

## 2012-13 Title I Part A Services

### Title I Pre-Kindergarten

#### KPBSD Pre-Kindergarten Mission Statement

The goal of the Title I Pre-K program is to introduce the child and parent to the school experience. Through developmentally appropriate practices, the learner will engage in activities that stimulate the growth of the whole child. This program will build a foundation for future success.

Title I Pre-K serves approximately 160 children at 10 locations

Seward	Sterling	Redoubt
Soldotna	Mt. View	Nikiski North Star
Tustumena	Chapman	Paul Banks
Voznesenka		

#### Title I Intervention, Literacy Support in Grades K-2

Certified Title I teachers and paraprofessionals provide early literacy support at 12 locations

Razdolna	Kachemak Selo	Fireweed Academy
Voznesenka	Paul Banks	Tustumena
Redoubt	Sterling	Mt. View
Tebughna	Susan B. English	Nikiski North Star

After School Support for Title I students is offered at 3 locations

Ninilchik	Nanwalek	Voznesenka
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#### Title I, Part C Migrant Education

Certified Migrant Education teachers provide support to eligible students at

Kachemak Selo	Voznesenka	Razdolna
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Eligible elementary students are offered magazine subscriptions to encourage year-round reading

Summer reading materials are supplied to all eligible migrant students.

E-Readers are available at schools with large migrant populations to provide age appropriate on-line libraries to encourage reading

## **Title VII, Indian Education**

Paraprofessional tutor support is provided at 8 locations during the school day.

Seward Middle, High, and Elementary  
Tebughna School  
Port Graham School  
Susan B. English

Nikiski Middle/High School  
Kenai Middle School  
Ninilchik School  
Nanwalek School

### **Kenai Peninsula Native Youth Leaders**

Focus on learning leadership skills and provide opportunities to practice leadership behaviors.

# KPBSD Students in Transition Program

## Tips for Ensuring Educational Access and Success for Children and Youth Experiencing Homelessness

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- The McKinney-Vento Act (Federal law) states that schools must eliminate barriers to enrollment, attendance, and success in school for homeless students.
- The McKinney-Vento Act mandates that homeless students be enrolled *immediately*, even when documents/records normally required for enrollment are not present. This is not optional.
- Learn to identify the following tell-tale signs of homelessness:
  - Chronic hunger or fatigue
  - Erratic school attendance/attendance at multiple schools
  - Gaps in learning
  - Transportation problems
  - Poor grooming and/or clothing
  - Social and emotional issues
  - Frequently unprepared for class
- Make sure your staff is trained to identify homeless students and address the needs of these students. Your school district's Homeless Liaison is available to provide this training.
- Be cautious about using the term "homeless" when talking with students or their families - this label is often upsetting to students and families and can turn them away from much needed assistance. We prefer the term "in transition."
- If you suspect a student in your school is experiencing homelessness, notify your school district's Homeless Liaison. He or she will assist with signing up for free lunches, obtaining school supplies and coordinating other services as needed.
- Consistent contact helps homeless students and their guardians feel more connected to school, which is associated with increased attendance and higher academic achievement. Inform the Homeless Liaison of any reported changes in living situation or school attendance.



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- Kelly King has returned for her 5<sup>th</sup> year as SIT Program Coordinator and Homeless Liaison for the Central Peninsula. Marlaina Thiel has been hired as the new Homeless Liaison for the Southern Peninsula.
  - Since the start of SY12-13, 80 homeless children and youth have been identified and enrolled in the SIT Program. This is an increase of 16 students compared to the same in SY11-12.
  - Of these 80 homeless students, only 12 were identified in SY11-12.
  - Liaisons are seeing many families relocate from other areas of the state/country, though a high number of these students/families have been long-time residents.

### Title III-A – Limited English Proficient (ELL)

- 2011-2012 was the 1<sup>st</sup> year of implementation of the new WIDA qualifying screener and annual assessment.
- Individual student progress unknown at this point as we are waiting for a bridge study from the state.
- With new LEP standards and assessments, and a new ELL Specialist, we conducted high-value professional development that was well-attended. We have received a lot of positive feedback from participants who have already begun using some of the strategies presented in the trainings.
- The following graphs from the Dashboard show longitudinal gains made by LEP students on the SBAs:

