



KAWERAK COMMUNITY NEEDS ASSESSMENT

2016



Kawerak Head Start / Early Head Start/Child Care Partnership Programs

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Introduction

Through this assessment report, Kawerak, Inc. has updated its Head Start (HS)/Early Head Start (EHS)/Childcare Partnership (CCP) Community Needs Assessment with the support of staff, parents/families and community members. The assessment provides a presentation, review and analysis of data to identify the needs of families in the Kawerak service area. The presentation and assessment of various demographic and needs data is intended to inform both the ongoing program operations and future development strategies to best work with low-income and Alaska Native families in early childhood education.

The overall goals of the assessment process included the following:

- Help see where we are at with our communities – our services, our needs (what they are), and how we can address those services improvements and needs
- Use the document to drive our organization and programs – know where we are going, and where to expand our programs
- Identify how we are doing as programs and how the community can benefit from our programs
- Inform and share with our board, management, and organizational partners
- Identify opportunities to develop new projects and programs – what opportunity fits with our needs and goals
- Support early childhood education development in the region that helps reduces our challenges like infant mortality

The assessment outlines many challenges that the Kawerak Service Area and Population face educationally, economically and socially. Many of the indicators show the area has the worst or highest rates in the State of Alaska that impacts children, parents and communities. This is an important presentation to demonstrate the setting and environment that HS/EHS/CCP management and staff need to operate within to help children and families to succeed in their early childhood education. There are two appendices that supplement this main report: *Appendix A – Surveys* that includes detailed survey information, and *Appendix B – Regional Communities Profile* that includes further data for the whole Bering Strait Region.

Overall, the assessment provides insights of past, present and future needs of children and their families. The assessment incorporates recommendations to advance operations and create new program developments based upon needs to increase the effectiveness of Kawerak in the delivery of these valuable programs.

Methodology

The assessment process began in February 2016 with development of the scope of work that would need to be completed and selection of a contractor to work with the program management and staff. The assessment process was facilitated by *Northwest Planning and Grants Development* -- an Alaska Native owned consulting firm based in Nome, Alaska. Ukallaysaaq Tom Okleasik, a tribal citizen of the Bering Strait, was the lead researcher, surveyor and facilitator in this project. The assessment process and methodology was based upon the collection and objective third-party review of existing data sets that included the US Census, State of Alaska (from the Department of Education to the Department of Fish and Game), and University of Alaska.

In regards to data, priority was given to information that reflected the 11-communities currently served by the Kawerak Head Start/Early Head Start/Child Care Partnership programs. The 11-communities are as follows:

- Nome
- Gambell
- Shaktoolik
- Brevig Mission
- Golovin
- Shishmaref
- Elim
- Teller
- White Mountain
- Koyuk
- Saint Michael

It should be noted that many assessment factors and/or data sets were not available at the community level – generally due to relatively small populations. If community level data was not available, information was collected at the Bering Strait/Norton Sound regional level, Alaska Northern Region level (Bering Strait, NANA/Northwest Arctic and North Slope/Arctic Slope regions), and/or State of Alaska level as available/reported. All information was collected between the months of February to August 2016.

All the data was first presented to the core/regional Kawerak Head Start/Early Head Start/Child Care Partnership staff to share insights, assist in the analysis and identify recommendations to improve programs based upon the information. This was accomplished by regular planning and self-assessment meetings facilitated by Ukallaysaaq based upon the *Technology of Participation* methods developed by the *Institute of Culture Affairs*. These methods are proven to be effective in encouraging full participation from diverse groups and are best applied with community based organizations – such as Kawerak.

The assessment methodology also helped to identify underserved populations, listen to the perspectives and voices of parents, families and community members for considering how to use program resources to build a network of support with families for cultural competence, ensure equity, reduce disparities and promote educational capacity. Surveys were conducted during the assessment that also provided opportunities for parent/family member, staff and community level input. The survey data was share with staff for their perspectives and recommendations – note only group results were shared and no individual responses were disclosed to ensure confidentiality. The comments from survey participants are presented as stated – one should note that comments are subjective perceptions from participants and do not necessary reflect facts. Management and staff were able to clarify comments and some are presented in the survey section of the report.

The assessment methodology, process and report provide the following:

- Community assessment methods that describes the context in which the Kawerak Head Start, Early Head Start and Child Care Partnership programs operate.
- Documentation of community information and statistics that paints a picture of the communities served and describes the diverse needs of families who may receive services.
- Survey data of parents, staff-teachers and community institutions regarding opinions of child-family services, early childhood education needs, and priorities for future program development.
- Development of comprehensive recommendations to improve services for addressing needs and expanding programs within Kawerak and the region’s education-health-social systems.

Overall, the methodology supported a program assessment process of providing objective data that can be used by Kawerak in their ongoing improvements of early childhood education and advance efforts to effectively address the needs of children, families and communities.

Quyaana / thank you to all the staff for the assistance in compiling data and participation throughout the community assessment process.



Figure 1: Core/Regional Staff during a planning and self-assessment meeting facilitated by Ukallaysaaq of Northwest Planning & Grants Development

Kawerak Organization and Programs Overview

Kawerak is a state chartered and 501c3 nonprofit organization that was established to serve the 20 Inuit tribes and communities based in the Bering Strait Region. Kawerak has successfully contracted and administered grant funding with the state and federal government to provide both tribal and public services to residents of the Bering Strait Region, 75% of whom are Inuit. Kawerak's organizational goal is to assist Alaska Native people and their governing bodies to take control of their future. With programs ranging from education to transportation, and natural resource management to economic development, Kawerak seeks to improve the Region's social, economic, educational, cultural and tribal governance conditions.



Kawerak is governed by a 23-member Board of Directors comprised of the president (or designee) of the region's 20 tribes, two (2) Elder representatives and one (1) representative from the regional-tribal health care provider (Norton Sound Health Corporation). Kawerak serves 20 tribes in 16 regional communities with four (4) organizational divisions as follows:

1. Children and Family Services (CFS);
2. Employment, Education and Training (EET);
3. Community Services (CS); and
4. Natural Resources (NR).

The organizational vision is *"our people and tribes are thriving"* and the mission is *"to advance the capacity of our people and tribes for the benefit of the region."*

The Kawerak Head Start/Early Head Start programs are managed within the Children and Family Services Division, and the Childcare Partnership is co-managed by the Child Care Services program within the Employment, Education and Training Division jointly with the Kawerak Early Head Start program. There are four (4) major programs within the Children and Family Services Division:

Table 1: Kawerak Children and Family Services Division Program Summary

<i>Children & Family Services Division Program</i>	Description	Mission/Purpose
<i>Child Advocacy Center</i>	A child-friendly, culturally respectful place where caring professionals work together, in one location, to help children and families cope with	To provide a child-friendly, culturally respectful place where caring professionals work together to help children,

***Children &
Family Services
Division Program***

Description

Mission/Purpose

	sexual abuse, severe physical abuse, and exposure to violence	families and communities affected by abuse
<i>Children and Family Services</i>	The program is designed to preserve, protect, and strengthen the children and families. The program strives to empower individuals and their families, cultivate nurturing home environments and to educate individuals, families and communities. The program works with tribes Indian Child Welfare Act implementation and the State Office of Children Services (OCS) on services including case management, parent training, and family assessments.	To fulfill the social responsibilities and obligations of the Bering Strait Region Tribes.
<i>Wellness</i>	Programs designed for promoting wellness such as suicide prevention, reducing underage alcohol use, and cultural activities such as camping, storytelling and community teaching of traditional skills. Projects include youth leaders, regional wellness forum, media outreach, safety patrols, walk for life and intervention training.	To promote culturally appropriate wellness with the Bering Strait region.
<i>Head Start/Early Head Start/Childcare Partnership</i>	Prenatal to age 4 family education and services (further description in the following section).	To open doors of opportunity for children by providing comprehensive, quality family-centered services to eligible families.

There are eleven (11) major programs within the Kawerak Employment, Education and Training Division (EET). The Child Care Services program works directly with Head Start/Early Head Start via the Child Care Partnership program and supports early childhood services and education. The other programs in the EET division are important support services and resources with families.

Table 2: Kawerak Employment, Education and Training Division Program Summary

<i>EET Division Program</i>	Description	Mission/Purpose
<i>Child Care Services</i>	Childcare Development Block Grant (CCDF) that provides the following services/programs: (a) Child Care Services (CCS), (b) Home Based Provider Services, (c) After School Activity funds, and (d) Early Head Start-Child Care Partnership.	To partner with parents and organizations to help provide quality care for children, who are the future of us all!
<i>Community Education</i>	Provides basic educational opportunities in Adult Education (ABE), General Educational Development (GED), and English as a Second Language (ESL).	
<i>Direct Employment</i>	Provides a one-time grant to eligible tribal members who reside in the Bering Strait-Norton Sound region. Direct Employment grants assist tribal members with employment related needs and start-up living expenses in order to retain full-time employment.	
<i>Higher Education</i>	Provides scholarships to Bering Strait region tribal members who are enrolled at an accredited college or university.	Our goal is to support tribal members to achieve success in Postsecondary Education and pursue their academic aspirations.

<i>EET Division Program</i>	Description	Mission/Purpose
<i>Kawerak Native Employment Work Services (KNEWS)</i>	Works with local organizations to provide volunteer work opportunities for clients to gain job skills, improve work habits, and provide useful assistance to the organizations in your communities.	Partners with the State Division of Public Assistance to provide services to the villages in the Bering Strait Region.
<i>Supportive Services</i>	Assists tribal members with financial services that are needed to secure employment or complete employability objectives.	
<i>Village Based Training</i>	Village Based Training works with the tribes to determine what job opportunities are coming to the village or what skills need to be upgraded to increase or keep village residents employed in the near future. training is then recommended and developed.	
<i>Vocational Rehabilitation</i>	Helps people with disabilities: 1. Obtain a Job 2. Keep a Job 3. Start or Resume Subsistence Activities 4. Continue with Subsistence Activities 5. Start a Business 6. Keep a Business	Assisting Alaska Natives and American Indians in the Bering Strait Region with disabilities to find, regain or retain employment and become self-sufficient.
<i>Welfare Assistance</i>	Consists of three (3) programs: General Assistance, Burial Assistance and Emergency Assistance.	Temporary assistance to individuals and families in meeting their basic essential needs.

<i>EET Division Program</i>	Description	Mission/Purpose
<i>Youth Employment</i>	Designs and offers to youth between the ages of 14 – 21 valuable employability skills and work experience.	
<i>Caleb Lumen Pungowiyi Scholars Program</i>	College scholarships in select sciences and rural development for undergraduate students that are tribal citizens of the Norton Sound, Northwest Arctic, or Arctic Slope regions.	

