

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #219 (2007-2008)

March 3, 2008

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: PRIOR APPROVAL OF DISCRETIONARY GRANT:
PROJECT KI'L

ASD Goal: Increase student academic achievement using data to guide adoption of curriculum, methods materials and professional development specifically designed to ensure that that each group as designated by No Child Left Behind makes adequate yearly progress.

RECOMMENDATION:

It is the Administration's recommendation that the Anchorage School Board approve and authorize the Superintendent to apply for a grant from the U.S. Department of Education's Alaska Native Education Program. The preliminary budget estimate is \$300,000 per year for three years.

PERTINENT FACTS:

The U.S. Department of Education has issued a notice inviting applications for the Alaska Native Education Grant Program. The purpose of this grant competition is to develop and support supplemental educational programs to help meet the unique educational needs of Alaska Natives. Project Ki'l (a Dena'ina Athabascan word for "boy") builds a path of success for Alaska Native boys from preschool through the third grade. Boys are the focus of this project in light of the great academic disparity that exists between Native boys and other groups, including Native girls. Ki'l is based on collaborative efforts to build strong academic, social, and cultural foundations for Native boys and their families. The formation of a consortium with one or more non-profit Alaska Native organizations is a priority in the grant announcement. This project works in collaboration with Southcentral Foundation Head Start. The program targets Native boys in Southcentral Head Start preschool and K-3 Native boys at ASD elementary schools with high populations of Native boys.

A major component of Ki'l is the PATH (Inclusion, Inc.'s Planned Alternatives for Tomorrow with Hope), a guided process for boys, their families, and other supporters that creates a graphic picture of each boy's future, academic goals, and action plan. Ki'l also includes a two-week summer program for boys which is designed to ease transition between preschool and kindergarten, preceded by a workshop for parents of preschoolers, to be held each May. K-3 parents also will receive training in grade level transitions each August. Each year will have a series of four boy-focused family nights featuring family reading, writing, and math games, cultural celebrations, and ways to make positive home-school connections. Professional development opportunities for Head Start staff, Indian Education staff, and ASD teachers and principals will include inservice training on the minds of boys, cultural training on male roles provided by the Alaska Native Heritage Center, and a credit course for teachers on learning styles of Native boys. The model includes professional development for school staff on ASD's Cultural Responsiveness Continuum and supports the Indian Education Six-Year Educational Plan.

CC/RG/PM/ES/DB/BT

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