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IASD communities are trapped in the cycle of poverty exacerbated by rural lack of resources, minority status and community trauma which increases environmental risks and limits cognitive development. Students from poverty hear fewer and less complex words than their wealthier peers, and poor parents are less likely to read to their children or initiate conversation (Jensen).

IASD desperately needs the support and resources of good libraries as they strive to improve literacy in the villages. None of the schools has a modern, well-funded library media center (LMC) with up-to-date materials or technology, and the schools are the only academic resource. IASD students perform poorly on standardized tests with very low proficiency in all areas.

Table: 2019 Alaska Accountability Measures

School	Attendance Rates	% Math Proficiency	% English LA Proficiency	% Students Chronically Absent	Graduation Rate
Alaska	92.31	35.74	39.27	28	80.39
McGrath School	91.1	5.26	15.79	27.78	50
Blackwell School	90.79	<40*	<40*	58.33	*
David Louis Memorial School	83.16	3.45	6.9	68.09	66.67
Innokko River School	92.77	0.0	0.0	34.78	33.33
Jeffery A Bader Memorial	83.76	12.5	25.0	28.0	*
Takotna Community School	92.13	16.67	8.33	23.81	*
Top Of The Kuskokwim	93.29	<40*	<40*	18.18	*

* Data suppressed for student privacy (education.alaska.gov/compass)

Only 9% of Native Alaska students are proficient on NAEP. They cannot compete in Alaska, certainly not in a national or international market. Traditional cultures are rapidly disappearing and students are caught between dependence on traditional subsistence and the modern economy, impacted by climate shifts. Without improved education, they are locked into low paying jobs, or dependence on governmental support, unable to lead themselves or the community.

Low performance results from outdated instruction and materials. School improvement efforts have not been coordinated, with gaps in instruction. Curriculum is as variable as the teachers,

leaving students with a variety of lessons but no consistent strategies. The teachers care, but they do not have the tools or the training.

Their tiny, obsolete libraries are burdened with outdated collections, outdated technology, no appealing work space and limited staff. They are not welcoming or culturally relevant. With a refurbished collection of print and other resources, LMC's will engage students and the community. The Iditarod Trail Project, with substantial PD, a research-based reading program, and support by a professional librarian will build capacity to improve student academic performance and preparation for economic participation and success.

Alaska is home to at least twenty distinct indigenous languages. "More than just dialectal variants, these different languages reflect the diverse cultural heritage of Alaska's Native peoples (<https://www.uaf.edu/anlc/languages>)." IASD students represent several languages and heritage groups, three of which are gravely endangered. Deg Xinag, formerly known as Ingaik, is the Athabascan language of Shageluk, Anvik and of the Athabascans at Holy Cross below Grayling on the lower Yukon River. Of a total population of about 275 Deg Xinag people, about 40 speak the language. Holikachuk is the Athabascan language of the Innoko River, formerly spoken at the village of Holikachuk, residents of which moved to Grayling on the lower Yukon River. The total population is about 200, and of those, perhaps 12 speak. Upper Kuskokwim Athabascan is spoken in the villages of Nikolai, Telida, and McGrath in the Upper Kuskokwim River drainage. Of 160 people, about 40 still speak the language (www.uaf.edu/anlc/languages).

Central Alaskan Yup'ik is the largest of the Native languages, both in size of population and number of speakers. Of a total population of about 21,000 people, about 10,000 are speakers. Children grow up speaking Yup'ik as their first language in 17 of 68 villages (www.uaf.edu).

To support these native cultures, the district must include native language and ways of knowing and help the communities acquire and curate the documents that preserve their heritage. Students need access to the stories and memories of their elders, readily accessible in school.

The district office is roughly the center of the area, in McGrath, AK. McGrath was a seasonal Upper Kuskokwim Athabascan village that was used as a meeting and trading place. Blackwell School is located in Anvik, AK., an Deg Xinag village. Russian Andrei Glazanov reported well over 100 people in 1834, and research suggests it may have been closer to 700. David Louis Memorial School, Grayling, AK., is Holikachuk and Deg Xinag Athabascan. Between 1962-66, 25 families moved from Holikachuk on the Innoko River due to flooding.

Table: Community and Cultural Elements by School

	McGrath School, McGrath, AK	Blackwell School, Anvik AK	David Louis Memorial School, Grayling	Innoko River School Shageluk	Jeffery A Bader Memorial, Holy Cross	Takotna Community School, Takotna, AK	Top Of The Kuskokwim, Nikolai AK
Native Language Culture	Upper Kuskokwim	Deg Xinag	Holikachuk, Deg Xinag	Deg Xinag	Deg Xinag	Yup'ik, Upper Kuskokwim	Upper Kuskokwim
% AN Or AI	64%	100%	96.73%	100%	100%	30.7%	100%
H.S. Diploma	48.1%	50%	69.1%	42.1%	59.5%	50.0%	67.7%
College Degree	14.8%	3.6%	0%	10.5%	4.1%	10.0%	3%

(Village Histories from <https://education.alaska.gov/compass>)

Innoko River School is in Shageluk, AK, a Deg Xinag village first reported as Tie'goschitno in 1850 by Lieutenant Zagoskin of the Russian Navy. Jefferey A Bader Memorial School is in Holy Cross, AK. The village first had contact with Europeans in the early 1840s when Russian explorers traveled the Yukon River. They reported on "Anilukhtapak," which had 170 people.

Takotna, home to Takotna Community School, was founded at the farthest point on the river small sternwheeler could reach. In 1949, construction began on nearby Tatalina Air Force Station, the site of a White Alice Cold War era communications system.

Top of the Kuskokwim School, in Nikolai, AK. is an Upper Kuskokwim Athabascan village and has relocated at least twice since the 1880s. The present site on the Rainy Pass Trail was established around 1918 as a trading post and roadhouse during the gold rush.

All the villages in the district remain actively dependent on subsistence including fishing, hunting. Many families have no cash income and survive entirely through traditional means.

(2) Build Local Capacity to Address Needs

TRAIL will improve local capacity to provide high quality literacy by significantly improving local resources. Growth from within creates local capacity. The project will up-date 7 school libraries and staff them with skilled media personnel, creating a permanent resource. Application of educational technology improves instructional resources and makes the LMC easier to sustain and keep current. Provision of resources for use at home extends the reach of the schools.

This project takes the unique approach that the library and education are integral to the culture and community. By preserving threatened languages and encouraging youth to learn and carry-on, the school is actively safeguarding the irreplaceable heritage of at least 3 unique cultures.

The project will increase teacher knowledge and ability with extensive PD and training. Teacher quality has been called the single most important school-related factor in student achievement. PD focuses on the science of literacy education: how students learn, what strategies work, how the brain processes it. PD must address the socio-cultural situation: a population dominated by poverty, personal and historic trauma, social ills, and a lack of educated adults. Teachers will learn to teach within those parameters and adjust instruction to meet the needs of their students. By increasing teacher quality, improved instruction is sustained.

Teachers will be fluent with research-based curriculum with an extensive record of positive impact, accompanied by extensive training and support. Implementation of new literacy curriculum will increase district capacity to address the desperate need for literacy in the community and school populations.

(3) Importance of Results

IASD TRAIL students currently exhibit some of the lowest rates of proficiency in the state, and Alaska Native students are one of the most poorly performing sub-groups in the nation, as

measured on NAEP. Iditarod communities suffer high rates of poverty and a litany of social ills. The communities are isolated with little access to resources. The cost of living exceeds almost every other area of the country and shipping costs equal a third of any purchase.

The district averages 11% proficiency in reading and language arts. That means only 33 of the 300 students can read a menu when they go to Anchorage for medical care. Thirty-three people will read the news, or a paystub, or a ballot. Four people in each village might understand the contract from a petroleum drilling company, or the treaty governing their traditional fishing and hunting lands. 1 in 10 will understand the warning labels on toxic substances.

It is imperative that the students in this region earn a living wage and participate in the modern global economy. As much as an idealist touts the subsistence lifestyle, it is not sustainable as global population increases and climates change. It is only through quality education that student outcomes improve, thereby improving the lives of the community and future generations. Developing an educated workforce within each community ensures that the cultures have the resources to survive, and students can earn a living wage.

The importance, the magnitude of improving teaching and student achievement in this school district is beyond the grasp of most modern educators or parents. If these students, these villages, are to rise above poverty; if these students and villages are to retain their cultural heritage and lands; if they are to survive as individuals and as a people, IASD must raise student achievement.

B Quality of Project Design

PROJECT GOAL — Student Achievement in Reading, English and Language Arts (ELA) is improved, documented by consistent growth on MAP and other assessments, with 30% of students reading at grade level by 2026.

(1) Objectives and Outcomes

Objective 1 — Improve and expand seven school/community libraries/media centers (LMC) with updated materials and multi-media resources.

Rationale: More than 75 studies conducted across various states over the past fifty years consistently link quality school libraries with improved student achievement (Lance 2001).

“Where library media programs are **better staffed, better stocked**, and better funded, academic achievement tends to be higher ... In Alaska, the percentage of students scoring proficient or above on reading tests was higher for schools with: more hours per typical week of professional librarian staffing; more staff time spent weekly delivering information literacy instruction to students, planning cooperatively with teachers, and providing in-service training to teachers; computers to access the Internet.

In addition to these direct predictors of test scores, the Alaska study identified one series of relationships worthy of note: Schools with more librarian staffing spend more time teaching information literacy, resulting in more student visits to library media centers and, in turn, higher reading scores (Lance 2001.” Library Researcher Keith Curry Lance and his team declared, “For the poorest students—those eligible for paid meals—higher library spending was also associated with more students showing strength on Writing and more having exemplary ELA results (Lance 2013).” Between 20% and 74% of IASD students live below the poverty level and are an ideal population for this approach to improving literacy.

Activity 1.1: Purchase and catalog 7000 new books and update existing print collection to meet Alaska State Standards by 2026, utilizing the School Library evaluation checklist from American Association of School Librarians. As new books are purchased, they will be distributed among the seven schools. Borrowing from the old idea of a mobile library, new books will rotate between schools, shipped between sites at regularly scheduled intervals to keep available materials fresh and interesting. After each school has had all 7 sets, they will be shelved based on stakeholder feedback. As new materials are purchased, a new ‘round-robin’ begins.

Activity 1.2: Update environment in 7 school libraries with furniture, shelving, etc., creating welcoming work and reading spaces. Each library will be evaluated for furniture and other environmental needs including computer workstations, instructional areas for class visits, etc.

Activity 1.3: Purchase and distribute level appropriate book packs to each student. Students choose from an appropriate selection of books in a book fair. Additional books distributed as funds allow. Each school will document that each student receives at least one each school year and a waterproof backpack to protect library resources from moisture.

Activity 1.4: Hire Media Specialist and LMC Aids to conduct activities, Battle of the Books and provide instruction, modeling ways to encourage and instruct reading outside of school.

Activity 1.5: Implement PD for library staff and for school faculty on effective integration of the Media Specialist team into daily instruction.

Activity 1.6 Execute a specialized section in each LMC for native culture and language. Materials may include transcripts from local speakers, stories, oral histories, etc.

Outcome 1.1: 330 Students will have access to a new print collection of more than 7000 books, creating a book to student ratio of 20:1, with first influx by March 2022.

Outcome 1.2: Student and community use of libraries will increase. Once the collections management system is in place, patron visits will be documented and a baseline set, after which, library use will increase 10% per project year.

Outcome 1.3: Student circulation rates will increase by 25% by June 2026.

Outcome 1.4: 30% or more of children, 1st to 4th grade, read at grade level as documented by MAP and other literacy tests by June 2026.

Outcome 1.5: Culture and Language will be deeply integrated into school and learning experiences, and resources will be available in each LMC, starting Spring 2022.

Objective 2 — Utilize Instructional Technology to expand literacy-building activities and improve instruction

Rationale: “Library media specialists must embrace technology to be effective. They must ensure that school networks extend the availability of information resources beyond the walls of the LMC, throughout the building, and, in the best cases, into students' homes (Lance 2001).” Recent research summarized by the American Library Association show library specialists must incorporate technology to be effective. In addition to student instruction and PD, media specialist must provide access to external resources available via technology. School libraries bear responsibility for access within the LMC but also for making technology available outside open hours. “Although information technology is woven into almost every aspect of learning and life, not every learner and educator has equitable access to up-to-date, appropriate technology and connectivity. An effective school library bridges digital and socioeconomic divides to affect information technology access and skill (<https://standards.aasl.org/>).”

Activity 2.1: Install up-to-date computer systems in all school libraries for online research and access to online resources by Spring 2022. This includes the purchase of iPads/e-readers and laptop computers as necessary. E-readers or e-reader apps will be used for classroom sets of literature and Battle of the Books. These will be catalogued for check out by district process.

Activity 2.2: By 1/22, make e-books, Tumble and Teenbook Cloud open to students, families.

Activity 2.3: Purchase and install digital library catalog system across the district with administrative and research access at each school. Faculty and Students will have an ‘inter-library loan’ system to request books from other district schools.

Activity 2.4: Provide access to online databases and links with major libraries and museums.

Activity 2.5: Ensure mastery of new technology through International Society for Technology in Education (ISTE) student & teacher standards, instruction, and PD.

Activity 2.6: Extend library hours, making resources convenient for working parents and younger children. Determined by staff availability, contract, budget, and community input, including evenings and Saturdays.

Outcome 2.1: 330 IASD students and families will have access to up-to-date computer systems and LMC resources by August 2022.

Outcome 2.2: 330 IASD students and families will have access to e-books, Tumble and Teenbook Cloud by March 2022.

Outcome 2.3: 330 IASD students will have access to expanded online databases and links to major libraries and museums in addition to resources at other district libraries.

Outcome 2.4 The frequency of student visits to the libraries will increase by 50% by June 2026.

Outcome 2.5: Faculty and Staff will become and remain fluent with district technology.

Outcome 2.6: Efficient collections and facility management will result in relevance, expanded use and hours of operation, identification of gaps in collections and programming.

Objective 3—Implement Read 180[®], System 44, raising student reading levels and assessment scores.

Rationale: Current reading programs and curriculum used in IASD schools are not effective, based on student literacy and assessment scores. They do not meet research standards and are not implemented or tracked consistently. TRAIL will replace them with Read 180[®] and System 44[®] programs. READ 180[®] is well researched and shown to have significant positive impact. System 44 is designed for students who are significantly behind or have challenges but can serve as the base curriculum for K-4th grade.

On the Evidence for ESSA site, researchers from the Center for Research and Reform in Education at Johns Hopkins University School of Education have categorized READ 180 as a program demonstrating strong evidence—the highest ESSA rating (Herrera et. al.). The What Works Clearinghouse examined 9 READ 180 studies and it was found to have positive effects on comprehension and general literacy achievement, and potentially positive effects on reading fluency for adolescent readers (WWC Report). Additional studies demonstrate positive results for elementary students (Kim et. al.). Results from 17 Randomized Controlled Trial studies that

evaluated 10 separate interventions for struggling adolescent readers as part of the Striving Readers program showed that READ 180 was the only reading intervention to provide evidence of positive effects on achievement (Boulay, Goodson, Frye, Blocklin, & Price, 2015).

Activity 3.1: Purchase and install Read 180® and System 44® programs in Jeffrey A Bader Memorial School and Takotna Community School, selected to pilot. Read 180® demonstrates strong evidence of effectiveness but it is important to garner support prior to full implementation. The program must be culturally sensitive and responsive to local mores. Piloting determines both. In years 2-5, the programs will be implemented in all other schools.

Activity 3.2: Pilot teachers and the leadership team will complete Read 180® training prior to implementation, 8/2022. They will meet no less than twice per quarter, determined by Implementation Director, to ensure adequacy of training and fidelity of instruction.

Activity 3.3: A leadership team (LT) of Superintendent, Project Director, Library Media specialist, Implementation Director will oversee and monitor fidelity of implementation. The team will assist program evaluator in data collection and testing.

Activity 3.4: The LT present 2 information seminars on Read 180® for stakeholders, solicit feedback and qualitative data on community perception of the programs. Team leads implementation across the district after pilot, and present seminars to remaining schools/villages.

Outcome 3.1: IASD Schools will use a research-based literacy program designed for populations similar to Iditarod by September 2023.

Outcome 3.2: Students improve literacy levels, improving ELA scores, demonstrating growth on MAP and literacy assessments by December 2022 in pilot schools, December 2023, all district.

Outcome 3.3: 100% of faculty will demonstrate competence on Read® and System 44® as measured by PD assessments and classroom observation conducted by the LT and project evaluator by September of implementation year

Outcome 3.4: By 2026, 30% of students will read at grade level based on MAP and literacy assessment norms.

Objective 4 — Improve Reading and English/Language Arts instruction in 100% of Classrooms to increase student proficiency.

— ***Rational:*** Numerous studies over an extensive period have shown that teacher quality is the single most important school-related factor in student achievement. Because such a large percentage of student learning is tied to teacher knowledge, introducing educators to successful teaching strategies is critical. Sanders and Rivers (Coleman, as cited in Archer, 1999), Whitehurst, 2002, Bembry, Jordan, Gomez, Anderson, & Mendro, 1998, Blair 2000; Darling-Hammond 2000; Hanushek 1971, prove better teachers have a measurable impact on student performance. These longitudinal studies show that teachers influence student achievement, regardless of socioeconomic status or location. “...teachers who receive substantial PD—an average of 49 hours in the nine studies— can boost their students’ achievement by about 21 percentile points (REL).” Teachers whose learning focused directly on the curriculum they would be teaching were the ones who adopted the practices taught in their PD. These teachers embraced new curriculum materials when they were supported by training (Cohen).

TRAIL teachers will train on specific curriculum and programs being implemented; Teachers will train with and learn to include media specialists as part of the instructional faculty, and to be fluent with LMC resources as tools for the classroom; Teachers will train with the Trauma informed framework to better address student situation and needs.

Activity 4.1: Teachers, staff and administrators all complete Read 180[®] training, improving reading and ELA across the district. Timing and sessions to be determined by Implementation Director and Program Manager. Teachers focus on literacy curriculum and strategies.

Activity 4.2: All teachers at all levels will incorporate the LMC into at least 1 unit per semester, designed in collaboration with the district media specialist. The unit will include age-appropriate library use, research, resources, digital literacy, etc. instructed by LMC staff.

IASD will create quality media centers with a certified media specialist who is part of the instructional team, participating in classroom lesson planning and providing direct instruction to students and teachers. As part of the team, they participate in all PD and district data analysis.

Activity 4.3: The library media specialist will design and deliver curriculum and PD to increase staff technology skill, meeting ISTE standards. These may be delivered virtually or in person, requiring demonstration and practice with district technology, and will occur quarterly and during summer PD and planning. Technology in the classroom is worth nothing if teachers don't use it. Regular PD and practice will enhance the power of technology.

Activity 4.4: Staff and faculty participate in PD improving classroom instruction for rurally isolated students, Alaska Native students, those in poverty as provided by the state of Alaska with the Trauma Informed Schools framework.

Outcome 4.1: IASD faculty will be proficient with the Read 180[®] and System 44[®] programs, by August 2023, implementing as designed to accrue the greatest benefit for all students. They will increase familiarity and skill with literacy instruction and the success of a blended learning approach, in addition to the benefits of an aligned curriculum across the district.

Outcome 4.2: District faculty and staff remain abreast of technology advances for the learning environment and leverage the equipment owned by the district for the benefit of students.

Outcome 4.3: Inclusion of the librarian/media specialist as part of the instructional team, beginning upon arrival on staff, increases student contact and use of library resources. Student proficiency on reading and ELA assessments will increase as will student digital literacy.

Outcome 4.4: By Fall 2022, IASD faculty will address the individual circumstances of Rural and Alaska Native students that make up our student population with a Trauma-informed framework.

(2) Design is Appropriate and Addresses Needs

In Section (a) Significance, the needs of TRAIL students (recipients and beneficiaries) were delineated, poor academic performance and poverty documented. The goals and objectives of the project are designed to ameliorate those deficiencies and address the cultural ecosystem of the communities. 1) The need to reinvigorate and improve school/community libraries 2) The need for instructional technology to support literacy efforts with programming and resources 3) the need to increase literacy and academic progress in all schools and to raise student achievement in English/Language Arts 4) The need to improve teacher quality and classroom instruction to address academic challenges, high poverty, loss of native language and culture.

TRAIL addresses Need 1 with a variety of strategies: new collections, free book distributions, reading programs, technology, and improved instructional practices. For Need 2, the project will update technology and expand the collection (both print and electronic), engaging a larger percentage of students and community and providing resources outside the library. Expansion will increase use of libraries as a center of literacy and meet American Library Association standards for Learners, School Librarians and School Libraries as adopted 11/2017. The project also incorporates a certified media specialist into the instructional team, bringing all the proven benefits of librarians as teachers. The TRAIL approach to Need 3 is effective and appropriate because it replaces ineffective programming. Read 180® is research based, meets WWC and ESSA research standards and addresses numerous reading, literacy, and RTI fundamentals. Need 4 is addressed with extensive targeted PD. PD selected for this program will address literacy instruction, RTI and pedagogy deficits, specifically targeting high poverty population issues. It also builds on the benefits of having a full-time library staff. For each need, TRAIL offers powerful and appropriate services to intended beneficiaries.

(3) Exceptional Approach and Meets Purposes

TRAIL provides an exceptional approach toward resolving the weak literacy performance of IASD students. The 4 Objectives each address a critical facet of effective literacy education, each of which is connected and dependent on the others to reach project goal. TRAIL Libraries will be modern and well stocked, with skilled staff and specialists participating as teachers and leaders. They will be culturally sensitive and responsive, providing all potential patrons a rewarding experience. Instructional technology will be integral to the library and the classroom. Training will be timely and consistent to support effective use, and resources will be accessible to all.

TRAIL will implement a research-based curriculum, aligned across the district, so every student and teacher “speaks the same language” in terms of literacy instruction and performance. Librarians and technology are integral to the curriculum and lesson plan development. Teachers will improve their skills with extensive PD covering not only the proposed curriculum but instructional technology, and the science of literacy instruction. Teaching will be further strengthened by PD addressing the socio-economic condition of many students with a Trauma-Informed framework with significantly improved resources and outcomes.

No single improvement could overcome the current lack of proficiency. By improving instruction and resources at school and by including family and culture as a factor, TRAIL will improve the education of IASD students while at the same time creating positive resources and improving community connections with the schools.

(4) Project Demonstrates a Rationale

Each Objective has been individually supported by a rationale (above), extensive research on issues and solutions. The overarching Rationale for the project comes from the American Library Association, “**Highly effective school libraries have a common set of characteristics...** School libraries that are strongly integrated into the learning fabric of the school and which contribute to student learning outcomes:

- a state-certified, full time, library media specialist in the building

- the availability of para-professional staff who undertake routine administrative tasks and free the library media specialist for instructional initiatives and reading literacy initiatives
- a flexible library schedule so library media specialists and classroom teachers engage in collaborative planning and delivery of information literacy instruction
- an active instructional program of information literacy integrated into curriculum content, and targeted towards learning curriculum content and skills
- a school library that meets resource recommendations of 15-20 books per child
- the provision of PD on information literacy and technology literacies to the teaching faculty
- a strong networked information technology infrastructure that facilitates access to and use of information resources in an and out of school

The IASD program fulfills these characteristics and incorporates the standards published by the American Association of School Librarians. “The AASL Standards framework reflects a comprehensive approach to teaching and learning by demonstrating the connection between learner, school librarian, and school library standards. Three sets of standards (Learner, School Librarian, and School Library) make up the *AASL Standards Integrated Framework* featured within the *National School Library Standards* (<https://standards.aasl.org/framework/>.” The tenets of the Learners Standards provide further rationale for all aspects of the project: **1. The school library is a unique and essential part of a learning community.** 2. Qualified school librarians lead effective school libraries. 3. Learners should be prepared for college, career, and life. **4. Reading is the core of personal and academic competency.** 5. Intellectual freedom is every learner’s right. **6. Information technologies must be appropriately integrated and equitably available.**

(C) Quality of Project Services

(1) Services are Appropriate to Intended Recipients

IASD serves 7 NA villages representing several languages and heritage groups, three of which are gravely endangered. Deg Xinag, formerly known as Deg Xinag, is the Athabascan language of Shageluk, Anvik and of the Athabascans at Holy Cross. Of a total population of about 275 Deg Hit'an people, about 40 speak the language. Holikachuk is the Athabascan language of the Innoko River, formerly spoken at the village of Holikachuk. Perhaps 12 of the remaining 200 speak the language. Upper Kuskokwim Athabascan is spoken in the villages of Nikolai, Telida, and McGrath in the Upper Kuskokwim River drainage. Of a total population of about 160 people, about 40 still speak the language. Central Alaskan Yup'ik is the largest of the state's Native languages, both in population and number of speakers. Of a total population of about 21,000 people, about 10,000 speak fluently (<https://www.uaf.edu/>).

The villages and the students are extremely rural and isolated. Historically, NAs have suffered under Russian rule, French colonialism and were eventually subsumed by the dominant Euro-American culture. Appropriate services for this population would be those that increased ability to participate in the modern economy and dominant culture, but also provide a means of preservation and pride for the heritage culture.

TRAIL meets the needs of intended recipients by improving academic success and proficiency through a variety of mechanisms, allowing students to attain a better education and successfully participate in the modern economy. Improved literacy gives students intellectual freedom and the skills to acquire high quality information and make well-reasoned decisions for themselves and their communities. The project is designed to include the tribe and communities in preservation efforts by including educational materials in the native language, along with records of stories and beliefs to be handed down.

The project is appropriate to the needs of the stakeholders, building the capacity of the school district to successfully serve them by giving teachers more powerful tools through PD and research-based curriculum. Modernization and expansion of school libraries provides the print

and digital resources needed to develop student interest and feed curiosity as students become more successful. Decades of research encourage incorporating a media specialist as part of the educational team, providing a skill-set and knowledge base to support increasing proficiency. The interconnected pieces of the project were developed based on student and community need for improved academic outcomes.

IASD TRAIL enhances in-school curriculum and instruction by making sure each student has access to personal books for use outside school hours. In addition to at least 1 print book per year, students will be able to check out e-readers with the breadth of material available digitally, cementing the value of reading fluency.

(2) Likely Impact on Intended Recipients

The project will positively impact the intended recipients in two main ways: improving academic outcomes to a measurable degree, as documented on standardized and normed assessments; and developing a resource for cultural preservation.

All 4 stated objectives are focused on improving literacy education. Expansion of the media center, access to materials in and out of school and the library, inclusion of a media specialist, updating and increasing educational technology, implementation of research-based Reading, ELA curriculum and improving teacher quality are all likely to increase student learning and success, raise assessment scores and improve student outcomes. All proposed mechanisms are supported by powerful rationale and a robust body of research indicating the likelihood of success. More students will learn to read proficiently.

Developing a physical resource center in each library for cultural materials supports the preservation of endangered languages and heritage. School participation in the cultural foundations of the community improves relationships and provides relevant materials aligned with community history and goals. Students will be encouraged to participate in efforts to

preserve cultural knowledge through literacy. Likely impact is student pride and support with native lifeways and encouraging accomplishments in other venues.

(3) Service Focused on Greatest Needs

The need for the services proposed in the TRAIL project is extreme throughout the district. Each village suffers from great poverty, trauma, a lack of educated adults and few resources. The vast majority of residents are NA. All 7 schools are high need Title 1 and extremely rural. No school even comes close to the state average for proficiency. Services are focused on high district level need with culturally sensitive underpinnings. Proposed curriculum is designed for individualized instruction. The project includes adaptive instruction for all tiers in the RTI model with special consideration for tiers 3 and 4, those in greatest need of intervention. Every student in IASD has great need that will be met through the proposed project design.

(D) Quality of Management Plan

(1) Adequacy Of Management Plan to Achieve Objectives On Time & Budget, with Defined Responsibilities, Timelines, Milestones

Primary responsibility rests with the Project Manager (PM) and Implementation Director (ID). Additional personnel will be hired under district policies. The Directors are supported by the Media Specialist (lib), literacy leadership team (LT), Library Aides (Aid), district technology personnel (T) and Superintendent (SUP). All members of the team collaborate with the Project Manager and ID to complete tasks, monitor the project and report to stakeholders. They will review student data, project reports, PD, meet with the Evaluator at least twice per year for the life of the project and make recommendations should changes be required. Regular conferencing with the Directors, Administration and Evaluator team ensures fidelity and high-quality services.

Objective	Activities	Responsible	Timeline	Milestones
Obj. 1: Improve, expand, 7 LMCs w/updated	Manager, Director, Librarian & Aids Hired	Sup	August 2022	Libraries are furnished with new collections, digital resources. Circulation system in

materials, multi-media resources	Collections, furnishings ordered, Circulation system selected, distributing book Packs, cataloguing	Lib Aids T LT PM		place, culling and cataloguing in progress. First round of book packs distributed. LMC use increasing. Student literacy improving. Cultural Collection expanding.
Obj. 2: Utilize Instructional Technology to expand literacy-building activities, improve instruction	Review existing equipment, solicit bids, order and install tech and equipment, catalog system, links to outside resources	PM T Lib Aid	Within 120 days of funding	Invoices/equip. orders, installation complete, 1 st faculty Tech PD Extended LMC hours. Resources avail, in use.
Obj. 3: Implement the HMH Read 180® Programs, raising student reading levels and assessment scores.	Purchase Read 180® programs, teachers training/PD, LT & Eval monitor implementation	ID PM LT T Faculty	Within 120 days of funding continuous data review	Teachers fluent with Read 180, Community Outreach explains TRAIL, System 44 in place for interventions & summer. Students increasing proficiency
	Community outreach, Program initiated in pilot schools	Sup Lib Evaluator	4 th Quarter (April 2022)*	
	Implement Read 180 across IASD		Fall 2023	
Obj. 4: Improve Reading and English/Language Arts instruction in 100% of Classrooms to increase student proficiency.	PD contracted and scheduled. Read 180 training in progress, Faculty and Lib collaborating. Tech PD in progress	ID PM LT Lib Faculty	Upon funding	Faculty improving instruction Faculty fluent Read 180 Lib teaching, faculty using new tech Collaborative lesson plans in use

* 2022-23 a full pilot year with System 44 in place earlier.

(2) Adequacy of procedures ensuring feedback, continuous improvement.

TRAIL employs a use-focused certified external evaluator charged with formative evaluation of project objectives and activities. Data is collected and analyzed throughout the project school years and reported to relevant persons via formal and informal reports, including challenges, suggestions for course corrections to ensure success.

The project includes both an Implementation Director and a Project Manager on the LT, ensuring focus on diverse tasks. The Implementation Director is responsible for implementation

and monitoring of classroom activities. The Project Manager attends to fiscal, communication and scheduling concerns. Inclusion of the Superintendent and teachers on the LT confirms administrative and faculty perspectives. The LT will emphasize outreach to tribe and community, garnering feedback and perspective. The LT is scheduled to meet regularly, each member reporting on their area of focus, collaborating with LT improving implementation and results.

Pivotal to the project is hiring a Librarian/Media Specialist who is responsible for upgrading library resources and providing literacy expertise. The specialist will oversee and instruct library aids, provide PD, conduct classes and collaborate with teachers. They will collect data and provide feedback regarding many elements of the project.

The broad array of professionals leading the effort, the variety of expertise and the incorporation of community in the project ensures adequate feedback leading to continuous improvement of project activities and all district functions.

(3) Time commitment of Key Personnel Appropriate, Adequate To Meet The Objectives.

Role	Time(FTE)	Responsibility	Timeline	Milestone
Project Manager	20% FTE	Monitor daily operation, communicate w/library staff, teachers, external evaluator, community, oversee budget & purchasing, assist with data collection and analysis, report to Sup	Within 45 days of funding	Project Manager hired, initiates project within 30 days.
Implementation Director	20% FTE	Oversee Implementation of classroom aspects (Read 180, System 44), Teacher training and PD, delivery and participation, collaboration w/Lib & faculty, reports to Sup.	Initiates classroom implementation in pilot schools within 120 days	ID hired, Read 180 purchased, PD and training begun.
Librarian/Media Specialist	100% FTE	Collections management, curriculum and PD design and delivery, oversee LMC aids, book pack distribution. Collaborate with teachers.	Hired ASAP after funding, initiate activities within 30 days of hire	Aids trained Books for LMC ordered. Student book fair conducted *. 1 st PD delivered. Establishes cultural collection.
Librarians/Library Aids x 7	63% FTE	Oversee daily operation, coordinate w/Lib, PM,	Upon funding	Operates the LMC with extended hours.

		communicate with faculty, implement LMC activities, catalogue, reports to Lib, Principal, Sup.		Classes hosted frequently. Community activities occurring.
Program Evaluator	20-30% FTE or as needed	Work w/ PM, ID, Lib and Sup. conduct observations, project specific student testing, collect and analyze data, prepare reports and presentations as needed, document implementation	Quarterly or as needed to ensure quality	Site visits conducted; students tested. Data collected Collaboration with LT Reports generated

* In the event a suitable media specialist is not on staff before March 2022, Sup and PM will oversee book distribution

(E) Quality of Project Evaluation

Project Objectives will be evaluated for fidelity of implementation and outcomes. In addition the Government Performance and Results Act of 1993 (GPRA) measures will be evaluated.

(1) Methods Of Evaluation Appropriate to Context in Which Project Operates.

The TRAIL goal is improved student literacy. Successful implementation of 4 project objectives will reach the goal as measured by a variety of mechanisms. The project will be evaluated using two strategies; a mixed methods process evaluation to determine if activities are implemented as intended, and an objectives-based outcome evaluation to determine activities are influencing student literacy. A baseline will be set for each student in Fall, with progress and increasing proficiency documented using assessment scores, classroom data, and others.

The external evaluator and LT will collect and analyze data scheduled in the following evaluation matrix to monitor the extent to which planned activities have been conducted and are working, and how well students and communities are responding to proposed activities.

Objectives to be Evaluated to Meet GOAL				
Objective	Activity	Select Data Sources	Evaluation Methodology	Data Collection Schedule
Obj. 1: Improve, expand and upgrade 7 LMCs w/updated	New Print Collection purchased and catalogued	Purchase Orders (PO)/receipts(rec't) Catalogue Entries Visits	Visual Inspection Copies provided per request Digital access provided	Annually beginning Spring 2022

materials, multi-media resources	Library Environments Updated	PO/rec't Visits	Visual Inspection Copies provided Visits	Annually beginning Spring 2022
	Distributed Book Packs	PO/rec't Photographs Students Report	Visual Inspection Interviews	End of Each project Semester
	Manager, Director, Librarian & Aids Hired	Contracts Resumes	Visual Inspection Copies provided per request	Upon funding, until positions filled
	Library Events Presented	Attendance Records Photos/video Attendee Report	Copies provided Interviews	End of Each project semester
	PD re. media specialist collaboration Planned, Scheduled, Conducted (on-going)	Attendance Records Assignments submitted Photographs Teacher Reports Lesson Plans	Copies Provided per request Visual Inspection Photographs Interviews	End of Each project semester, including summer
Obj. 2: Utilize Instructional Technology to expand literacy-building activities, improve instruction	Install up-to-date computer systems	PO/rec't computers PO/rec't E-readers	Copies provided Visual Inspection	Spring 2022
	Digital books available	PO/rec't Subscription documents	Copies provided Digital Access provided if possible	Upon Funding, on-going
	Purchase, install catalog system	PO/rec't System docs	Copies provided Digital Access provided if possible	Spring 2022
	Access to On-line databases	Subscription info if required	Visual inspection	Spring 2022, on-going
	PD for Technology	Attendance Records Photographs Teacher Reports	Visual inspection Interviews Photographs	Each project semester
	Extended Library hours	Public announcements Aid time sheets Usage records	Copies provided Visual Inspection Visits	Each project semester
Obj. 3: Implement the HMH Read 180® Programs, raising student reading levels and assessment scores.	Read 180 and System 44 Installed	PO/Rect Work orders	Copies provided Visits	Upon completion, Spring 2022
	Pilot School PD Complete, regular meetings begun	Proficiency Demonstrations Assessments System documentation	Copies provided Visits Observations Interviews	Spring 2022
	LT Assembled, monitoring on-going w/data collection	Observation Notes Student Use records Other data	Copies provided Discussions Visits	Spring 2022, each visit
	Seminar 1 delivered, 2 planned	Attendance records Public Announcements	Copies provided Photos	Each project semester

Obj. 4: Improve Reading and English/Language Arts instruction in 100% of Classrooms to increase student proficiency.	All district personnel do Read 180© training and PD, additional literacy curriculum and strategies.	Attendance Records System Documentation Photos Admin Records/time sheets	Copies provided Observation by LT	Summer 2023, each visit
	All teachers collaborate w/ media center and staff at least 1 unit per semester.	Lesson Plans Teacher and Lib Self Report	Copies provided Observation by LT, Evaluator Interviews	Each project semester, each visit
	Lib provide tech into the classroom PD	Attendance Records Lesson Plans	Copies Provided	Spring 2022, each semester
	Trauma Informed PD	Attendance Records	Copies Provided Interviews LT Observation	Annually beginning Spring 2022
GEPA MEASURES				Data Collect Schedule
Objective	Activity	Data Source	Methodology	
Percentage of 4th graders who demonstrated individual growth over the year	Improved Instruction Better Resources	MAP Literacy Assessment Classroom Documentation	MAP reports provided, Evaluator administer additional literacy assessment, Teacher Reports on student growth, READ 180, System 44 reports	Each Fall to establish baseline, Each Spring determine growth
Percentage of eighth graders who demonstrated individual growth over the past year	Improved Instruction Better Resources	MAP Classroom Documentation		
Percentage schools whose book-to-student ratios increase from the previous year	Upgrade Libraries	Library collections records Catalogue System	Copies provided Visual inspection/visit	Annually beginning Spring 2022
Participating children receive at least one free appropriate book	Purchases and distribution of book packs	Distribution records PO/rec'ts	Copies provided Visual inspection Interviews Photos/video	Each project semester, begin 2022

All Date projections are based on a late Fall 2021 award

(2) Methods Of Evaluation Examine Effectiveness of Implementation Strategies.