KAWERAK HEAD START OVERVIEW

Kawerak Head Start serves 15 of the 20 Bering Strait tribes and has centers based in 11 of 16 Bering Strait communities. Early Head Start programs for children 0-3 years of age are provided in three (3) communities with six (6) tribes in the region. In Nome (the Kawerak Head Start hub) there is a home-based option provided for pregnant mothers and children aged 0-3 years. The Early Head Start-Childcare Partnership is operated in two (2) communities with five (5) tribes.

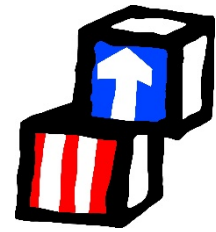


Figure 2: National Head Start Logo

Table 3: Bering Strait communities that Kawerak serves with Head Start, Early Head Start and Childcare Partnership Programs

<i>Community</i> ¹	Head Start Center	Early Head Start Center	Early Head Start Home-Based	Early Head Start-Childcare Partnership
<i>Brevig Mission</i>	✓			✓
<i>Elim</i>	✓	✓		
<i>Gambell</i>	✓			
<i>Golovin</i>	✓			
<i>Koyuk</i>	✓			
<i>Shaktoolik</i>	✓			
<i>Shishmaref</i>	✓			
<i>St. Michael</i>	✓			
<i>Teller</i>	✓			
<i>White Mountain</i>	✓			
<i>Nome</i>	✓		✓	✓

Kawerak has operated Head Start since 1979 (or 37 years) via a federal grant for Alaska Native/American Indian organizations from the US Department of Health and Human Services (DHHS), Administration for Children and Families, Office of Head Start. The Kawerak Head Start mission is *to open doors of opportunity for children by providing comprehensive, quality family-centered services to eligible families*. As part of the national program, the purpose is to promote school readiness by enhancing the social and cognitive development of children

¹ The communities of Savoonga and Stebbins are served by Rural CAP for Head Start / Early Head Start. The remainder of the region's three (3) communities (Diomedes, Unalakleet, Wales) are not served by Head Start/Early Head Start.

through the provision of educational, health, nutritional, social and other services to enrolled children and families.

Eligibility for services are based upon economically disadvantaged guidelines for families. For the Kawerak Head Start Program, at least 51% of the families must be considered low-income according to federal guidelines, and as much as 49% of the families may exceed the low-income guidelines as long as all applicants that are considered low-income are already receiving Head Start services. In addition, for participant eligibility the child or children must be at least 3-years of age by September 1st. The program is inclusive with 10% of the enrollment reserved for children with disabilities.

Kawerak's Head Start is a center-based education program that serves pre-school age children (ages 3 and 4-years old) that promotes social competence and structure in the Bering Strait region. Strong parental involvement, health and social services are primary components of Head Start's well-rounded program. All Head Start children are guided in developing social skills, physical fitness and educational tools that give them readiness towards Kindergarten. All children receive appropriate developmental screenings and referrals as need.

Head Start engages parents in their children's learning and helps them in making progress toward their goals. Significant emphasis is placed on the involvement of parents. Head Start works to develop trusting, collaborative relationships between parents and staff to support families as they identify and meet their own goals, nurture the development of their children in the context of their family and culture. As a note, many of the Kawerak Head Start staff were former or current Head Start parents.

The Kawerak Head Start main office/regional management is located in Nome and all supplies are shipped to the ten (10) village/tribal sites. All of the sites (Nome and village) must be traveled to/from by air. Kawerak has one children's bus located in Nome. The Head Start center based sites work closely with the two school districts in the region: Bering Straits School District and Nome Public Schools. Each August all staff members, including cooks, janitors, teachers, and teacher-aides are flown to Nome for a pre-service training for the upcoming year.



Figure 3: St. Michael Head Start, May 2016.

Each year a select number of staff are chosen to attend Head Start trainings beyond Nome to return to the program and hold trainings to share the information that they learned. The program staff are also able to attend the required college courses via distance education.

The federal Head Start in their 2013 monitoring review of Kawerak, stated that a grantee strength was the collaboration between the Head Start program and the two school districts located in the region, also referred to as local education agencies (LEAs): Bering Strait School District (15 communities) and Nome Public Schools (one community). Kawerak maintains a Memorandum of Agreement with each LEA providing a certified Early Child Education teacher at each of the 11 Head Start sites operated by Kawerak. In addition to aiding in quality Child Development services, the school district teachers served as mentors for the Head Start teacher-aides. The LEAs help the program with curriculum training and implementation, staff training, and on-site staff support. In addition, pre-service training sessions are often planned and coordinated to enable staff from Head Start and the school districts to attend.

The Bering Strait School District collaboration also included the provision of 3-to-4 hours of class each Monday – a non-Head Start class day – and an additional hour of class time each Tuesday through Friday for 4-year-olds transitioning to Kindergarten in the fall. The Nome Public School past collaboration has included support for families, with help in planning Family and Game Nights or community events at the center or NPS and support for Head Start attendance efforts through the provision of prizes and incentives. Meetings were also held between Head Start and the two LEAs to work together to provide seamless transitions and referrals to the school district for Head Start families. One outcome was the revision of a Head Start form to include information needed by the school districts so families would not have to complete a similar school-district form as part of the Special Education referral process. In addition, the grantee employed teaching staff who were residents of the local communities, promoting a rapport and connection with the local children and families.

KAWERAK EARLY HEAD START OVERVIEW

Kawerak has operated Early Head Start since 2010 (or 6 years) as a federally funded program that serves pregnant women, infants, and toddlers in recognition of the fact that the earliest years matter a great deal to children's growth and development. Early Head Start programs are available to families until the child turns 3-years old and is ready to transition into Head Start or another pre-K program. Early Head Start helps families care for their infants and toddlers through early, continuous, intensive, and comprehensive services.

Kawerak's Early Head Start is a prenatal, birth to three program that promotes social competence and structure for children. In Elim, Kawerak provides center-based services. In Nome, Kawerak provides home-based services. Overall, the program supports education, health, nutrition and parent involvement services to low-income children and their families.

Early Head Start includes a set of principles to nurture healthy attachments between parent and child (and child and caregiver), which emphasize a strengths-based, relationship-centered approach to services, and encompass the full range of a family's needs from pregnancy through a child's third birthday. These include the following:

- *Positive Relationships and Continuity* which honor the critical importance of early attachments on healthy development. Parents are a child's first, and most important, relationship.
- *Parent Involvement* activities that offer parents a meaningful and strategic role in our program.
- *Prevention and Promotion Activities* that both promote healthy development and recognize and address atypical development at the earliest stage possible. Inclusion strategies that respect the unique developmental trajectories of young children in the context of a typical setting, including children with disabilities.
- *Cultural Competence* which acknowledges the profound role that culture plays in early development. We also recognize the influence of cultural values and beliefs on both staff and families' approaches to child development.



Figure 4: Parent and Child



Figure 5:
National EHS
Logo

- *Comprehensiveness, Flexibility and Responsiveness* of services which allow children and families to move across various program options over time, as their life situation demands.
- *Collaboration* is central to our ability to meet the comprehensive needs of families. Strong partnerships allow us to expand services to families with infants and toddlers beyond our program and into the larger community.

KAWERAK EARLY HEAD START CHILDCARE PARTNERSHIP OVERVIEW

Kawerak has operated EHS-CCP since 2015 (or one year) in Brevig Mission and Nome as full day and center-based services that support the needs of working families, while providing high-quality, comprehensive care to young children. The Early Head Start-Child Care Partnership (EHS-CCP) is a federally funded program for supporting communities to increase the number of Early Head Start and child care providers that can meet the highest standards of quality for infants and toddlers. The program integrates EHS comprehensive services and resources into the array of traditional child care and family care settings. Child care centers and family child care providers respond to the needs of working families by offering flexible and convenient full-day and full-year services. Experienced child care providers offer care that is strongly grounded in the cultural, linguistic and social needs of families and communities. Many child care centers and family child care providers lack the resources to address the needs of the nation's most vulnerable children.



Figure 6: Piscoya Family in Nome

EHS-CC Partnerships bring together the best of two worlds – combining the strengths of child care and Early Head Start programs. The Partnerships layer funding to provide comprehensive services and high-quality early learning environments for low-income working families with infants and toddlers. A long-term outcome expected for the program is a more highly-educated and fully-qualified workforce providing high-quality infant-toddler care and education. Also an outcome includes an increased supply of high-quality early learning environments and infant-toddler care and education. The program supports and develops well-aligned early childhood policies, regulations and resources, with quality improvement support at regional and local levels.



Figure 7:
National EHS-
CCP Logo

Demographics of the Bering Strait Region and Communities

BERING STRAIT REGION INDIGENOUS PEOPLES AND CULTURES

The Kawerak Head Start, Early Head Start and Child Care Partnership programs are operated within the Bering Strait region's indigenous communities and lands. The region is rooted in Inuit cultures as the indigenous people, and understanding the region's peoples and communities are foundational to successfully working with families and operating early childhood education programs (such as Head Start, Early Head Start and the Childcare Partnership). This assessment begins with reviewing the region's Inuit peoples, cultures, ways of life and languages.

Indigenous Peoples and Tribes

The Bering Strait region has and continues to be inhabited since time immemorial by Inuit people and families. The region is proudly the indigenous home land of Inuit peoples including Inupiaq, Northern Central Yup'ik, and Saint Lawrence Island Yupik. The Arctic and sub-Arctic land, sea and environment successfully supported the Bering Strait Inuit that have and continue to live here with cultures that embody unique languages, knowledge and values. Historically and today the Bering Strait region is a well-known crossroads among Inuit and non-Inuit peoples that have negotiated relationships including traditional boundaries, trading systems and tribal networking among diverse cultures and communities.

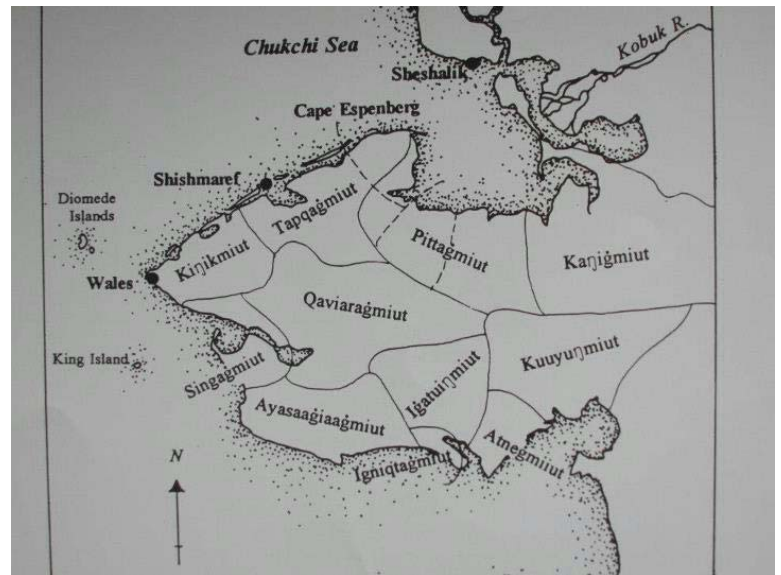


Figure 8: Map from [The Cultural and Natural Heritage of Northwest Alaska, Volume V, the Inupiaq Nations of Northwest Alaska, 1994](#), by Ernest Burch.

The major Bering Strait Region Inupiaq peoples include the following:

- Qaviaragmiut
- Kinjkmuit
- Ayasaagiaagmiut
- Tapqagmiut
- Singagmiut
- Igatuiniut

- Igniataġmiut
- Unaliġmiut
- Inaliġmiut
- Malimiut
- Ugiuvangmiut

The major Bering Strait Region Northern Central Yup'ik peoples include the following:

- Tapraqmiut
- Taciqmiut
- Chinikmiut
- Niviacaurluqmiut

The major Bering Strait Region Saint Lawrence Island Yupik peoples include the following:

- Sivungaghmiit
- Sivuqaghmiit

Today, the Bering Strait Region Inuit people are organized into 20 federally recognized tribes based in 16 communities. Each tribe is a member to Kawerak, Inc. representing and advocating the tribal needs and interests via a number of federal-state-tribal programs. Kawerak Head Start, Early Head Start and the Childcare Partnership are operated in 11 communities among Bering Strait Inuit 15 tribes. The 20 federally recognized tribes in the Bering Strait are as follows:

- | | |
|--|---|
| 1. Nome Eskimo Community* | 11. Native Village of Wales |
| 2. Village of Solomon* (based in Nome) | 12. Native Village of Brevig Mission* |
| 3. Native Village of Council* (based in Nome) | 13. Native Village of Elim* |
| 4. King Island Native* Community (based in Nome) | 14. Native Village of Koyuk* |
| 5. Teller Traditional Council* | 15. Native Village of Shaktoolik* |
| 6. Native Village of Mary's* Igloo (based in Teller) | 16. Native Village of Unalakleet |
| 7. Native Village of Gambell* | 17. Native Village of White Mountain* |
| 8. Native Village of Savoonga | 18. Chinik Eskimo Community* (based in Golovin) |
| 9. Native Village of Diomed | 19. Native Village of Stebbins |
| 10. Native Village of Shishmaref* | 20. Native Village of St. Michael* |

** Denotes a tribe that participates in the Kawerak Head Start, Early Head Start and/or Childcare Partnership programs*

Cultures & Way of Life

The region's Inuit cultures are thousands of years old and from one generation to the next have centered upon values which have allowed the Inuit to remain strong. In the Inuit worldview, there are universal values that guide people and govern communities with the realization that world is deeply embedded in spirituality, inter-relationships and history. The region's cultures highly value children, family relationships and community welfare.

As an example of cultural values, among Inupiaq these values are known as Inupiat Ilitqusiatic (meaning the way we live) and demonstrate the values generally held among Bering Strait Inuit – there are unique tribal values based upon language, dialect, history and specific environmental/community settings. The Inupiat Ilitqusiatic values include the following 17 qualities according to the Alaska Native Knowledge Network (Greenbank, 1996):

Inupiat Ilitqusiatic / The Way We Live²

- | | |
|---|---|
| 1. Kiñuniġmi Suragatlasriñiafiq / Hunter Success | 9. Piqpaksriñiq Iyaallugruaġnik / Love for Children |
| 2. Piññaġniaġuġfiq / Domestic Skills | 10. Savaqatigiiyufiq / Cooperation |
| 3. Aġayuqaaġiich Savaaksraġnich / Family Roles | 11. Savvaqtuġfiq / Hard Work |
| 4. Iġismafiq Uqapiaġġmik / Knowledge of Language | 12. Atchiksuaġfiq / Humility |
| 5. Paaqsaaqatautaiġfiq / Avoid Conflict | 13. Kamaksriñiq Irrutchikun / Respect for Nature |
| 6. Iñuuniaquatiuni Ikayuutiġfiq / Responsibility to Tribe | 14. Iġismafiq Iġaġiġġmik / Knowledge of Family Tree |
| 7. Kamaksriñiq Utuqqanaġnik / Respect for Elders | 15. Kamakkuġfiq / Respect for Others |
| 8. Quyianniufikun Tipsisaġiġfiq / Humor | 16. Aatchuqtuutiġfiq Avatmun / Sharing |
| | 17. Kaġiqsimauraafiġ Irrutchikun / Spirituality |

² Based upon the Kobuk or Malimiut dialect of Inupiaq.

The traditional to modern lifestyles incorporating subsistence harvesting by people of the Bering Strait are diverse and reflect the unique environments found in different parts the region (Bering Straits Native Corporation website page on history and regional background). Subsistence as practiced by Inuit peoples is a way of life that relies on the relationship with several resources from the land and sea. Subsistence practices are based upon respect of the environment and recognize the inter-related spirituality of the natural world and Inuit. Examples of Bering Strait subsistence includes the following:

- Inland caribou hunters and fishermen, exemplified by the Qaviaragmiut (Mary's Igloo, Teller and Brevig Mission) occupied most of the interior of the Seward Peninsula.
- Along the coast of Norton Sound, Unaligmiut (Unalakleet) pursued sea mammals, fish and caribou.
- Approximately 40 miles off the mainland, Ugiuvangmiut (King Island) was home to hunters of walrus, polar bear, and seal.
- The Inaligmiut people from Diomed Island, and Sivungaghmiit and Sivuqaghmiit people from Saint Lawrence Island lived off of the ocean's resources including whales, walrus, seals, fish, crab, birds and sea plants.

Traditionally into today, Inuit had and have several home and camp sites that are used based upon subsistence activities over a six season model. The following is an example of subsistence activities in the Nome area – note every village has specific, unique and varying activities according to their environment, and each month of the year has activities and resources that can be harvested, developed and utilized. It is important to note that the timing of subsistence activities is critical – if a person or family waits too long for a resource or activity, the subsistence resource or use may not be available until the next season or year. Summer season activities are very important for the involvement of young children with warmer weather for



Figure 9: Photo of Gambell women working on a seal. Kawerak Eskimo Heritage collection.



Figure 10: Shishmaref family camping - Kawerak Eskimo Heritage Program collection

camping, fishing, gathering. The Kawerak Head Start/Early Head Start/Child Care Partnership programs recognize this and generally offer a seasonal program year to accommodate summer subsistence activities among families – particularly in the villages.

Table 4: Subsistence Activities by Season/Month Referencing the Sitnasuak Elders Committee 2016 Calendar for Areas Surrounding Nome

Season/Month	Subsistence Activities
Winter <i>January-February</i>	Ice fishing – trout, ling cod, crab Hunting for wolves, wolverines and seals Tan skins Create or repair snow shoes, ice picks, sun/snow glasses, fish nets, berry buckets, whittle utensils, yokes to carry water Prepare wood for umiaq (boat) Collect spruce
Early Spring <i>March-April</i>	Ice fishing – tom cods, crabs Hunting for seals, walrus, whale and muskrat Complete new skins for umiaq (boat) Repair fishing nets Sewing and prepare squirrel skins for parkas Work with whittling tools
Early Summer <i>May-June</i>	Hunting for seals, walrus, whale, muskrat, birds Season begins for migratory birds and eggs Fishing – salmon, herring, candle fish Prepare seal oil, intestine and sinew, and walrus skins Pick greens like surra and roots like masu Prepare for greens and roots storage Work on fish nets
Summer <i>July-August</i>	Gather and store sour dock, berries (salmon, blue, black) Fishing – salmon and prepare salmon roe Dry/smoke/can/freeze salmon Gather wood Prepare animal skins

<i>Season/Month</i>	<i>Subsistence Activities</i>
<i>Early Fall</i> <i>September-October</i>	Hunting for caribou, moose, duck, squirrel, seal, walrus Fishing – trout, grayling, tom cod Gather and store berries (blue, black, cranberry) and picknuks Gather roots like masu Ferment skip-jacks Store fish equipment for season and repair
<i>Late Fall-Early Winter</i> <i>November-December</i>	Hunting for rabbit, fox, and polar bear Ice fishing for ling cod and grayling Tan skins Work on traps and snares Carve hooks and tools Begin to prepare for crabbing Utilized prepared seals and walrus

Home and camp sites were and continue to be strategically located along the coast, rivers, creeks and lakes that best take advantage of the environment and area locations for hunting, fishing and gathering. The Inuit peoples take great pride in the sustained ability to harvest the resources of the land, coast, lakes and rivers in a cultural and respectful manner. Inuit culture, arts and ways of life were expressed through songs, dances, legends, ceremonies, and language.

Both the contemporary introduction of American cash into the Inuit economy and the modern-western establishment of permanent communities, city governments, schools, churches and health services have brought significant social-cultural change particularly over the last 75 years. Camping, subsistence and living off the land and sea continues to be an important, proud and central component of each community's culture, identity and economy. However, the importance of jobs in the cash economy are needed for quality of life in rural communities as well. Today, the region's people often use cash to supplement and enhance subsistence activities. Respect for the ongoing historical use of lands and natural resource stewardship is a testament to the strength and viability of the region's people.

Languages

The majority of Inuit languages spoken in the region include Inupiaq, Saint Lawrence Island Yupik, and Northern Central Yup'ik. Inuit languages are the original languages of the region and today recognized by the State of Alaska as official languages. Each Bering Strait Inuit language reflects and offers a rich content of culture, environment and unique ways of viewing the world. Unfortunately, today there has been language shift away from Inuit languages to English only. The shift has occurred over decades primarily due to the past termination and assimilation policies of the US and State of Alaska that severely discriminated against the use of Native languages. Although the federal and state policies of termination and assimilation are outdated, the impacts of those policies continues socially and communally among Alaska Native villages and peoples – including the families that participate in the Kawerak Head Start/Early Head Start/Child Care Partnership programs.

According to the US Census (American Community Survey 2010-2014 5-Year Estimates, April 2016), 71.8% of population for the Nome Census area (Bering Strait region) speak English only. According to the Census, an estimated 2,254 or 25.8% of the region's population speak "other languages" which are most likely Inuit languages as indigenous languages are not identified in the US Census data/questions.



Figure 11: Wales family - photo from the Kawerak Eskimo Heritage Program collection.



Figure 12: Gambell children by harvested whale - Kawerak Eskimo Heritage collection.

Table 5: US Census American Fact Finder, Language Spoke at Home (S1601) / Nome Census Area

<i>SPEAK A LANGUAGE OTHER THAN ENGLISH</i>	Total		Percent of Specified Language Speakers		
			Speak English "Very Well"		Speak English Less Than "Very Well"
<i>Nome Census Area</i>	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
<i>Other languages</i>	2,254	+/-113	80.7%	+/-2.7	19.3%
<i>5-17 years [youth]</i>	363	+/-49	82.1%	+/-5.0	17.9%
<i>18-64 years[adults]</i>	1,528	+/-93	83.9%	+/-3.1	16.1%
<i>65 years & over[Elders]</i>	363	+/-39	65.6%	+/-5.7	34.4%

According to the Alaska Native Language Center (Population and Statistics webpage, April 2016), the following summarizes the status of the three Inuit languages in the region. The column labeled EGIDS refers to the Expanded Graded Intergenerational Disruption Scale, which provides a gauge to measure language vitality by observing how the language is used. Note: the language status is for all dialects and speakers in the State of Alaska (speakers in other regions of Alaska may be resources for the Bering Strait Region).

Table 6: Alaska Native Language Center / Language Status of Inupiaq, Central Yup'ik and Siberian Yupik

Language Name	State of Alaska Population	Language Speaker Population	EGIDS
Inupiaq	15,700	2,144 / 13.6%	6b
Central Yup'ik	25,000	10,400 / 41.6%	6b
Siberian Yupik	1,400	1,000 / 71.4%	4

According to the Ethnologue Languages of the World web site, EGIDS consists of 13 levels with higher numbers on the scale representing a greater level of disruption to the

intergenerational transmission of the language or a lower number with the least disruption. The following summarizes the definitions identified for the Inuit languages in the Bering Strait:

- 4 (Siberian Yupik) is observed as the language in vigorous use, with standardization and literature being sustained through a widespread system of institutionally supported education.
- 6b (Inupiaq and Central Yup'ik) is observed as the language used for face-to-face communication within all generations, but it is losing users particularly at younger ages.

A review of local economic development plans (LEDPs) in the region identifies the community support for language and culture in education. The following is a summary table by community with references to the village LEDP.



Figure 13: Teller LEDP Planning Participants Envisioned Their Future / One Person's Sketch. Page 53 of LEDP.

Table 7: Community Plans-Goals Supporting Language and Culture in Education

<i>Community Participating in Kawerak Head Start</i>	<i>Local Economic Development Plan or Comprehensive Community Plan Reference</i>
Brevig Mission	Goal 2: Teaching, learning, and taking control of our future, learning traditional and cultural values that will help us live together and create a strong vision for the future because all roads lead to Brevig Mission. (Page 51)
Elim	<i>Cultural Values</i> • Traditional Knowledge/Ways passed on and learned from our parents and grandparents. (Page 55)
Gambell	Goal 4: Have Social Services Meet Needs of Community. <i>Areas of focus:</i> <ul style="list-style-type: none"> • School Facilities to Teach Language & Culture • Traditional & Cultural Preservation (Page 45)
Golovin	Strategic Direction: Supporting Healthy Living & Wellness <ul style="list-style-type: none"> • Promote and value a healthy drug and alcohol-free lifestyle for our community & future leaders. <ul style="list-style-type: none"> ○ Encourage young people not to do drugs/alcohol. <ul style="list-style-type: none"> ▪ Cultural awareness (Page 21)
Koyuk	Goal 5: We will continue our traditional lifestyle. <u><i>Areas of Focus (Project Ideas):</i></u> -Culture and tradition -Preserving cultural identity -Inupiaq Days (language classes) -More parent involvement in teaching children traditional lifestyle (Page 53)

***Community
Participating in
Kawerak Head Start***

***Local Economic Development Plan
or Comprehensive Community Plan Reference***

<i>Nome</i>	<p><i>Quality of Life Goals</i></p> <p><i>Education:</i> A community that provides opportunities for lifelong learning & training through a variety of formal and for lifelong learning & training through a variety of formal & informal educational programs, & through the museum, library, & cultural activities.</p> <p><i>Family:</i> A healthy environment that provides for the emotional, physical, economic, & spiritual well-being of families & children.</p> <p><i>Social Environment:</i> A welcoming, culturally diverse community with opportunities for all residents & visitors that encourages arts & cultural activities as a catalyst for education, communication, economic development & social programs. (Page 3, City of Nome Comprehensive Plan)</p>
<i>Shaktoolik</i>	<p>Goal 2: Raising our well-being and standards of living by expanding community services, education, and culturally appropriate healthy life-styles. (Page 54)</p>
<i>Shishmaref</i>	<p>Goal 1: Health and Culture Integrate local culture and traditions with modern technologies in order to have a balanced, healthy lifestyle. <i>Objectives:</i> 1. Fulfill the younger generations hunger for traditional activities and assure a youth camp is established. (Page 50)</p>
<i>Saint Michael</i>	<p>Goal 2: Through effective leadership, provide and maintain our culture while preserving our natural resources to maintain the health of our community <i>Objectives:</i> i. To continue to preserve our cultural heritage (Page 56)</p>

