in the fall shows that the “Low SES” students scored significantly lower on “Letter Naming Fluency” and “Number Identification Measure”.

B. Program design

**Goal:** All students participating in the Alaska Pre-Kindergarten Program experience success in school readiness and entry into the district’s kindergarten programs.

**Measurable Objective #1:** By the end of each school term 90% of the Pre-Elementary students entering kindergarten will have made significant gains in social, emotional, cognitive, and academic readiness as demonstrated on pre and post assessments.
**Activity:** The Alaska Pre-Elementary programs located at Houghtaling Elementary and Fawn Mountain will utilize the HighScope curriculum that aligns with the Alaska Early Learning Guidelines.

**Measurable Objective #2:** The percentages of low income and minority students, especially Asian, that participate in the districts preschool programs will significantly increase during the first year of the grant.

**Activity:** The district will take steps to let the families of low income and minority homes know about the preschool programs and the services that it provides. Letters will be sent to the homes of siblings meeting these criteria in the schools informing the parents about the preschool program and encouraging them to participate.

**Measurable Objective #3:** The skills of parents and staff will increase over the school term as measured by a Likert scale.

**Activity:** The parents will be provided with support offered through the “Parents as Teachers” program and the “Parenting” classes along with the resource center materials.

The programs will follow the principles set forth in the Alaska Early Learning Guidelines and supported by the HighScope curriculum. The emphasis of both providing a balance between teacher-directed and child-initiated activities that recognizes each child’s individual temperament and interests by providing opportunities and experiences for learning through exploration. Classrooms will focus on all areas of a child’s development, while centering on school readiness, language development, early literacy, mathematics, and cognition. The HighScope curriculum is based on the foundation of the Perry Preschool project, with research showing the positive impact of this model. The educational content of HighScope preschool programs is built around 58 Key Developmental Indicators (KDIs). The KDIs are early childhood milestones that guide teachers as they plan and assess learning experiences and interact with children to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and
emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.

A certified preschool teacher and a teacher assistant with credentials meeting Level 5 or higher on the Alaska SEED Career Ladder will service each classroom. The district would notify the department of staffing changes that are permanent or exceed 20 days in duration. The preschool classrooms will serve 15 students each for four hours a day on Monday through Friday for a total of 20 hours per week and follow the KGBSD school calendar consisting of 172 school days for the 2014-2015 school term. Classrooms will exceed the required 525 square feet requirements to serve a caseload of 15 students. A parent resource center coordinator will work with both parents who participate in the preschool programs and those who opt not to participate in the program.

The school nurse will screen all preschoolers for vision, hearing, health, and developmental needs or concerns. The DIAL-IV Social Development assessment will be completed on all the preschoolers to screen for students who require additional interventions.

The Ketchikan Gateway Borough School District complies with all federal standards for reimbursable school meals under the Healthy, Hunger Free Kids Act of 2010 and the Child Nutrition Act of 1966. In addition to these federal requirements, the school district passed a new School Wellness Policy in April 2014 that states that all school meals must meet the bronze standard of the Healthier US School Challenge. The school district has undertaken several monitoring and evaluation measures during the FY14 school year to assess perceptions of nutritional value and quality of school meals according to students and parents. The results of these assessments have been communicated to relevant parties and will be taken into account when planning meals for the FY15 school year.
The district will advertise for preschool school enrollment both in the spring and prior to the start of the school term. Letters will be mailed out to the current preschool and elementary children’s parents with a flyer about the preschool programs. The district will also use the radio and other social media outlets to get the word out to parents of preschool children, with special emphasis to minority and low SES homes. Flyers will be delivered in the low-income housing projects in the community and the Filipino Community Hall. With the addition of these classrooms to fill in the gaps of students being left out of the district’s preschool programs, all students turning four years old by September 1 will be served in our preschool programs. Enrollment will be handled at the school level with oversight by the preschool coordinator.

Child outcome measures that will be used include the Peabody Picture Vocabulary Test, the Developmental Indicators for the Assessment of Learning, the Bracken School Readiness Assessment as well as the Get It, Got It, Go and various iPad applications using RTI progress monitoring. The district has ordered the PALS to review and consider using this tool in assessing the literacy levels of our students. The Behavioral and Emotional Screening System (BESS) will be used to measure social, emotional, and behavioral factors when the students move into kindergarten at the end of the first trimester to determine if students have obtained the skills to be successful in terms of appropriate behavior within the environment. The district, in collaboration with the SESA GAINS grant has developed a PBS database to document various behaviors on a day-to-day basis for the preschool classroom setting. [Standard 3]

The district will work with the Part C agency, Community Connections, who serves not only students with developmental delays but also abused and neglected youngsters. The district scheduled a meeting with Community Connections in early May to discuss the grant proposal and to answer questions that both parties have developed. The Alaska Pre-Kindergarten program
would serve as an inclusive classroom setting for special needs preschoolers with support from Section 619 funds and district special education dollars to provide the Least Restrictive Environment for our students. This is consistent with all of the district’s current preschool programs. The district is committed to team participation in state provided training offerings, specifically in a weeklong training in Anchorage or Fairbanks.

C. Parent, Family and Community Engagement and Family Support

Parents will play a critical, supportive, and active role in the education and development of their child. The program will work with parents and local community members to create and implement a fully incorporated parent, family, and community engagement program that meaningfully builds ongoing, long lasting, goal-directed relationships with parents in decision making related to curriculum and other aspects of their child’s education and development. The program will visit each home on a monthly basis using the Parents as Teachers (PAT) model and document the visits on a database. In addition, the preschool program will provide an activity that invites the parents to come and participate on at least a monthly basis. Parents will be recruited to serve as volunteers in the preschool classrooms in certain situations and activities. Parenting classes will be offered every quarter to assist the parent with their preschool child’s needs as well as younger peers in the home. This will involve the preschool coordinator, preschool teachers, school psychologist, and other specialists such as the speech pathologist, physical therapist, and occupational therapist. A parent resource center will be established containing developmental resources like books, videos, iPads, etc. for parents to check out. Parent advisory meetings will be held quarterly in an effort to gain insight into the effectiveness of the preschool program, with invitations mailed to the parents as well as to community organizations involved in early childhood development. A school board member will be asked to
participate in the Preschool Parent Advisory meetings and once a year the committee will present
to the entire school board. A parental survey will be developed and given to parents at the end of
the school term to determine the quality of the district’s engagement efforts, parent resource
materials and other components of the district’s preschool efforts.

The district will work closely with Community Connections, both their “birth to three”
program and their other programs including mental health, respite care, developmental delay
supports, and other areas of need. The coordinator of the Parent Resource Center will serve both
parents who enroll in the program and those parents who opt out.

D. Adequacy of resources

The district has a long history of providing preschool services to pre-kindergarten students
who were within one year of age eligibility to enter kindergarten the following school term. The
schools have classroom space available to meet the specifications necessary to house the Pre-
Kindergarten program requirements. We have a sufficient number of small school buses to
transport the program’s students to and from school. A coordinated effort of directing various
federal (IDEA Section 619, IEA, and grants), state (intensive, block grants, etc.), and local funds
toward meeting the district’s preschool population has enabled the district to significantly alter
the readiness of many of our preschool populations as they transition into our kindergarten.

Providing these preschool programs over several years along with an RTI (Response to
Intervention) model has significantly reduced the number of referrals to special education
services. The Special Services office has seen a reduction in the number of inappropriate
referrals by parents who would like their child to be evaluated for special education, not because
they necessarily believe their child has a disability, but rather to simply get their child enrolled
into the preschool program. Each of the preschool classrooms will have a certified teacher with a
minimum of a bachelor’s degree in early childhood education or a related field with specialized training in early childhood education or a similar related field. The classroom will also have an assistant teacher who has a current CDA, or 12 ECE credits, or an Associate degree with specialized training in early childhood education, or an AAS in early childhood education, or a similar or related field. The student-to-staff ratios will be one to approximately seven or eight students. Please refer to Appendix D for job descriptions.

The district will advertise on the Alaska ATP website as well as the local newspapers for both the preschool teacher and teacher assistant positions. Prior to the start of the school year the staff will attend a day of professional development related to such areas as: orientation; issues of culture and individual differences; working with, supporting, and strengthening families; developing family, community and systems collaborations; and fostering positive behavior. Regular monthly staff meetings will be implemented for program development, help with cognitive development, “Reflective Supervision”, and linking to standards and Early Learning Guidelines as well as required assessment tools and reporting. The preschool teachers and the teacher assistant will report directly to the building principal or assistant principal. District office staff that will include the preschool coordinator and the director of special services will support the building administrators to assure fidelity with the grant requirements. The district’s federal Section 619 funds are used in supporting the preschool programs to allow for students to be served in the least restrictive setting (LRE). The district will provide classrooms, curriculum, transportation, supplies, and equipment as well as other in-kind support for the programs.

E. Sustainability plan

The district is recognized for having a strong commitment to providing preschool services to as many children as possible, with special services, Indian Education, universal four year-old, and
Pre-K/Kindergarten programs. The district has committed preschool teachers, support staff, classrooms, materials, equipment, technology, transportation, and funds toward this effort. Commitments to providing preschool classrooms with solid instructional curriculum that are scientifically research-based have been at the forefront of these programs. Frequent assessments of student growth have been documented both on an individual student basis as well as on annual progress documented on assessment instruments like the PPVT-4, DIAL-IV and the Bracken School Readiness Assessment.

The school board has continued to rank our preschool programs above many other vital services in its budgetary process. The superintendent and the elementary principals have especially been supportive of these initiatives. The kindergarten teachers often acclaim the differences in skill sets of their students since the introduction of our more universal preschool programs. Parents and community members have consistently made statements of their support for the programs. Many parents have opened up their homes to visits by preschool staff under the Parents as Teachers model. At budgetary meetings there has been very limited resistance or none at all to the prioritization of our preschool programs overall.

F. Management plan

The district will provide quarterly Program Reports as required in the grant. The grant director and the preschool coordinator will assure that the various components of the grant are implemented with fidelity and will coordinate with the building principals in providing oversight of the two classrooms. The grant director along with support from the preschool coordinator, the resource center coordinator and the Assistant Administrator will spend approximately 20% of their time overseeing the requirements of the grant and an additional 5% of their time collecting data and overseeing each Pre-Kindergarten classroom. The building principals, in collaboration
with the grant director, will dedicate 3% of their time to the preschool classrooms. See Appendix D for the organizational chart and a timeline for program implementation. A database will be developed to collect and maintain the data for the items above when the information is not currently being collected in PowerSchool or some other database. PowerSchool currently collects items five (attendance), six (Oasis numbers), and seven (IEP students). Item number seven (IEP students) is also maintained in the special services database, “NDLB eAlaska”, as well as the PowerSchool program. The preschool coordinator and the grant director will create and disseminate a brochure about the pre-elementary program that is parent friendly and also provide copies in Tagalog and Tlingit languages.

The district has ordered the Phonological Awareness Literacy Screening (PALS) to review and consider using this tool in assessing the literacy levels of our students. The district is also exploring the online component of the PALS to determine if data can be provided through this avenue or to develop a database locally to collect the assessment results. [Standard 5]

G. Program Evaluation

At the end of each school term, the students entering kindergarten will be evaluated in the areas of social, emotional, cognitive, and academic readiness as demonstrated on pre and post assessments. The program will be evaluated from the results of the Early Childhood Environmental Rating Scale (ECERS-R), the Classroom Assessment Scoring System (CLASS), and from child outcome data (PPVT-4, DIAL-4, Bracken School Readiness Assessment, and PALS) collected through individual programs. The total numbers served by the preschool program will be compared with the number of preschoolers served during the 2013-2014 school term. Finally, the skills of parents and staff will be assessed at the end of the school term using a Likert scale that taps into the critical components of an effective program model. Charts and
graphs and a final report will highlight the successes made in the program as well as any relative weaknesses noted and recommendations for improving those identified. The report will be disseminated to the team, the parent advisory committee, the school board, and the community.

The grant director and the preschool will conduct the evaluation. Both have a school psychologist background and the project director participated in a grant at Utah State University as a graduate assistant in a meta-analysis of early intervention programs in the completion of his doctorate degree.

**H. Previous Success/Promise of Success**

The district has successfully operated a universal four year-old preschool program over the past four years. As reported on their kindergarten report cards at the end of the first trimester (Appendix B), students have made significant gains as demonstrated by standard score growth on the Picture Vocabulary Test – Fourth Edition (PPVT-4), the Developmental Indicators for the Assessment of Learning – Fourth Edition (DIAL-4), and the Bracken School Readiness Assessment – Third Edition (BSRA-3) as well as with comparisons of peers who did not attend the preschool programs. The school board has received positive feedback from the parents, preschool teachers, and building administrators on the differences that the programs have made on children entering our kindergarten programs.

**I. Budget/Budget Narrative**

The estimated cost for each preschooler to attend the Pre-Elementary program is $8,500 for a year. The district will provide classrooms, transportation, substitutes, and building level administrative support to the preschool programs. The district will also provide the parent resource center staff position and support for parents opting to not send their child to the preschool classroom setting.
## Program Budget

**Grant Recipient:** Ketchikan Gateway Borough School District  
**Grant Number:**  
**Grant Title:** Alaska Pre-Kindergarten Program FY15  
**Revision Number:**

### Uniform Chart of Accounts

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**Subtotal Direct Costs:** 255,000.00  
**Indirect Rate:** 0.00%  
**Indirect Amount:** 0.00

**Unallocated**

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**Total:** 255,000.00  
**Unallocated Funds May Not Be Encumbered or Spent. A Budget Revision is Required.**

### District Approval

**Name & Title:**  
**Signature:**  
**Date:**  
**Telephone Number:**

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Form 05-07-071  
Revised 6/15/2010  
Alaska Department of Education and Early Development
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<td>PROFESSIONAL &amp; TECHNICAL</td>
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<td>420</td>
<td>STAFF TRAVEL</td>
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<td>Travel for the team to attend a training in Anchorage or Fairbanks to receive a week long inservice from DEED.</td>
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<td>425</td>
<td>STUDENT TRAVEL</td>
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<td>SUPPLIES/MATERIALS/MEDIA</td>
<td>12,000.00</td>
<td>Supplies for the two preschool classrooms along with the establishment of a &quot;Parent Resource Center&quot;</td>
</tr>
<tr>
<td>490</td>
<td>OTHER EXPENSES (Dues &amp; Fees)</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>480</td>
<td>TUITION &amp; STIPENDS</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>510</td>
<td>Equipment</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>540</td>
<td>Other Capital Outlay Expenses</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

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.
Appendix B

<table>
<thead>
<tr>
<th>Name of Preschool</th>
<th>Designation Title I School</th>
<th>Percent Free or Reduced Lunch</th>
<th>Number of Eligible Children in Need</th>
<th>Number of Students to be Served</th>
<th>Number of Family Members to Be Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houghtaling Elementary School</td>
<td>NA</td>
<td>44%</td>
<td>15</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Fawn Mountain Elementary</td>
<td>NA</td>
<td>54%</td>
<td>15</td>
<td>15</td>
<td>14</td>
</tr>
</tbody>
</table>
Students Entering Kindergarten Performance on AIMSweb Domains by SES Status 2013/2014

Non Low SES vs Low SES

LNF (Letter Naming Fluency)
NIM (Number Identification Math)
Kindergarten by Ethnicity & Low SES who Attended Preschool 2013/2014

- Low SES
- High SES
- Asian
- Minority Students
- Caucasians

Non-Preschool  Preschool

- Capital Letters (Knows 20 or more)
- Lower Case Letters (Knows 20 or more)
- Identifies Numbers (To 10)
- Rote Counts to 10
- Rote Counts to 20
- Counts Objects to 10
- Counts Objects to 20

Preschool [N= 58]  Non-Preschool [N= 48]

- Capital Letters (Knows 20 or more)
- Lower Case Letters (Knows 20 or more)
- Identifies Numbers (To 10)
- Rote Counts to 10
- Rote Counts to 20
- Counts Objects to 10
- Counts Objects to 20

Preschool [N= 58]  Non-Preschool [N= 48]
Developmental Indicators for the Assessment of Learning [DIAL-IV]
Mean 100 (standard deviation = 15, One-third standard deviation educationally significant)

- **2009/2010**: Pretest 100, Posttest 105
- **2010/2011**: Pretest 95, Posttest 100
- **2011/2012**: Pretest 90, Posttest 105
- **2012/2013**: Pretest 90, Posttest 105

Legend:
- Blue: Pretest
- Green: Posttest
Bracken Basic Concepts
Mean 100 (standard deviation = 15, One-third standard deviation educationally significant)

- 2009/2010
- 2010/2011
- 2011/2012
- 2012/2013

85 90 95 100 105 110

Pretest  Posttest
Peabody Picture Vocabulary Test (PPVT-IV)
Mean 100 (standard deviation = 15, One-third standard deviation educationally significant)

- 2009/2010
- 2010/2011
- 2011/2012
- 2012/2013

Pretest  Posttest
Appendix C

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

SCHOOL(S) SERVED:  Houghtaling & Fawn Mt

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

SCHOOL YEAR:

<table>
<thead>
<tr>
<th>Community Served</th>
<th>Expected number of Children Served</th>
<th>Program Location</th>
<th>Hours of Operation</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ketchikan</td>
<td>15</td>
<td>Houghtaling</td>
<td>9:00 to 1:00</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Ketchikan</td>
<td>15</td>
<td>Fawn Mt</td>
<td>9:00 to 1:00</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Proposed Schedule of Typical Day:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 am</td>
<td>Language</td>
<td>Students involved in communication (listening, oral/written communication) and Language activities</td>
</tr>
<tr>
<td>10 am</td>
<td>Early Literacy</td>
<td>Students involved in early literacy in terms of reading and writing.</td>
</tr>
<tr>
<td>11 am</td>
<td>Mathematics</td>
<td>Students involved in mathematics and numeracy in terms of number sense, measurement, and properties of ordering.</td>
</tr>
<tr>
<td>12 pm</td>
<td>Cognition</td>
<td>Students are guided through a problem-solving task by a mediator who adjusts the degree of assistance to solve the task.</td>
</tr>
</tbody>
</table>

Throughout the day other components of the Early Learning Guidelines domains related to 1) physical well-being, health, and motor along with 2) social and emotional development, and 3) approaches to learning will be integrated throughout the activities.

Will this classroom be used for separate morning and afternoon pre-kindergarten sessions? (Please circle the appropriate response)  YES  NO

Form # 05-12-039
Alaska Department of Education & Early Development
Appendix D

Organizational Structure

Director of Special Services (Grant Director)
Preschool Coordinator
Building Principals
Preschool Teacher
Preschool Assistant Principal

Timeline for Program Implementation

June, 13 2014 Advertise the positions both in district and out of district
July, 2014 Order materials for Parent Resource Center
August 23rd, 2014 Professional Development
August 25th & 26th Screening Studets and administer Pre-tests
September, 2014 (tentative time) Team attend training in Anchorage or Fairbanks
September, 2014 (then monthly) Professional Development
September, 2014 (then monthly) Home visits of all students
September, 2014 (then quarterly) Organize Parent Advisor Committee & Meetings
December, 2014 (then quarterly) Submit Program Reports
Submit PALS or other literacy assessments
June, 2015 Summative charts and graphs of Gains on Pre/Post Assessments
JOB TITLE: Director of Special Services
REPORTS TO: Superintendent
TERMS: 225 Day Contract
SALARY: DOE

JOB PURPOSE: Assists the Superintendent in providing leadership in developing, achieving, and maintain the best possible educational programs.

SUPERVISES: Office staff

DUTIES, RESPONSIBILITIES AND ACCOUNTABILITIES:

1. Assists the Superintendent in the direction, administration and coordination of the district’s educational programs.
2. Coordinates the development, design, and implementation of all Special Education programs established in the Ketchikan Gateway Borough School District in accordance with State and Federal regulations and law.
3. Provides for the ongoing review of special education programs and instructional processes and curriculum, and makes recommendations for improvements.
4. Initiates and directs, with the cooperation and assistance of appropriate staff personnel, efficient and effective procedures for referral, examination, and evaluation of pupils referred for services.
5. Establishes and maintains efficient and effective procedures and criteria for the referral of all special education pupils requiring professional services by appropriate outside agencies.
6. Plans efficient and effective criteria and procedures for the transportation for all special education students.
7. Formulates and designs procedures to determine if program objectives are being met.
8. Develops questionnaires and interviews school staff and administrators to obtain information about special education programs.
9. Serves as a resource to groups or projects requiring guidance and/or coordination in efforts to update existing programs.
10. Involves the teaching staffs in identifying conditions and factors that facilitates constructive changes and apply those factors to special education programs.
11. Coordinates staff efforts which lead to recommendations for improvement in the special education programs.
12. Coordinates and initiates professional development education for special education staff.
13. Attends School Board meetings and prepares such reports as the Superintendent may request.
14. Reports on the status of district programs and services.
15. Assists in the process of employee recruitment, selection, recommendation, appointment and orientation, and evaluation.
16. Supervises Special Education Staff both certified and classified.

REQUIREMENTS:

1. Requires a Master’s Degree or higher from an accredited college or university, with a major in educational administration.
2. Requires valid Alaska Administrative certification, endorsement in special education is required. Additional endorsement as a school psychologist is preferred.
3. Requires at least five (5) years successful experience in teaching and administration.
4. Requires a willingness to perform various job-related duties, as situations require. A strong sense of teamwork and the ability to work cooperatively with others is essential.
5. Requires effective communication skills with the ability to develop and maintain effective working relationships with administrators, school staff, and community.
6. Requires the ability to maintain confidentiality.

KNOWLEDGE, SKILLS AND ABILITIES:

Language Skills: Ability to read, analyze, and interpret general educational periodicals, professional journals, technical procedures, and governmental regulations. Ability to write reports, business correspondence, State and Federal Grants, and procedure manuals. Ability to effectively present information and respond to questions from administrators, staff, board members, and community members.
KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT
KETCHIKAN ALASKA

JOB DESCRIPTION

JOB TITLE: PRE-SCHOOL TEACHER
REPORTS TO: PRINCIPAL/ASSISTANT PRINCIPAL

JOB PURPOSE: Requires instruction in HighScope curriculum. Successful applicants must utilize the RTI and PBS models in delivery of district approved curriculum and adopted materials. Ability to work collaboratively with others, participate in Professional Learning Communities, strong communication skills, flexibility, and positive attitude are essential. Must have good computer skills. Must be willing to be involved in school-wide activities. Other duties as assigned.

Requirements:
1. Bachelor's Degree with Special Education Endorsement
2. State of Alaska Type A teacher certification in Pre K Special Education issued by Alaska Department of Education.
3. Must meet State of Alaska Highly Qualified requirement where applicable.

Duties, Responsibilities and Accountabilities:

1. Instructs students in group and one on one environment.
2. Prepares course objectives and outline for course of study following curriculum guidelines or requirements of state and school.
3. Interprets and utilizes available diagnostic data to identify and meet individual needs and concerns.
4. Uses planning to meet individual needs.
5. Shows knowledge of subject matter.
6. Demonstrates skill in establishing and maintaining student management that is conducive to learning.
7. Uses a variety of instructional techniques appropriate to the student's needs.
8. Establishes procedures for assessing student performance and utilizes the results.
9. Communicates and works effectively with students, staff, parents, and community members.
10. Maintains student records in accordance with district requirements. Use of PowerSchool required.
11. Follows district policies and building goals.
13. Other duties as assigned.

Knowledge, Skills and Abilities:
Language Skills: Ability to read, analyze, and interpret general educational periodicals, professional journals, technical procedures, and governmental regulations. Ability to write reports, educational correspondence, and procedure manuals. Ability to effectively present information and respond to questions from administrators, staff, students, parents, and community members.

Mathematical Skill: Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT
KETCHIKAN ALASKA

JOB DESCRIPTION

JOB TITLE: PARAPROFESSIONAL - PRE SCHOOL
REPORTS TO: PRINCIPAL/ASSISTANT PRINCIPAL

JOB PURPOSE: To assist the professional staff in a variety of instructional and related student services.

Duties, Responsibilities and Accountabilities:
1. **Instruction:** Provide direct services to students placed in program under the supervision of the teacher. Work with assigned students in all academic area. Works cooperatively with assigned teachers in assigning and grading work.
2. **Teamwork:** Performs other related duties as required or assigned. Works cooperatively with school employees, students and visitors.
3. **Administration:** Completes paperwork as required by program. Maintains records of lessons and progress of students.
4. **Child Supervision:** May perform supervision duties as assigned by the building administrator. May be required to assist students with issues of personal hygiene. May assist with the supervision of students at restrooms, in cafeteria, and on the playground.

Requirements:
1. Requires High School Diploma or Equivalent. Must be Highly Qualified. (AA degree, BA degree, 48 semester hours of post-secondary study, or pass the ETS parapro test)
2. Requires CDA or 12 ECE credits or Associate degree with specialized training in early childhood education.
3. Requires a thorough understanding of classroom management skills and methods of dealing with preschool students.
4. Requires a willingness to perform various job-related duties, including issues related to personal hygiene. A strong sense of teamwork and the ability to work cooperatively with others is essential.
5. Requires skill in conducting tutorial sessions and using various media to help students with regular classroom assignments.
6. Requires ability to keep accurate records and track student attendance.
7. Requires pre-service and in-service training.
8. Requires the ability to maintain confidentiality.

Knowledge, Skills and Abilities:
**Language Skills:** Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before parents, staff and students.

**Mathematical Skill:** Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

**Reasoning Ability:** Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

**Problem Solving:** Can identify and resolves problems in a timely manner. Works well in group problem solving situations. Uses reason even when dealing with emotional topics.

**Student Service:** Manages difficult or emotional situations in a positive manner. Responds promptly to student needs. Responds to requests for service and assistance and meets commitments.

**Interpersonal Skills:** Focuses on solving conflict and not blaming. Maintains confidentiality. Listens to others without interrupting. Keeps emotions under control and remains open to other ideas and tries new things.
Appendix E

INTER-AGENCY COOPERATIVE AGREEMENT AMONG:
Community Connections Early Learning Program
Southern Southeast Alaska Regional School Districts
RurAL CAP Child Development (RCCD), includes Head Start and Parents as Teachers
Tlingit & Haida Head Start and Metlakatla Head Start

Purpose:
The purpose of this agreement is to promote a smooth and effective service delivery system for young children with special needs as they make the transition from Early Intervention/Infant Learning Program (ILP) services to preschool services at age 3. This agreement will establish guidelines for each agency to follow and reflects our commitment to increase collaboration among participating agencies. The intent is to keep all parties well informed, provide high quality, developmentally appropriate services, reduce duplication of effort, and ensure that the priorities, resources, and concerns of each family are at the center of each child’s transition.

CHILD FIND:
State & Federal Requirements: School districts and early intervention programs are mandated to locate, identify and evaluate children with disabilities within their geographic area.

Infant Learning Program will:
- Identify and evaluate children who may be eligible for the Infant Learning program as according to AK eligibility definitions.
- Provide Fliers to school districts, RCCD and Head Start programs for distribution regarding ILP information
- Participate, when appropriate, in community screening opportunities
- Invite School, RCCD and Head Start program personnel and parents to in-services /staff development, as appropriate
- Children who are 33 months will be referred directly to the LEA

School Districts will:
- Identify and evaluate children suspected of having disabilities per IDEA regulations
- Provide ILP with current contact information for notification and referral purposes
- Inform ILP when they suspect a child under the age of three may have a delay or parent wants/needs more information.
- Invite ILP, RCCD and Head Start programs to open house and other screening opportunities
• Share census data for child find purposes if requested.
• Review screening, ongoing assessment and information as part of Response to Intervention.