Process evaluation is designed to examine implementation and determines whether program activities have been initiated and completed on schedule, and whether they have resulted in expected outputs. An effective process evaluation is a formative assessment of project components. Results of this evaluation provide information required for reports but also inform

pending activities. Data collected usually includes what was done, was it done on schedule, who was responsible and participated, and any challenges. The TRAIL evaluator will collect data at multiple points throughout the school year and make recommendations.

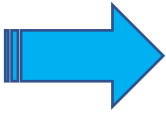
Trail evaluation tracks each activity with individually specified data sets, collection methodology, analysis, and reporting. Since Process Evaluation is considered formative with a use focus, it will identify weaknesses and potential problems, and suggest adjustments to increase success. Specific activities delineated in Table above.

Both qualitative and quantitative data will be collected. SPSS for Windows or test-specific analytical tools may be used for quantitative data analysis. For example, student assessment and progress monitoring data will be analyzed, and results disseminated to appropriate faculty, parents and student. Qualitative data including teacher observation, community perceptions of the project and responses to PD will be collated and may be coded for analysis, as necessary.

The certified evaluator will visit the district twice per year, assuming acceptable travel conditions, to establish procedures, provide PD, build capacity and rapport, and establish baseline data for each student. However, the vast distances and expense make it impossible to visit every school each trip so a rotation will be established, ensuring the evaluator connects with all faculty in person over time. Virtual meetings will also be used. A formal report will be provided by the evaluation team following the collection and analysis of end of project year data or per grant schedule. Informal reports will be provided mid-year. The evaluator will present findings, make program recommendations, and deliver reports to the Superintendent to be shared with stakeholders at district discretion. The Evaluator may present directly to Board and Stakeholder meetings at district administration request. Formative evaluation design provides timely feedback throughout the project, allows changes and revisions as needed, and assures success of the project. Evaluation strategies provide multiple kinds of data, providing continuous review of project implementation and success.

Resources & Input	Activities	Output	Impact	Outcome
Faculty & Staff Administration Existing Library Resources Implementation Coordinator Project Director Professional Development Digital Resources Internet Communities Grant Funds	Improve and Expand 7 libraries with updated resources, multi-media	<ul style="list-style-type: none"> -New Print Collection -Updated Library Environment -Distributed Book Packs -Certified Media Specialist & Staff Hired -Library Events Being Presented -Professional Development -Cultural Collection Developing 	Improved, up-to-date, Welcoming Library Media Centers in 7 schools and communities	Student Achievement in Reading, English and Language Arts is improved as documented by MAP Scores, KTEA. 30% of Students reading at grade level.
	Utilize Instructional Technology to expand literacy building activities and improve instruction	<ul style="list-style-type: none"> -Up-to-date technology -E-books -District-wide digital library catalog -online databases -fluency with technology meeting ISTE standards -Extended library hours convenient for families 	Instructional Technology and expanded literacy-building activities improves instruction	
	Implement Read 180 programs, raising student reading levels and assessment scores.	<ul style="list-style-type: none"> -Read 180 and System 44 in all schools -Literacy Leadership team ensures training and fidelity of implementation -Community inclusion and increased interest in school and curriculum 	Read 180® Programs, raise student reading levels and assessment scores.	
	Improve Reading a English/Language Arts instruction in 100% of classrooms	<ul style="list-style-type: none"> -Targeted literacy and technology PD improves instruction -Media Specialist included in instruction -Culturally sensitive, trauma informed teaching framework 	Improved classroom reading and ELA instruction increases student proficiency	

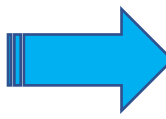
INPUT AND RESPONSIBILITY



ACTIVITIES



OBJECTIVE AND OUTPUTS



OUTCOMES

RESULT

District Administration
 Grant Coordinator
 Project Director/Media Specialist
 Faculty
 Staff
 Professional Development
 Families

Activity 1.1: Purchase and catalog 7000 new books and update existing print collection to meet Alaska State Standards

Activity 1.2: Update environment in 7 school libraries with furniture, shelving, etc.,

Activity 1.3: Purchase and distribute level appropriate book packs to each student including books and learning materials, & waterproof backpack

Activity 1.4: Hire Media Specialist and Library Aids to conduct Library activities and provide instruction. Library staff will conduct Battle of the Books each year

Activity 1.5: Library Media Specialist and staff provide reading events such as story-time for students and family, modeling ways to encourage and instruct reading outside of school.

Activity 1.6: Implement Professional Development for library staff and for school faculty on effective integration of the Media Specialist team into daily instruction.

Activity 1.7: Implement a specialized section in each library media center for native culture and language. Materials will be locally appropriate but may also include academic research materials.

Improved and expanded school/community cooperative libraries in seven schools.

Outcome 1.1: 330 Students will have access to a new print collection of more than 7000 books, creating an initial book to student ratio of 20:1.

Outcome 1.2: Student and community use of libraries will increase. Once the digital collections management system is in place, patron visits will be documented and a baseline set, after which, library use will increase of 10% per project year.

Outcome 1.3: Student circulation rates will increase by 25% by 2026.

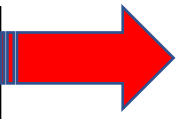
Outcome 1.4: Students ages 1st to 4th grade demonstrate a 5% increase in Letter and Word Recognition, and Reading Comprehension.

Outcome 1.5: 30% or more of children, 1st to 4th grade, read at grade level as documented by norms on MAP and KTEA tests by 2026.

Outcome 1.6: Culture and Language will be deeply integrated into school and learning experiences, and resources will be available in each village library.

Student Achievement in Reading, English and Language Arts is improved, as documented by consistent growth on PEAK, MAP and KTEA assessments, with 30% of students reading at grade level and proficient on PEAKS by 2026.

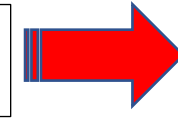
INPUT AND RESPONSIBILITY



ACTIVITIES



OBJECTIVES AND OUTPUTS



OUTCOMES

RESULT

District Administration
 Grants Coordinator
 Project Director
 Faculty
 Staff
 Professional Development
 Families
 Existing Project Materials (3D Printer, Laser Carver, robotics)
 Alaska Association of School Boards
 Digital Programming

Activity 2.1: Install up-to-date computer systems with video conferencing capability in all school libraries for online research and access to online resources. This includes the purchase of iPads, e-readers, and laptop computers as necessary.

Activity 2.2: Make available e-books, Tumble and Teenbook Cloud books for students and families outside of school.

Activity 2.3: Purchase and install a digital library catalog system for the district. A single system will include all books in the district with administrative and research access at each school

Activity 2.4: Provide access to online databases and links with major libraries and museums.

Activity 2.5: Ensure mastery of new technology through International Society for Technology in Education (ISTE) student & teacher standards, instruction, and Professional Development.

Activity 2.6: Extend library hours, making resources available to families at convenient times for working parents and younger children

Students are Utilizing Instructional Technology

Expanded digital literacy-building activities occur in each school

Digital Management allows TRAIL Libraries to share resources, engage with and be responsive to their communities

Outcome 2.1: 330 IASD students and families will have access to up-to-date computer systems and media center resources.

Outcome 2.2: 330 IASD students and families will have access to e-books, Tumble and Teenbook Cloud online.

Outcome 2.3: 330 IASD students will have access to expanded online databases and links to major libraries and museums in addition to resources at other district libraries.

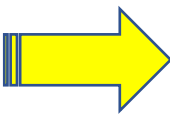
Outcome 2.4: The frequency of student visits to the libraries will increase by 50%

Outcome 2.5: Faculty and Staff will become and remain fluent with district technology.

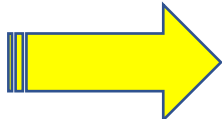
Outcome 2.6: Efficient collections and facility management will result in better ability to maintain relevance, monitor, and expand use and hours of operation, identify gaps in media center collections and programming

Student Achievement in Reading, English and Language Arts is improved, as documented by consistent growth on PEAK, MAP and KTEA assessments, with 30% of students reading at grade level and proficient on PEAKS by 2026.

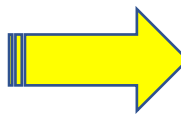
INPUT AND RESPONSIBILITY



ACTIVITIES



OBJECTIVES AND OUTPUTS



OUTCOMES

RESULT

District Administration
 Grants Coordinator
 Project Director
 Faculty
 Staff
 Professional Development
 Families
 Read Naturally Trainers
 Distance Delivery Capability

Activity 3.1: Purchase and install Read 180® and System 44® programs in Jeffrey A Bader Memorial School, and Takotna Community School,

Activity 3.2: Teacher in pilot schools and the leadership team will complete HMH Read 180® professional development training prior to implementation. They will meet virtually as determined by the Implementation Director, but no less than twice per quarter, to ensure adequacy of training and fidelity of instruction.

Activity 3.3: A leadership team made up of the Superintendent, Project Administrator, Library Media specialist, Implementation Director and 1 teacher from each pilot school will oversee and monitor fidelity of implementation. The team will assist the program evaluator in data collection and testing.

Activity 3.4: The literacy leadership team will deliver, in person or via distance learning, 2 informational seminars on Read 180® for pilot school stakeholders. These will include collection of comments and qualitative data regarding community perception of the programs. The team will lead implementation across the district after year 1 and provide informational seminars via distance technology to the remaining schools/villages.

Through the utilization of the Read 180® Program, 30% of students read at grade level.

Advisory Team exemplifies increased community engagement with schools and curriculum.

Outcome 3.1: IASD Schools will use a research-based literacy program designed for student populations similar to those in Iditarod.

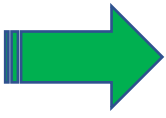
Outcome 3.2: Students in pilot schools will improve literacy levels, improving ELA scores on MAP and/or KTEA individual testing.

Outcome 3.3: 100% of pilot faculty will demonstrate competence on Read® and System 44® as measured by PD assessments and classroom observation conducted by the literacy leadership team and project evaluator.

Outcome 3.4: By 2026, 30% of elementary and middle level students will read at grade level based on MAP and KTEA norms. 20% of High School students will read at grade level.

Student Achievement in Reading, English and Language Arts is improved, as documented by consistent growth on PEAK, MAP and KTEA assessments, with 30% of students reading at grade level and proficient on PEAKS by 2026.

INPUT AND RESPONSIBILITY



ACTIVITIES



OBJECTIVES AND OUTPUTS



OUTCOMES

RESULT

District Administration
Grants Coordinator
Project Director
Faculty
Staff
Professional Development
Families

Activity 4.1: Teachers, staff and administrators will all participate in Read 180[®] training and PD, supporting improved reading and ELA across the district at all levels. Teachers will focus directly on literacy curriculum and strategies.

Activity 4.2: All teachers at all levels will incorporate the school media center and staff into at least 1 unit per semester. Units will be designed in collaboration with the district media specialist (librarian).

Activity 4.3: The library media specialist will design and deliver curriculum and PD sessions to increase staff technology skill, meeting ISTE standards.

Activity 4.4: Staff and faculty will participate in professional development targeting improved classroom instruction for rurally isolated students, Alaska Native students, those in poverty as provided by the state of Alaska with the Trauma Informed Schools framework.

Improved classroom instruction in 100% of classrooms, especially Reading and ELA

Greater awareness by faculty of issues their students face and strategies to help them and their families improve learning

Outcome 4.1: IASD faculty proficient with Read 180[®] and System 44[®], implementing them as designed and researched to accrue the greatest benefit for students. Increase skill with literacy instruction and the success of a blended learning approach, aligned curriculum.

Outcome 4.2: Faculty and staff abreast of tech advances for learning environment, able to leverage district equipment for the benefit of students.

Outcome 4.3: Inclusion of librarian/media specialist as part of instructional team increases student contact and use of library resources. Student proficiency on reading and ELA assessments, digital literacy increases.

Outcome 4.4: IASD faculty acquire tools to address the individual circumstances of Rural and Alaska Native students that make up our student population with a Trauma-informed framework including RTI and SEL.

Student Achievement in Reading, English and Language Arts is improved, as documented by consistent growth on PEAK, MAP and KTEA assessments, with 30% of students reading at grade level and proficient on PEAKS by 2026.

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Other Attachment File(s)

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Helen D. Cheek

SUPERINTENDENT

Highly motivated and self-directed. Reliable, energetic, and resourceful educational professional with over twenty years' experience in education and administration. Ability to cultivate key community relationships for mutually beneficial goals. Expertise in personnel services, fiscal management, and relationship-building. High integrity and standards for students and staff members.

helencheek@iditarodsd.org

Cell Number 907-574-0207

Iditarod Area School District
McGrath, Alaska 99627

WORK EXPERIENCE

Superintendent – Iditarod Area School District At Present

Project Director of Career and Technical Education Program/Director of Federal Grants
Yukon Flats School District—2018-2021

- Project Director, Career Technical and Education Center (CTE).
- Oversee and analyze budgets, supervise CTE personnel and students, prepare fiscal reports, wrote competitive grants, and control expenditures.
- Grounds and Building maintenance.

Dallas Co. R-1 School District—2002-2004
Buffalo, Missouri

- Develop Curriculum
- Implement and align state standards
- Planning, analyzing, and scheduling instructional goals, objectives, and educational methods

Bering Strait School District—1999-2002
Shishmaref, Alaska

- Promote a positive learning environment
- Assist team in improving methods of instruction in reading, science, and writing
- Evaluate student learning

CEO Liberty Family Realty, LLC - 2013-2018
Missouri

- Owner and Broker
- Contract Negotiations
- Trained and Supervised Agents

CERTIFICATIONS

- Alaska Administrative with Superintendent Endorsement, K-12
- Alaska Teaching, K-8
- Missouri Administrative, K-8, 9-12
- Missouri Teaching, K-8, Lifetime

EDUCATION

- Superintendent Endorsement Certification, University of Alaska Southeast
- Educational Leadership Program, University of Alaska Anchorage, K-12 Educational Administration
- Master in Teaching, June 1999, City University, Tacoma, Washington, K-8 Education
- BS, August 1997, Southern Illinois University, Carbondale, Illinois, Specialist—Workforce Education and Curriculum Development
- AA, May 1987, University of Maryland, College Park, Maryland, Business Administration

SKILLS

- ✓ Master Negotiator
- ✓ Budget and Finance Management
- ✓ Develop and Implement Curriculum
- ✓ Active Problem Solver
- ✓ Logistics/Organizational Management
- ✓ Community Engagement
- ✓ Support Students/Educators
- ✓ Career and Technical Education (CTE)
- ✓ Develop Plans of Action
- ✓ Long range Strategic Planning
- ✓ Improve Instructional Methods
- ✓ Promote Learning/Teaching Environment
- ✓ Write/Administer Grants
- ✓ Strong Communication Skills
- ✓ Policy and Standards Advocate

COMPETENCIES INCLUDE

Educational Services | Strategic Planning

Fiscal Management | Student First Philosophy

Personnel Recruitment | Communications



DANNY CHEEK



OBJECTIVE

Elementary Teacher

EXPERIENCE

- August 2021 – Present | High School Teacher | Takotna, AK
- August 2018 – May 2021 | 6th Grade Teacher | Yukon Flats School District, Fort Yukon, AK
- August 2016 – May 2018 | High School SS Teacher | Niangua School, Niangua, MO
- May 2006 – August 2016 | Business Owner and Contract's Agent | Conway, MO
- August 2004 – May 2006 | 5th Grade Teacher | Kealakehe Elementary, Kailua-Kona, HI
- August 2002 - May 2004 | 4th Grade Teacher | Long Lane Elementary, Long Lane, MO
- August 1997 – May 2002 | 6/7/8 Grade SS Teacher | Shishmaref School, Bering Strait School District, AK
- August 1996 – May 1997 | High School SS Teacher | Stebbins School, Bering Strait School District, AK

EDUCATION

1998 Master in Teaching, City University, Tacoma, WA

1997 Bachelor of Arts Liberal Studies, University of Washington, Tacoma, WA

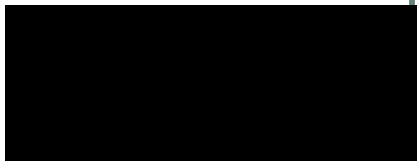
AWARDS AND ACKNOWLEDGEMENTS

- Sponsored a group of 40 students to tour Italy and Greece for a period of two weeks
- Was invited and attended the celebration to the 75th Anniversary of Normandy in France
- Was nominated teacher of the year in Hawaii
- Award of Excellence in History presented by PRAXIS, scored top 15% in America

Joyce Turner

Reading Specialist

Contact



Objective

Reading Specialist for Iditarod Area School District.
Servicing seven K-12 schools throughout the district.

Education

Alaska Teacher Certification 2017
Special Education Endorsement
Visually Impaired Certification

Experience

2016 - Present

Board of Education Secretary • Iditarod Area School District

2012 - 2016

Elementary Teacher • Iditarod Area School District

2008 - 2012

Reading Specialist • Iditarod Area School District

2001 - 2008

Board of Education Secretary • Iditarod Area School District

1994 - 2001

Vision Teacher for Braille • Iditarod Area School District
(Reading, Math, Science, and Music)

Key Skills

Budget
Organizational
Manager
Teacher
Coordinator

Communication

Prepare Board of Education communications to Administration Staff, Community Members, Tribal Leaders, Teachers, and Aides.
Conduct training for all teaching staff on Reading Curriculum
Work directly with the Superintendent on all publications.

Leadership

Lead a team of teachers in tutoring, reading, and coordinate events within the school and throughout the district for all seven schools.

02 00050	Alaska Gateway School District	2295	387	71	sd19-ak.txt	16NOV2020
02 00010	Aleutian Region School District	612	26	2	sd19-ak.txt	16NOV2020
02 00007	Aleutians East Borough School District	3337	185	21	sd19-ak.txt	16NOV2020
02 00180	Anchorage School District	288000	49240	4730	sd19-ak.txt	16NOV2020
02 00525	Annette Island School District	1468	269	58	sd19-ak.txt	16NOV2020
02 00020	Bering Strait School District	6215	1698	505	sd19-ak.txt	16NOV2020
02 00030	Bristol Bay Borough School District	836	91	11	sd19-ak.txt	16NOV2020
02 00730	Chatham School District	1280	166	31	sd19-ak.txt	16NOV2020
02 00800	Chugach School District	447	58	3	sd19-ak.txt	16NOV2020
02 00070	Copper River School District	2699	465	31	sd19-ak.txt	16NOV2020
02 00060	Cordova City School District	2138	349	14	sd19-ak.txt	16NOV2020
02 00090	Craig City School District	1208	222	38	sd19-ak.txt	16NOV2020
02 00100	Delta/Greely School District	4717	818	112	sd19-ak.txt	16NOV2020
02 00770	Denali Borough School District	2097	303	23	sd19-ak.txt	16NOV2020
02 00120	Dillingham City School District	2360	452	99	sd19-ak.txt	16NOV2020
02 00600	Fairbanks North Star Borough School District	96849	15825	1206	sd19-ak.txt	16NOV2020
02 00130	Galena City School District	440	101	20	sd19-ak.txt	16NOV2020
02 00270	Haines Borough School District	2530	343	46	sd19-ak.txt	16NOV2020
02 00300	Hoonah City School District	778	108	30	sd19-ak.txt	16NOV2020
02 00330	Hydaburg City School District	377	65	25	sd19-ak.txt	16NOV2020
02 00520	Iditarod Area School District	1039	221	65	sd19-ak.txt	16NOV2020
02 00210	Juneau Borough School District	31974	4942	338	sd19-ak.txt	16NOV2020
02 00360	Kake City School District	560	91	14	sd19-ak.txt	16NOV2020
02 00005	Kashunamiut School District	1040	302	109	sd19-ak.txt	16NOV2020
02 00390	Kenai Peninsula Borough School District	58708	9698	1100	sd19-ak.txt	16NOV2020
02 00150	Ketchikan Gateway Borough School District	13901	2234	217	sd19-ak.txt	16NOV2020
02 00450	Klawock City School District	759	144	30	sd19-ak.txt	16NOV2020
02 00480	Kodiak Island Borough School District	12998	2292	177	sd19-ak.txt	16NOV2020
02 00760	Kuspuk School District	1519	349	90	sd19-ak.txt	16NOV2020
02 00485	Lake and Peninsula Borough School District	1592	299	77	sd19-ak.txt	16NOV2020
02 00001	Lower Kuskokwim School District	15364	3834	1111	sd19-ak.txt	16NOV2020
02 00003	Lower Yukon School District	6709	1893	684	sd19-ak.txt	16NOV2020
02 00510	Matanuska-Susitna Borough School District	108317	21229	2022	sd19-ak.txt	16NOV2020
02 00540	Nenana City School District	351	67	15	sd19-ak.txt	16NOV2020
02 00570	Nome School District	3789	766	94	sd19-ak.txt	16NOV2020
02 00610	North Slope Borough School District	9832	1855	260	sd19-ak.txt	16NOV2020
02 00625	Northwest Arctic Borough School District	7621	1955	548	sd19-ak.txt	16NOV2020
02 00630	Pelican City School District	90	11	2	sd19-ak.txt	16NOV2020
02 00660	Petersburg Borough School District	3266	486	39	sd19-ak.txt	16NOV2020
02 00670	Pribilof School District	589	81	9	sd19-ak.txt	16NOV2020
02 00240	Sitka School District	8493	1329	103	sd19-ak.txt	16NOV2020
02 00690	Skagway School District	1183	126	9	sd19-ak.txt	16NOV2020
02 00700	Southeast Island School District	1831	264	60	sd19-ak.txt	16NOV2020
02 00710	Southwest Region School District	2556	618	175	sd19-ak.txt	16NOV2020
02 00680	St. Marys City School District	565	150	46	sd19-ak.txt	16NOV2020
02 00715	Tanana City School District	230	47	8	sd19-ak.txt	16NOV2020
02 00720	Unalaska City School District	4433	346	12	sd19-ak.txt	16NOV2020
02 00780	Valdez City School District	3798	643	87	sd19-ak.txt	16NOV2020
02 00810	Wrangell School District	2502	387	36	sd19-ak.txt	16NOV2020
02 00840	Yakutat School District	579	72	20	sd19-ak.txt	16NOV2020
02 00775	Yukon Flats School District	1348	259	80	sd19-ak.txt	16NOV2020
02 00862	Yukon-Koyukuk School District	1871	368	105	sd19-ak.txt	16NOV2020
02 00004	Yupiiit School District	1455	374	127	sd19-ak.txt	16NOV2020

65/221=29.41%

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<https://standards.aasl.org/project/evaluation/>
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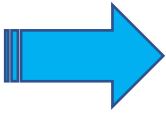
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Resources & Input	Activities	Output	Impact	Outcome
Faculty & Staff Administration Existing Library Resources Implementation Coordinator Project Director Professional Development Digital Resources Internet Communities Grant Funds	Improve and Expand 7 libraries with updated resources, multi-media	<ul style="list-style-type: none"> -New Print Collection -Updated Library Environment -Distributed Book Packs -Certified Media Specialist & Staff Hired -Library Events Being Presented -Professional Development -Cultural Collection Developing 	Improved, up-to-date, Welcoming Library Media Centers in 7 schools and communities	Student Achievement in Reading, English and Language Arts is improved as documented by MAP Scores, KTEA. 30% of Students reading at grade level.
	Utilize Instructional Technology to expand literacy building activities and improve instruction	<ul style="list-style-type: none"> -Up-to-date technology -E-books -District-wide digital library catalog -online databases -fluency with technology meeting ISTE standards -Extended library hours convenient for families 	Instructional Technology and expanded literacy-building activities improves instruction	
	Implement Read 180 programs, raising student reading levels and assessment scores.	<ul style="list-style-type: none"> -Read 180 and System 44 in all schools -Literacy Leadership team ensures training and fidelity of implementation -Community inclusion and increased interest in school and curriculum 	Read 180® Programs, raise student reading levels and assessment scores.	
	Improve Reading a English/Language Arts instruction in 100% of classrooms	<ul style="list-style-type: none"> -Targeted literacy and technology PD improves instruction -Media Specialist included in instruction -Culturally sensitive, trauma informed teaching framework 	Improved classroom reading and ELA instruction increases student proficiency	

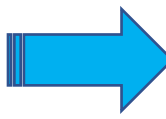
INPUT AND RESPONSIBILITY



ACTIVITIES



OBJECTIVE AND OUTPUTS



OUTCOMES

RESULT

District Administration
Grant Coordinator
Project Director/Media Specialist
Faculty
Staff
Professional Development
Families

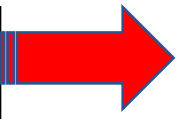
Activity 1.1: Purchase and catalog 7000 new books and update existing print collection to meet Alaska State Standards
Activity 1.2: Update environment in 7 school libraries with furniture, shelving, etc.,
Activity 1.3: Purchase and distribute level appropriate book packs to each student including books and learning materials, & waterproof backpack
Activity 1.4: Hire Media Specialist and Library Aids to conduct Library activities and provide instruction. Library staff will conduct Battle of the Books each year
Activity 1.5: Library Media Specialist and staff provide reading events such as story-time for students and family, modeling ways to encourage and instruct reading outside of school.
Activity 1.6: Implement Professional Development for library staff and for school faculty on effective integration of the Media Specialist team into daily instruction.
Activity 1.7: Implement a specialized section in each library media center for native culture and language. Materials will be locally appropriate but may also include academic research materials.

Improved and expanded school/community cooperative libraries in seven schools.

Outcome 1.1: 330 Students will have access to a new print collection of more than 7000 books, creating an initial book to student ratio of 20:1.
Outcome 1.2: Student and community use of libraries will increase. Once the digital collections management system is in place, patron visits will be documented and a baseline set, after which, library use will increase of 10% per project year.
Outcome 1.3: Student circulation rates will increase by 25% by 2026.
Outcome 1.4: Students ages 1st to 4th grade demonstrate a 5% increase in Letter and Word Recognition, and Reading Comprehension.
Outcome 1.5: 30% or more of children, 1st to 4th grade, read at grade level as documented by norms on MAP and KTEA tests by 2026.
Outcome 1.6: Culture and Language will be deeply integrated into school and learning experiences, and resources will be available in each village library.

Student Achievement in Reading, English and Language Arts is improved, as documented by consistent growth on PEAK, MAP and KTEA assessments, with 30% of students reading at grade level and proficient on PEAKS by 2026.

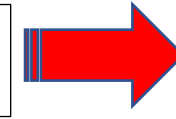
INPUT AND RESPONSIBILITY



ACTIVITIES



OBJECTIVES AND OUTPUTS



OUTCOMES

RESULT

District Administration
 Grants Coordinator
 Project Director
 Faculty
 Staff
 Professional Development
 Families
 Existing Project Materials (3D Printer, Laser Carver, robotics)
 Alaska Association of School Boards
 Digital Programming

Activity 2.1: Install up-to-date computer systems with video conferencing capability in all school libraries for online research and access to online resources. This includes the purchase of iPads, e-readers, and laptop computers as necessary.

Activity 2.2: Make available e-books, Tumble and Teenbook Cloud books for students and families outside of school.

Activity 2.3: Purchase and install a digital library catalog system for the district. A single system will include all books in the district with administrative and research access at each school

Activity 2.4: Provide access to online databases and links with major libraries and museums.

Activity 2.5: Ensure mastery of new technology through International Society for Technology in Education (ISTE) student & teacher standards, instruction, and Professional Development.

Activity 2.6: Extend library hours, making resources available to families at convenient times for working parents and younger children

Students are Utilizing Instructional Technology

Expanded digital literacy-building activities occur in each school

Digital Management allows TRAIL Libraries to share resources, engage with and be responsive to their communities

Outcome 2.1: 330 IASD students and families will have access to up-to-date computer systems and media center resources.

Outcome 2.2: 330 IASD students and families will have access to e-books, Tumble and Teenbook Cloud online.

Outcome 2.3: 330 IASD students will have access to expanded online databases and links to major libraries and museums in addition to resources at other district libraries.

Outcome 2.4: The frequency of student visits to the libraries will increase by 50%

Outcome 2.5: Faculty and Staff will become and remain fluent with district technology.

Outcome 2.6: Efficient collections and facility management will result in better ability to maintain relevance, monitor, and expand use and hours of operation, identify gaps in media center collections and programming

Student Achievement in Reading, English and Language Arts is improved, as documented by consistent growth on PEAK, MAP and KTEA assessments, with 30% of students' reading at grade level and proficient on PEAKS by 2026.

INPUT AND RESPONSIBILITY

ACTIVITIES

OBJECTIVES AND OUTPUTS

OUTCOMES

RESULT

District Administration
 Grants Coordinator
 Project Director
 Faculty
 Staff
 Professional Development
 Families
 Read Naturally Trainers
 Distance Delivery Capability

Activity 3.1: Purchase and install Read 180® and System 44® programs in Jeffrey A Bader Memorial School, and Takotna Community School,

Activity 3.2: Teacher in pilot schools and the leadership team will complete HMH Read 180® professional development training prior to implementation. They will meet virtually as determined by the Implementation Director, but no less than twice per quarter, to ensure adequacy of training and fidelity of instruction.

Activity 3.3: A leadership team made up of the Superintendent, Project Administrator, Library Media specialist, Implementation Director and 1 teacher from each pilot school will oversee and monitor fidelity of implementation. The team will assist the program evaluator in data collection and testing.

Activity 3.4: The literacy leadership team will deliver, in person or via distance learning, 2 informational seminars on Read 180® for pilot school stakeholders. These will include collection of comments and qualitative data regarding community perception of the programs. The team will lead implementation across the district after year 1 and provide informational seminars via distance technology to the remaining schools/villages.

Through the utilization of the Read 180® Program, 30% of students read at grade level.

Advisory Team exemplifies increased community engagement with schools and curriculum.

Outcome 3.1: IASD Schools will use a research-based literacy program designed for student populations similar to those in Iditarod.

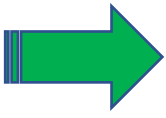
Outcome 3.2: Students in pilot schools will improve literacy levels, improving ELA scores on MAP and/or KTEA individual testing.

Outcome 3.3: 100% of pilot faculty will demonstrate competence on Read® and System 44® as measured by PD assessments and classroom observation conducted by the literacy leadership team and project evaluator.

Outcome 3.4: By 2026, 30% of elementary and middle level students will read at grade level based on MAP and KTEA norms. 20% of High School students will read at grade level.

Student Achievement in Reading, English and Language Arts is improved, as documented by consistent growth on PEAK, MAP and KTEA assessments, with 30% of students reading at grade level and proficient on PEAKS by 2026.

INPUT AND RESPONSIBILITY



ACTIVITIES



OBJECTIVES AND OUTPUTS



OUTCOMES

RESULT

District Administration
 Grants Coordinator
 Project Director
 Faculty
 Staff
 Professional Development
 Families

Activity 4.1: Teachers, staff and administrators will all participate in Read 180[®] training and PD, supporting improved reading and ELA across the district at all levels. Teachers will focus directly on literacy curriculum and strategies.

Activity 4.2: All teachers at all levels will incorporate the school media center and staff into at least 1 unit per semester. Units will be designed in collaboration with the district media specialist (librarian).

Activity 4.3: The library media specialist will design and deliver curriculum and PD sessions to increase staff technology skill, meeting ISTE standards.

Activity 4.4: Staff and faculty will participate in professional development targeting improved classroom instruction for rurally isolated students, Alaska Native students, those in poverty as provided by the state of Alaska with the Trauma Informed Schools framework.

Improved classroom instruction in 100% of classrooms, especially Reading and ELA

Greater awareness by faculty of issues their students face and strategies to help them and their families improve learning

Outcome 4.1: IASD faculty proficient with Read 180[®] and System 44[®], implementing them as designed and researched to accrue the greatest benefit for students. Increase skill with literacy instruction and the success of a blended learning approach, aligned curriculum.

Outcome 4.2: Faculty and staff abreast of tech advances for learning environment, able to leverage district equipment for the benefit of students.

Outcome 4.3: Inclusion of librarian/media specialist as part of instructional team increases student contact and use of library resources. Student proficiency on reading and ELA assessments, digital literacy increases.

Outcome 4.4: IASD faculty acquire tools to address the individual circumstances of Rural and Alaska Native students that make up our student population with a Trauma-informed framework including RTI and SEL.

Student Achievement in Reading, English and Language Arts is improved, as documented by consistent growth on PEAK, MAP and KTEA assessments, with 30% of students reading at grade level and proficient on PEAKS by 2026.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

YEAR 1 Federal Budget

YEAR 1 Federal Budget	Description	Details	Year 1 Fed Cost
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PERSONNEL			
Media Specialist	100% FTE Responsible for 7 libraries development and management, content selection and culling; supervises aid; work with PM to order media; collects data; collaborates with teachers; coordinates & present PD; instructs students; reports to Superintendent	100% FTE — Program Cost Annually Based on District Salary Scale	
Project Manager	20% FTE Responsible General Oversight and Compliance, monitors staff, budget & ordering, reporting, reports to Superintendent and supports development of the libraries in the project; shares responsibilities with Implementation Director.	20% FTE — Program Cost Annually Based on District Contract	
Part-time Library Aides (7)	50% FTE aides who will support Library Media Center operations and grant program activities; 7 time Aides reports Media Specialist, Implementation Director, Project Manager.		
Implementation Manager	70% FTE Responsible Classroom implementation, observe faculty, manages Read180, System 44, Literacy PD, reports to Superintendent and supports development of the libraries in the project; shares responsibilities with project manager.	70% FTE--Program Cost Annually, Based on District Salary Scale. Existing faculty, program will provide extra duty addendum.	

TOTAL PERSONNEL

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FRINGE BENEFITS

Media Specialist	100% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 34%	
Project Manager	20% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 34%	
Part-time Library Aides (7)	50% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 15.00%	
Implementation Manager	100% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 34.00%	

TOTAL FRINGE BENEFITS

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TRAVEL

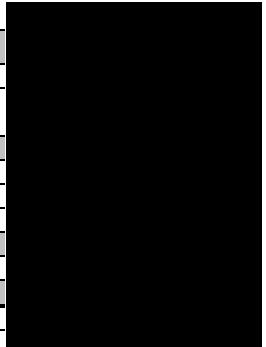
Implementation Director	Travel to Anchorage. It is less expensive to collect and sort materials in the city and then send to schools rather than receive at central office in McGrath, then ship back to Anchorage and then back out to schools since there are no flights direct between villages.	2 trips per quarterx4 quarters. \$900 flight, lodging (3x170) \$510, per diem (4x55) \$220, ground transport (3x240) \$720=\$2350 per trip x 8	
Library Media Specialist	Travel to each of the 6 other libraries to assess collections, train aides, set up systems, meet with faculty and stakeholders, determine needs for cultural collections, etc. Travel to Anchorage. It is less expensive to collect and sort materials in the city and then send to schools rather than receive at central office in McGrath, then ship back to Anchorage and then back out to schools since there are no flights direct between villages.		
Consultant	Site visits twice per year if safe travel conditions;		

TOTAL TRAVEL

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EQUIPMENT		# of units	unit price	
				\$ -
				\$ -
				\$ -
TOTAL EQUIPMENT				\$0.00
SUPPLIES		# of units	unit price	
Based on published prices from applicable providers				
E-Readers/tablets	10 per school to use with digital books, class sets, battle of books, etc.	70		
Charging Station	1 per LMC to store, charge tablets, plus extra cords for check-out	7		
Desktop Computers for patrons	Desktop Computer for patron use; research, book location, etc	7		
Desktop Computers for LMC Management	LMC Admin desk, access catalog system, data manage, research, etc.	7		
Library Collections Management software	Catalogue, circulation-subscription	1		
Library books	Update Library collections; variety topics and levels	1500		
Books for Book Distribution	minimum 1 book per student	330		
Book Cataloguing Supplies	Labels for barcodes, Qrcodes, etc.	7		
Read 180 Student Workbooks	Workbooks for literacy curriculum	75		
Read 180 Classroom Package	Paper and Audio books, 35 titles, 4 copies each, classroom set x 6 sets per school	12		
TOTAL SUPPLIES				
CONTRACTUAL				
LETRS PD Training	Voyager Sopris Learning, Literacy PD, The Science of Literacy- Training Units 1-4 for all district	4		
LETRS PD Training	Voyager Sopris Learning, Literacy PD, The Science of Literacy participant bundle (digital)	22		
Read 180/System 44 Professional Development	Get Started Live online bundle for each program	2		
Certified External Evaluator	Designs and carries out a mixed methods process evaluation to determine if activities are implemented as intended, and an objectives-based outcome evaluation to determine activities are influencing student literacy.		Site visits, twice annually, rotate students, develops instruments,collects and analyzes data, writes reports, reports to stakeholders, provides professional development	\$ [REDACTED]
TOTAL CONTRACTUAL				\$ [REDACTED]
OTHER		# of units	unit price	
Shipping and Handling, Read 180 Products	Per received proposal	1		
Shipping	[REDACTED]	1		
Read 180/System 44 Student Digital Package	Literacy license, 1 year subscription package; See attached pricing proposal for all Read 180 components	38		
Read 180 Teacher Subscription	Teacher License	6		
TOTAL OTHER				

TOTAL DIRECT COST		
INDIRECT COST RATE	14.57%	Approved by the state of Alaska
TOTAL INDIRECT COST RATE		
TRAINING STIPENDS		
TOTAL TRAINING STIPENDS		
TOTAL COST OF YEAR 1 FEDERAL		