**RCCD and other Head Start Programs will:**

• Invite ILP and school personnel to parent gatherings as appropriate
• Encourage all families to attend Child Find activities
• Upon request, participate in child find and other screening opportunities
• Inform ILP and School District of program availability and eligibility criteria for RCCD and other Head Start programs
• Provide necessary paperwork and inform ILP and School District of procedures to make referrals to RCCD and other Head Start programs
• Refer children, ages 0-3, with suspected special educational needs to the ILP, with parental notification. With parent consent, share available screening, on-going assessment information as part of the referral process

**TRANSITION NOTIFICATION:**

*State & Federal Requirements: ILP will provide notification to the school district for any child who is potentially eligible for Part B services and will soon reach the age of 3. Parents may opt out of notification. Notification constitutes a referral to Part B and initiates the eligibility determination process. Children turning 3 after April 1st and before the end of September will be referred by ILP before April 1st. In the event of a referral made to the school district within 3 months of the child’s third birthday ILP will provide documentation explaining the delay. The child must have an IEP in place by the third birthday.*


**ILP will:**

• Notification will be provided at or after 27 months of age.
• Provide notification to initiate 90 day meeting process.
• For children determined eligible for Part C between 33 and 34.5 months of age, notification will be provided as soon as possible after the initial IFSP meeting.
• For children referred to Part C after 34.5 months of age, notification will not be provided and the child will be referred to Part B, with parent consent.

**School Districts will:**

• Treat notification from the ILP as a referral to Part B.
- Provide ILP with contact information (name and email) for 2 district personnel and update this information annually.
- Inform the ILP program, via email, if district contact changes during the summer months.
- Monitor notification lists provided by EED and notify ILP if necessary regarding referral status of children on the notification information.

**TRANSITION CONFERENCE:**

*State & Federal Requirements: ILP, the LEA, and other appropriate community service providers will participate in a Transition Planning conference (Part C, Indicator 8C Part B, Indicator 11 Part B, Indicator 12). These meetings will be held at the school where the preschool program the child would attend is located.*

**ILP will:**
- With parent permission and between 27 and 33 months of age, schedule a transition planning conference with a representative from the school district and other agencies as appropriate (RCCD or other Head Start programs, Child Care).
- Determine with parents a location for the Transition Planning conference.
- Host and facilitate a transition planning conference.
- Update transition plan and timelines to reflect discussion from the Transition Planning conference.
- Share information about community options with the child’s family.
- Assist in clarifying the differences in ILP and School District eligibility criteria.
- Discuss current assessment information and begin conversation about the need for additional evaluation as part of the IEP process.
- With parent consent, following the transition planning conference, the service coordinator will forward additional information on the child, including evaluations and the child’s current IFSP, to the receiving agencies by the date they have requested. Any IFSP updates occurring after the transition planning conference will also be shared with the receiving agencies.

**School Districts will:**
- Send a representative to the transition planning conference for each child within their district area and provide information on the IEP process. This may include creating policies that allow staff to be available over the summer months.
• Provide information to families on: eligibility criteria, special education/disability terminology, the IEP process, and potential community options for service delivery.

• Provide necessary releases of information for pertinent medical or their party records before or at the transition planning conference.

• Discuss current assessment information, and begin the conversation about the need for additional evaluation as part of the IEP process.

• Obtain consent for evaluation, if needed.

• If appropriate, provide information on parent rights and/or release of records form.

**RCCD and other Head Start Programs will:**

• Provide ILP and the School District with contact person information annually (will be the center manager, contact will be made if there are changes)

• Coordinate and provide joint training for ILP, RCCD, other Head Start programs and School District staff that includes transition related and parent involvement topics

**TRANSITION PLANNING:**

*State & Federal Requirements: Children enrolled in ILP will have an IFSP with transition steps and services. (Part C, Indicator 8C Part B, Indicator 12)*

**ILP will:**

• At the initial IFSP, talk with families about service options that may be available when the child turns 3

• Reflect initiation of the transition plan at age 2 on the IFSP

**Written transition plan will include:**

• Plans for preparing the child for transition and who is responsible. This can include a checklist of activities/responsibilities/timelines supplied by ILP.

• Supports for families and who is responsible

**School Districts will:**

• Share child find procedures with ILP as outlined above

• Share information on preschool programs available for families.

• Provide opportunities for families to visit potential preschool programs.

• Share child find procedures with ILP as outlined above

Memorandum of Agreement
ELP/SD/HS
Page 4 of 17
ELIGIBILITY TEAM MEETING/IEP MEETING
State & Federal Requirements: Each child referred by ILP in a timely manner will have an IEP developed and implemented by the child’s 3rd birthday (Part B, Indicators 11 and 12)

ILP will:
- Provide a referral to the school district via the transition notification/invitation to the transition conference.
- With parental permission, allow access or send a copy of the IFSP transition plan to the agency’s designated contact person.
- With parental permission, after a referral has been made, ILP will allow access or share records with the LEA.

School Districts will:
After receiving a referral from ILP through the PPS, the school will:

- Include the transition notification/invitation to the transition conference as documentation of referral in the child’s file.
- As soon as possible send parents a request for consent to evaluate the child; or notification that no additional assessments are necessary to determine eligibility.
- Prior to the child’s third birthday and after the school has received parental consent for evaluation (or after the school has sent the notice that no further testing is needed) the school will determine if the child is a child with a disability.
- With verbal parental permission, invite ILP, RCCD or other Head Start program and other care providers as appropriate to the IEP meeting. A release will be signed by the parent prior to inviting outside agencies to the IEP meeting and outside agencies invited to the IEP meeting will be listed on the parent invitation.
- Consider the child’s IFSP when developing the initial IEP.
- Complete the IEP process and have services in place on or before the child’s 3rd birthday if the child is found eligible.
- If not eligible, discussion of other options will occur and the family will be informed of further screening opportunities.

RCCD and other Head Start Programs will:
- Participate in IEP meeting when RCCD or another Head Start program is being considered as a placement option.
• Assist RCCD or other Head Start program families of limited English proficiency in participating in the IEP process and/or transition process to Kindergarten
• Work in collaboration with the school district to implement and monitor IEP

LEAST RESTRICTIVE ENVIRONMENT (LRE)
State & Federal Requirements: The School District will determine an educational placement prior to the child’s third birthday. The placement will be in the least restrictive environment, in settings with typically-developing peers, as determined by the IEP team. (Part B, Indicator 6)

ILP will:
• Assist the family in articulating where the child currently spends his/her day.
• As an IEP team member, participate in discussing community options for placement.
• Engage in communication with RCCD and other Head Start programs regarding developmentally appropriate curriculum and expectations that align with the AKEED Standards.
• As an IEP team member, assist in determining level of services necessary to meet goals/objectives.

School Districts will:
• Continually build relationship with community providers to expand preschool options for preschoolers with disabilities.
• Engage in communication with RCCD and other Head Start programs regarding developmentally appropriate curriculum and expectations that align with the AKEED Standards.
• Consider where the child currently spends his/her day and whether services can be provided in this environment.
• As an IEP team member participate in discussing community options for placement.
• As an IEP team member, assist in determining level of services necessary to meet IEP goals/objectives.

Headstart Programs will:
• Establish ongoing channels of communication with ILP and the School District regarding developmentally appropriate curriculum and expectations that align with the AKEED Standards.
• Serve as an LRE placement option.
CHILD OUTCOMES
ILP Programs and School Districts report child outcome data at least annually.
(Part C, Indicator 3 Part B, Indicator 7)

ILP will:
- Complete the Child Outcome Summary Form exit ratings in discussion with the School District in each of the 3 outcome areas, at the Transition Conference or Initial IEP meeting.
- Include IEP team members in using the Decision Tree for summary rating decisions.
- Share data.

School Districts will:
- Complete the Child Outcome Summary Form entry ratings in discussion with the ILP Program in each of the 3 outcome areas, at the Transition Conference or Initial IEP meeting.
- Participate in using the Decision Tree for summary rating discussion with ILP staff, to assign a rating.
- Using on-going assessment information to provide data to complete exit ratings on sampling cohort when they meet exit criteria.

RCCD and other Head Start Programs will:
- For children who are enrolled in RCCD and other Head Start programs, share screening and ongoing assessment information as part of discussion regarding a child’s functional performance in each of the 3 outcome areas.
- Participate, as appropriate, in using the Decision Tree for summary rating discussions to assign a rating in the 3 outcome areas.

Monitoring the Agreement
This is a 3-year agreement; however, an annual review meeting by the partnering agencies’ will be initiated by (assign responsibility to one agency to initiate annual review). The annual review group will consist of at least one representative from each agency. The annual review will occur in January of each year. The evaluation of the agreement will occur through gathering feedback of professionals involved in transitions at the annual meeting.
By signing this document I commit to ensuring my organization makes every effort to comply with the terms of this agreement.

[Signature]
Community Connections
Executive Director

[Date]

Memorandum of Agreement
ELP/SD/HS
Page 8 of 17
By signing this document I commit to ensuring my organization makes every effort to comply with the terms of this agreement.

[Signature] Ketchikan Gateway Borough School District Superintendent

Date 1/24/14

[Signature] Ketchikan Gateway Borough School District Special Education Director

Date 1/24/14
Appendix F

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

Alaska Pre-Kindergarten Program Assurances

By my signature below, I agree, upon the approval of the program 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.

Robert Boyle, Superintendent of Schools

Typed Name and Title of Authorized Representative

Signature of Authorized Representative  Date
Appendix G

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

Commitment and Signature Packet

In order to apply for the Alaska Pre-Kindergarten Program 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 Alaska Pre-K 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 [Houghtaling Elementary] (School or Organization), are willing to participate in and fully support the Alaska Pre-Kindergarten Program should our site receive the grant award.

[Signature]
Name and Title

TBD
Name and Title

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

Commitment and Signature Packet

In order to apply for the Alaska Pre-Kindergarten Program 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 Alaska Pre-K 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 **Fawn Mt. Elementary** (School or Organization), are willing to participate in and fully support the Alaska Pre-Kindergarten Program should our site receive the grant award.

---

Name and Title

---

TBD

Name and Title

---

TBD

Name and Title

---

TBD

Name and Title

---

TBD

Name and Title