YEAR 2 Federal Budget

PERSONNEL	Description	Details	Year 2 Fed Cost
Media Specialist	100% FTE Responsible for 7 libraries development and management, content selection and culling; supervises aid; work with PM to order media; collects data; collaborates with teachers; coordinates & present PD; instructs students; reports to Superintendent	100% FTE — Program Cost Annually Based on District Salary Scale	
Project Manager	20% FTE Responsible General Oversight and Compliance, monitors staff, budget & ordering, reporting, reports to Superintendent and supports development of the libraries in the project; shares responsibilities with Implementation Director.	20% FTE — Program Cost Annually Based on District Salary Scale	
Part-time Library Aides (7)	50% FTE aides who will support Library Media Center operations and grant program activities; 7 time Aides reports Media Specialist, Implementation Director, Project Manager.		
Implementation Manager	20% FTE Responsible Classroom implementation, observe faculty, manages Read180, System 44, Literacy PD, reports to Superintendent and supports development of the libraries in the project; shares responsibilities with project manager.	20% FTE--Program Cost Annually, Based on District Salary Scale. Existing faculty, program will provide extra duty addendum.	
TOTAL PERSONNEL			
FRINGE BENEFITS			
Media Specialist	100% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 34%	
Project Manager	20% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 34%	
Part-time Library Aides (7)	50% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 15.00%	
Implementation Manager	20% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 34.00%	
TOTAL FRINGE BENEFITS			
TRAVEL			
Implementation Director	Travel to Anchorage. It is less expensive to collect and sort materials in the city and then send to schools rather than receive at central office in McGrath, then ship back to Anchorage and then back out to schools since there are no flights direct between villages.		
Library Media Specialist	Travel to each of the 6 other libraries to assess collections, train aides, set up systems, meet with faculty and stakeholders, determine needs for cultural collections, etc. Travel to Anchorage. It is less expensive to collect and sort materials in the city and then send to schools rather than receive at central office in McGrath, then ship back to Anchorage and then back out to schools since there are no flights direct between villages.		
Consultant	Site visits twice per year if safe travel conditions;		
TOTAL TRAVEL			

EQUIPMENT		# of units	unit price	
				\$ -
				\$ -
				\$ -
TOTAL EQUIPMENT				\$0.00
SUPPLIES		# of units	unit price	
Library Collections Management software	Catalogue, circulation-subscription	1		
Library books	Update Library collections; variety topics and levels	1500		
Books for Book Distribution	minimum 1 book per student	330		
Book Cataloguing Supplies	Labels for barcodes, Qrcodes, etc.	7		
Read 180 Student Workbooks	Workbooks for literacy curriculum	330		
Read 180 Classroom Package	Paper and Audio books, 35 titles, 4 copies each, classroom set 5 schools	10		
TOTAL SUPPLIES				
CONTRACTUAL				
LETRS PD Training	Voyager Sopris Learning, Literacy PD, The Science of Literacy participant bundle (digital)	22		
LETRS PD Training	Voyager Sopris Learning, Literacy PD, The Science of Literacy- Training Units 1-8 for all district	8	\$	
Read 180/System 44 Professional Development	Get Started Live online bundle for each program	2	\$	
Certified External Evaluator	Designs and carries out a mixed methods process evaluation to determine if activities are implemented as intended, and an objectives-based outcome evaluation to determine activities are influencing student literacy.			\$
	Site visits, twice annually, rotates t students, develops instruments,collects and analyzes data, writes reports, reports to stakeholders, provides professional development			\$
TOTAL CONTRACTUAL				\$
OTHER				
		# of units	unit price	
Shipping and Handling, Read 180 Products		1		
Shipping		1		
Read 180/System 44 Student Digital Package	Student Literacy license, subscription package;	330		
Read 180 Teacher Subscription	Teacher License	20		
TOTAL OTHER				
TOTAL DIRECT COST				
INDIRECT COST RATE		14.57%	Approved by the state of Alaska	\$
TOTAL INDIRECT COST RATE				\$

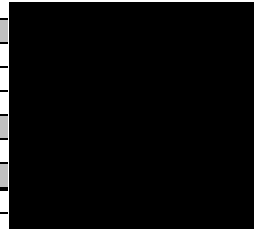
TRAINING STIPENDS				
TOTAL TRAINING STIPENDS			\$	
TOTAL COST OF YEAR 2 FEDERAL			\$	

YEAR 3 Federal Budget

PERSONNEL	Description	Details	Year 3 Fed Cost
Media Specialist	100% FTE Responsible for 7 libraries development and management, content selection and culling; supervises aid; work with PM to order media; collects data; collaborates with teachers; coordinates & present PD; instructs students; reports to Superintendent	100% FTE — Program Cost Annually Based on District Salary Scale	
Project Manager	20% FTE Responsible General Oversight and Compliance, monitors staff, budget & ordering, reporting, reports to Superintendent and supports development of the libraries in the project; shares responsibilities with Implementation Director.	20% FTE — Program Cost Annually Based on District Salary Scale	
Part-time Library Aides (7)	63% FTE aides who will support Library Media Center operations and grant program activities; 7 time Aides reports Media Specialist, Implementation Director, Project Manager.		
Implementation Manager	20% FTE Responsible Classroom implementation, observe faculty, manages Read180, System 44, Literacy PD, reports to Superintendent and supports development of the libraries in the project; shares responsibilities with project manager.	20% FTE--Program Cost Annually, Based on District Salary Scale. Existing faculty, program will provide extra duty addendum.	
TOTAL PERSONNEL			
FRINGE BENEFITS			
Media Specialist	100% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 34%	
Project Manager	20% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 34%	
Part-time Library Aides (7)	63% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 15.00%	
Implementation Manager	20% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 34.00%	
TOTAL FRINGE BENEFITS			
TRAVEL			
Implementation Director	Travel to Anchorage. It is less expensive to collect and sort materials in the city and then send to schools rather than receive at central office in McGrath, then ship back to Anchorage and then back out to schools since there are no flights direct between villages.		
Library Media Specialist	Travel to each of the 6 other libraries to assess collections, train aides, set up systems, meet with faculty and stakeholders, determine needs for cultural collections, etc. Travel to Anchorage. It is less expensive to collect and sort materials in the city and then send to schools rather than receive at central office in McGrath, then ship back to Anchorage and then back out to schools since there are no flights direct between villages.		
Consultant	Site visits twice per year if safe travel conditions;		
TOTAL TRAVEL			

EQUIPMENT		# of units	unit price	
				\$ -
				\$ -
				\$ -
TOTAL EQUIPMENT				\$0.00
SUPPLIES		# of units	unit price	
E-Readers/tablets	2 per school to use with digital books, class sets, battle of books, etc.	14		
Replacement Cords	Replace lost and damaged chargers	14		
Desktop Computers for patrons	Desktop Computer for patron use; research, book location, etc	7		
Laptop Computer for LMC Management	LMC Admin desk, access catalog system, data manage, research, etc.	1		
Furniture	Shelving for new library books	TBD		
Library books	Update Library collections; variety topics and levels	1500		
Books for Book Distribution	minimum 1 book per student	330		
Book Cataloguing Supplies	Labels for barcodes, Qrcodes, etc.	7		
Read 180 Student Workbooks	Workbooks for literacy curriculum	660		
Read 180 Classroom Package	Paper and Audio books, 35 titles, 4 copies each, classroom set x 6 sets per school	10		
TOTAL SUPPLIES				
CONTRACTUAL				
Read 180/System 44 Professional Development	Get Started Live online bundle for each program	2	\$	
Certified External Evaluator	Designs and carries out a mixed methods process evaluation to determine if activities are implemented as intended, and an objectives-based outcome evaluation to determine activities are influencing student literacy.			
TOTAL CONTRACTUAL				
OTHER				
		# of units		
Shipping and Handling, Read 180 Products		1	\$	
Shipping		1	\$	
Read 180/System 44 Student Digital Package		330	\$	
Read 180 Teacher Subscription	Teacher License	20	\$	
TOTAL OTHER				
TOTAL DIRECT COST				
INDIRECT COST RATE		14.57%	Approved by the state of Alaska	\$

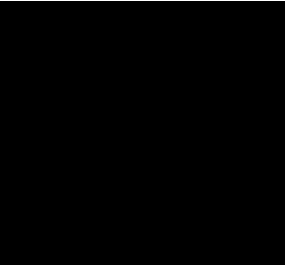
TOTAL INDIRECT COST RATE			
TRAINING STIPENDS			
TOTAL TRAINING STIPENDS			
TOTAL COST OF YEAR 3 FEDERAL			



YEAR 4 Federal Budget			
YEAR 4 Federal Budget			
PERSONNEL	Description	Details	Year 4 Fed Cost
Media Specialist	100% FTE Responsible for 7 libraries development and management, content selection and culling; supervises aid; work with PM to order media; collects data; collaborates with teachers; coordinates & present PD; instructs students; reports to Superintendent	100% FTE — Program Cost Annually Based on District Salary Scale	[REDACTED]
Project Manager	20% FTE Responsible General Oversight and Compliance, monitors staff, budget & ordering, reporting, reports to Superintendent and supports development of the libraries in the project; shares responsibilities with Implementation Director.	20% FTE — Program Cost Annually Based on District Salary Scale	
Part-time Library Aides (7)	63% FTE aides who will support Library Media Center operations and grant program activities; 7 time Aides reports Media Specialist, Implementation Director, Project Manager.	[REDACTED]	
Implementation Manager	20% FTE Responsible Classroom implementation, observe faculty, manages Read180, System 44, Literacy PD, reports to Superintendent and supports development of the libraries in the project; shares responsibilities with project manager.	20% FTE--Program Cost Annually, Based on District Salary Scale. Existing faculty, program will provide extra duty addendum.	
TOTAL PERSONNEL			
FRINGE BENEFITS			
Media Specialist	100% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 34%	
Project Manager	20% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 34%	
Part-time Library Aides (7)	63% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 15.00%	
Implementation Manager	20% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 34.00%	
TOTAL FRINGE BENEFITS			
TRAVEL			
Implementation Director	Travel to Anchorage. It is less expensive to collect and sort materials in the city and then send to schools rather than receive at central office in McGrath, then ship back to Anchorage and then back out to schools since there are no flights direct between villages.	[REDACTED]	
Library Media Specialist	Travel to each of the 6 other libraries to assess collections, train aides, set up systems, meet with faculty and stakeholders, determine needs for cultural collections, etc. Travel to Anchorage. It is less expensive to collect and sort materials in the city and then send to schools rather than receive at central office in McGrath, then ship back to Anchorage and then back out to schools since there are no flights direct between villages.	[REDACTED]	
Consultant	Site visits twice per year if safe travel conditions;	[REDACTED]	
TOTAL TRAVEL			

EQUIPMENT		# of units	unit price	
				\$ -
				\$ -
				\$ -
TOTAL EQUIPMENT				\$0.00
SUPPLIES		# of units	unit price	
E-Readers/tablets	2 per school to use with digital books, class sets, battle of books, etc.	14		
Replacement Cords	Replace lost and damaged chargers	14		
Library Collections Management software	Catalogue, circulation-subscription	1		
Library books	Update Library collections; variety topics and levels	1500		
Books for Book Distribution	minimum 1 book per student	330		
Furniture	Computer Desks for patron computers	TBD		
Book Cataloguing Supplies	Labels for barcodes, Qrcodes, etc.	7		
Read 180 Student Workbooks	Workbooks for literacy curriculum	660		
Read 180 Classroom Package	Paper and Audio books, 35 titles, 4 copies each, classroom set x 6 sets per school	7		
TOTAL SUPPLIES				
CONTRACTUAL				
Read 180/Stystem 44 Professional Development	Get Started Live online bundle for each program	2		
LETRS PD Training	Voyager Sopris Learning, Literacy PD, The Science of Literacy- Training Units 1-4 for all district	4		
LETRS PD Training	Voyager Sopris Learning, Literacy PD, The Science of Literacy participant bundle (digital) 2-years	10		
Certified External Evaluator	Designs and carries out a mixed methods process evaluation to determine if activities are implemented as intended, and an objectives-based outcome evaluation to determine activities are influencing student literacy.		Site visits, twice annually, rotates through schools, tests students, develops instruments,collects and analyzes data, writes reports, reports to stakeholders, provides professional development	\$
TOTAL CONTRACTUAL				\$
OTHER				
		# of units	unit price	
Shipping and Handling, Read 180 Products		1	\$	
Shipping		1	\$	
Read 180 Teacher Subscription	Teacher License	20	\$	
Read 180/System 44 Student Digital Package	Student Literacy license, subscription package;	330	\$	
TOTAL OTHER				
TOTAL DIRECT COST				
INDIRECT COST RATE	14.57%	Approved by the state of Alaska		\$

TOTAL INDIRECT COST RATE			
TRAINING STIPENDS			
TOTAL TRAINING STIPENDS			
TOTAL COST OF YEAR 4 FEDERAL			



YEAR 5 Federal Budget			
YEAR 5 Federal Budget			
PERSONNEL	Description	Details	Year 5 Fed Cost
Media Specialist	100% FTE Responsible for 7 libraries development and management, content selection and culling; supervises aid; work with PM to order media; collects data; collaborates with teachers; coordinates & present PD; instructs students; reports to Superintendent	100% FTE — Program Cost Annually Based on District Salary Scale	
Project Manager	20% FTE Responsible General Oversight and Compliance, monitors staff, budget & ordering, reporting, reports to Superintendent and supports development of the libraries in the project; shares responsibilities with Implementation Director.	20% FTE — Program Cost Annually Based on District Salary Scale	
Part-time Library Aides (7)	63% FTE aides who will support Library Media Center operations and grant program activities; 7 time Aides reports Media Specialist, Implementation Director, Project Manager.		
Implementation Manager	20% FTE Responsible Classroom implementation, observe faculty, manages Read180, System 44, Literacy PD, reports to Superintendent and supports development of the libraries in the project; shares responsibilities with project manager.	20% FTE--Program Cost Annually, Based on District Salary Scale. Existing faculty, program will provide extra duty addendum.	
TOTAL PERSONNEL			
FRINGE BENEFITS			
Media Specialist	100% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 34%	
Project Manager	20% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 34%	
Part-time Library Aides (7)	63% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 15.00%	
Implementation Manager	20% FTE x negotiated contract approved fringe benefit rate of 34%	Approved rate 34.00%	
TOTAL FRINGE BENEFITS			
TRAVEL			
Implementation Director	Travel to Anchorage. It is less expensive to collect and sort materials in the city and then send to schools rather than receive at central office in McGrath, then ship back to Anchorage and then back out to schools since there are no flights direct between villages.		
Library Media Specialist	Travel to each of the 6 other libraries to assess collections, train aides, set up systems, meet with faculty and stakeholders, determine needs for cultural collections, etc. Travel to Anchorage. It is less expensive to collect and sort materials in the city and then send to schools rather than receive at central office in McGrath, then ship back to Anchorage and then back out to schools since there are no flights direct between villages.		
Consultant	Site visits twice per year if safe travel conditions;		
TOTAL TRAVEL			

EQUIPMENT		# of units	unit price	
				\$ -
				\$ -
				\$ -
TOTAL EQUIPMENT				\$0.00
SUPPLIES		# of units	unit price	
E-Readers/tablets	2 per school to use with digital books, class sets, battle of books, etc.	14		
Charging Station	1 per LMC to store, charge tablets, plus extra cords for check-out	7		
Furniture	Shelving for new books	TBD		
Library Collections Management software	Catalogue, circulation-subscription	1		
Library books	Update Library collections; variety topics and levels	1500		
Books for Book Distribution	minimum 1 book per student	330		
Book Cataloguing Supplies	Labels for barcodes, Qrcodes, etc.	7		
Read 180 Student Workbooks	Workbooks for literacy curriculum	600		
Read 180 Classroom Package	Paper and Audio books, 35 titles, 4 copies each, classroom set x 6 sets per school	3		
TOTAL SUPPLIES				
CONTRACTUAL				
Read 180/System 44 Professional Development	Get Started Live online bundle for each program	2		
LETRS PD Training	Voyager Sopris Learning, Literacy PD, The Science of Literacy participant bundle (digital)	22		
LETRS PD Training	Voyager Sopris Learning, Literacy PD, The Science of Literacy-Training Units 1-8 for all district	8		
Certified External Evaluator	Designs and carries out a mixed methods process evaluation to determine if activities are implemented as intended, and an objectives-based outcome evaluation to determine activities are influencing student literacy.		Site visits, twice annually, rotates through schools, tests students, develops instruments,collects and analyzes data, writes reports, reports to stakeholders, provides professional development	\$ [REDACTED]
TOTAL CONTRACTUAL				\$ [REDACTED]
OTHER		# of units	unit price	
Shipping and Handling, Read 180 Products	[REDACTED]	1		
Shipping	[REDACTED]	1		
Read 180/System 44 Student Digital Package	Literacy license subscription package;	300		
Read 180 Teacher Subscription	Teacher License	20		
TOTAL OTHER				
TOTAL DIRECT COST				

INDIRECT COST RATE	14.57%	Approved by the state of Alaska
TOTAL INDIRECT COST RATE		
TRAINING STIPENDS		
TOTAL TRAINING STIPENDS		
TOTAL COST OF YEAR 5 FEDERAL		



FIVE-YEAR TOTALS

					FIVE-YEAR TOTAL
TOTAL PERSONNEL					
TOTAL FRINGE BENEFITS					
TOTAL TRAVEL					
TOTAL EQUIPMENT					
TOTAL SUPPLIES					
TOTAL CONTRACTUAL					
CONSTRUCTION					
TOTAL OTHER					
TOTAL DIRECT COST					
INDIRECT COST					
TOTAL TRAINING STIPENDS					
TOTAL COST OF PROJECT					

02 00050	Alaska Gateway School District	2295	387	71	sd19-ak.txt	16NOV2020
02 00010	Aleutian Region School District	612	26	2	sd19-ak.txt	16NOV2020
02 00007	Aleutians East Borough School District	3337	185	21	sd19-ak.txt	16NOV2020
02 00180	Anchorage School District	288000	49240	4730	sd19-ak.txt	16NOV2020
02 00525	Annette Island School District	1468	269	58	sd19-ak.txt	16NOV2020
02 00020	Bering Strait School District	6215	1698	505	sd19-ak.txt	16NOV2020
02 00030	Bristol Bay Borough School District	836	91	11	sd19-ak.txt	16NOV2020
02 00730	Chatham School District	1280	166	31	sd19-ak.txt	16NOV2020
02 00800	Chugach School District	447	58	3	sd19-ak.txt	16NOV2020
02 00070	Copper River School District	2699	465	31	sd19-ak.txt	16NOV2020
02 00060	Cordova City School District	2138	349	14	sd19-ak.txt	16NOV2020
02 00090	Craig City School District	1208	222	38	sd19-ak.txt	16NOV2020
02 00100	Delta/Greely School District	4717	818	112	sd19-ak.txt	16NOV2020
02 00770	Denali Borough School District	2097	303	23	sd19-ak.txt	16NOV2020
02 00120	Dillingham City School District	2360	452	99	sd19-ak.txt	16NOV2020
02 00600	Fairbanks North Star Borough School District	96849	15825	1206	sd19-ak.txt	16NOV2020
02 00130	Galena City School District	440	101	20	sd19-ak.txt	16NOV2020
02 00270	Haines Borough School District	2530	343	46	sd19-ak.txt	16NOV2020
02 00300	Hoonah City School District	778	108	30	sd19-ak.txt	16NOV2020
02 00330	Hydaburg City School District	377	65	25	sd19-ak.txt	16NOV2020
02 00520	Iditarod Area School District	1039	221	65	sd19-ak.txt	16NOV2020
02 00210	Juneau Borough School District	31974	4942	338	sd19-ak.txt	16NOV2020
02 00360	Kake City School District	560	91	14	sd19-ak.txt	16NOV2020
02 00005	Kashunamiut School District	1040	302	109	sd19-ak.txt	16NOV2020
02 00390	Kenai Peninsula Borough School District	58708	9698	1100	sd19-ak.txt	16NOV2020
02 00150	Ketchikan Gateway Borough School District	13901	2234	217	sd19-ak.txt	16NOV2020
02 00450	Klawock City School District	759	144	30	sd19-ak.txt	16NOV2020
02 00480	Kodiak Island Borough School District	12998	2292	177	sd19-ak.txt	16NOV2020
02 00760	Kuspuk School District	1519	349	90	sd19-ak.txt	16NOV2020
02 00485	Lake and Peninsula Borough School District	1592	299	77	sd19-ak.txt	16NOV2020
02 00001	Lower Kuskokwim School District	15364	3834	1111	sd19-ak.txt	16NOV2020
02 00003	Lower Yukon School District	6709	1893	684	sd19-ak.txt	16NOV2020
02 00510	Matanuska-Susitna Borough School District	108317	21229	2022	sd19-ak.txt	16NOV2020
02 00540	Nenana City School District	351	67	15	sd19-ak.txt	16NOV2020
02 00570	Nome School District	3789	766	94	sd19-ak.txt	16NOV2020
02 00610	North Slope Borough School District	9832	1855	260	sd19-ak.txt	16NOV2020
02 00625	Northwest Arctic Borough School District	7621	1955	548	sd19-ak.txt	16NOV2020
02 00630	Pelican City School District	90	11	2	sd19-ak.txt	16NOV2020
02 00660	Petersburg Borough School District	3266	486	39	sd19-ak.txt	16NOV2020
02 00670	Pribilof School District	589	81	9	sd19-ak.txt	16NOV2020
02 00240	Sitka School District	8493	1329	103	sd19-ak.txt	16NOV2020
02 00690	Skagway School District	1183	126	9	sd19-ak.txt	16NOV2020
02 00700	Southeast Island School District	1831	264	60	sd19-ak.txt	16NOV2020
02 00710	Southwest Region School District	2556	618	175	sd19-ak.txt	16NOV2020
02 00680	St. Marys City School District	565	150	46	sd19-ak.txt	16NOV2020
02 00715	Tanana City School District	230	47	8	sd19-ak.txt	16NOV2020
02 00720	Unalaska City School District	4433	346	12	sd19-ak.txt	16NOV2020
02 00780	Valdez City School District	3798	643	87	sd19-ak.txt	16NOV2020
02 00810	Wrangell School District	2502	387	36	sd19-ak.txt	16NOV2020
02 00840	Yakutat School District	579	72	20	sd19-ak.txt	16NOV2020
02 00775	Yukon Flats School District	1348	259	80	sd19-ak.txt	16NOV2020
02 00862	Yukon-Koyukuk School District	1871	368	105	sd19-ak.txt	16NOV2020
02 00004	Yupiit School District	1455	374	127	sd19-ak.txt	16NOV2020

65/221=29.41%



THE STATE
of **ALASKA**
GOVERNOR MIKE DUNLEAVY

**Department of Education
& Early Development**

FINANCE & SUPPORT SERVICES

801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.8683
Fax: 907.465.8910
Meridith.Boman@alaska.gov

April 28, 2021

Connie Newman
Iditarod Area School District
P.O. Box 90
McGrath, AK 99627

Dear Ms. Newman:

The Alaska Department of Education & Early Development has been delegated the authority, by the U.S. Department of Education, to approve Restricted Federal Indirect Cost Rate Proposals pursuant to delegation agreement number 2021-012, effective until June 30, 2023. The FY2022 approved Restricted Federal Indirect Cost Rate for Iditarod Area School District is 14.57%. The restricted Federal rate is effective from 7/1/2021 to 6/30/2022.

If you have any questions regarding this rate or the rate approval process, please contact me at (907) 465-8683 or meridith.boman@alaska.gov.

Sincerely,

A handwritten signature in black ink that reads "Meredith Boman".

Meridith Boman
School Finance Specialist

Enclosure

Iditarod Area Scho

**School District Certification and Request for Authorized Indirect Rate
As submitted to the Department of Education & Early Development
FY2022 Federal Indirect Rate**

I certify that the information contained herein has been prepared in accordance with the instructions issued by DEED and conforms with the criteria in 2 CFR 200, Uniform Guidance, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for review and/or audit.

We hereby apply for the following indirect cost rate: 15.26%

Federal Programs - Restricted with Carry Forward

Connie A. Newman

12/14/2025

Superintendent's Certification & Date

EED USE ONLY

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward **14.57%**

This rate becomes effective July 1, 2021 and remains in effect until June 30, 2022 and will apply to all eligible federally assisted programs as appropriate.

Federal law or grant conditions may limit the amount of indirect cost or the indirect cost rate. For example, if the approved restricted rate is five percent and the law allows only a three percent rate of recovery, then only indirect cost equal to three percent of the direct costs for that program may be recovered.

Elaine Blackwell

4/28/2021

Alaska Department of Education & Early Development Authorization & Date



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Iditarod Area School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

***Indirect Cost Information**

- (1) Do you have an approved indirect cost rate agreement? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2021 To: 06/30/2022 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): State of Alaska, Department of Education
 The Indirect Cost Rate is 14.57%.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S215G21005

Name of Institution/Organization Iditarod Area School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00			0.00
11. Training Stipends								
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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Name of Institution/Organization Iditarod Area School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? (a) indirect and direct costs or, (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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