*Community
Participating in
Kawerak Head Start*

*Local Economic Development Plan
or Comprehensive Community Plan Reference*

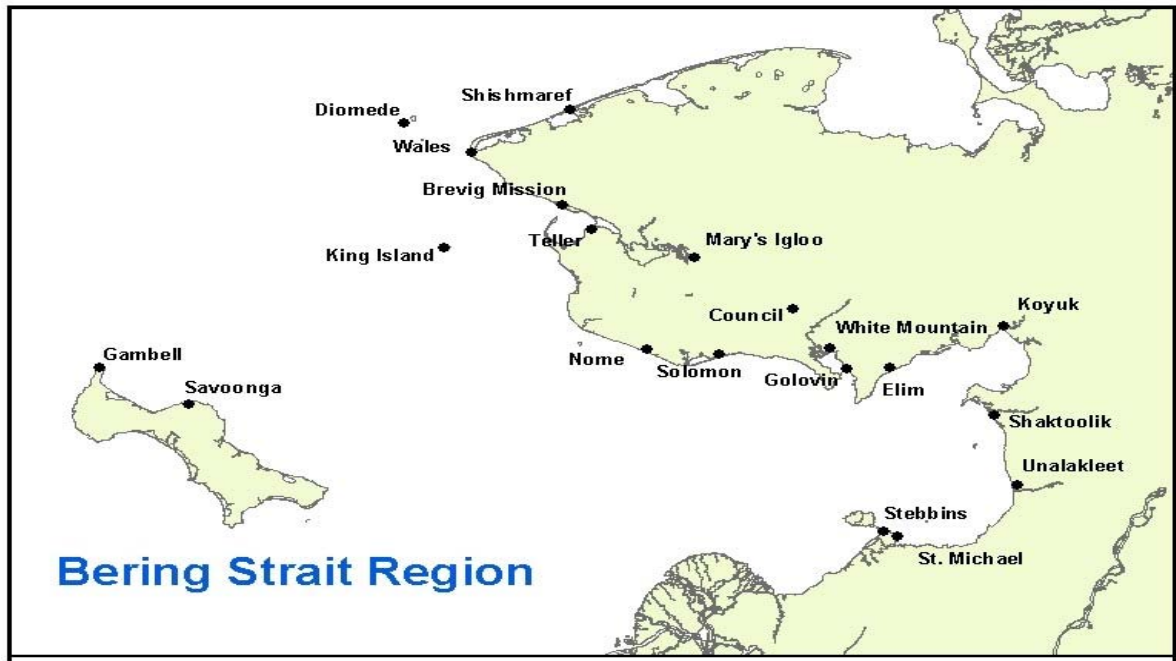
<i>Teller</i>	Goal 9: Teach our younger generation our cultural values that were handed down by our Elders from generation to generation. (Page 55)
<i>White Mountain</i>	Goal 1: Building up our community for improved family lifestyles <ul style="list-style-type: none"> • Preservation of Native heritage to have a better understanding of ourselves and culture to live healthy lifestyles for generations to come • Interaction of teachers, parents, and children in our school for furthering our children's education and traditional values/language (Page 50)

REGION OVERVIEW AND DEMOGRAPHICS

Geographic Boundaries

According to the Bering Strait Comprehensive Economic Development Plan (2013), the Bering Strait Region (also referred to as the Seward Peninsula, Norton Sound, or the Nome Census area) is located in Northwestern Alaska, between the latitudes of 63.5 degrees and 66.5 degrees north. The region is considered rural and encompasses a large land area of 23,000 square miles. The region is made up of the following major land features or areas:

- Seward Peninsula
- St. Lawrence Island
- King Island
- Little Diomed Island
- Coastal lands on the eastern and southeastern shores of Norton Sound



The region contains 570 miles of coastline along the Bering Sea, Norton Sound, and the Chukchi Sea. Today, the region includes 16 communities, ranging in population from 100 to 3,600. The region extends north to Shishmaref, east to Koyuk, south to St. Michael, and west to Gambell. The City of Nome serves as the hub community for transportation and regional services.

The landscape of the region is varied, ranging from marshy tundra plains, dotted with ponds and lakes to gentle rolling hills between 0 and 2,000 feet, to rugged mountains with steep ridges surpassing 4,000 feet in elevation. The region has no glaciers and becomes ice free for a short period each year in late summer, yet is underlain with permafrost. The region is drained by several rivers and myriad smaller creeks and streams.

The Bering Strait has a transitional climate, shifting from a maritime influence when the seas are ice-free to a continental influence over the winter and early spring months. Summer temperatures range from 30 to 50 degrees Fahrenheit. Average winter temperature is around zero, but can range from a high of +30 to low of -50 degrees Fahrenheit. Snowfall ranges between 33 and 80 inches. Accumulation depends on the prevalence of wind-caused drifting. Wind speed average 10 – 15 knots year-round.

The Kawerak Head Start service area is located in the Bering Straits Region of Alaska serving 11 of 16 villages³ that are inhabited year around, and 15 of 20 tribes. The villages and tribes include:

1. Brevig Mission / Native Village of Brevig Mission
2. Elim / Native Village of Elim
3. Gambell / Native Village of Gambell
4. Golovin / Chinik Eskimo Community
5. Koyuk / Native Village of Koyuk
6. Nome / Nome Eskimo Community, Native Village of Council, Village of Solomon, King Island Native Community⁴
7. Shaktoolik / Native Village of Shaktoolik
8. Shishmaref / Native Village of Shisharmef
9. Saint Michael / Native Village of Saint Michael
10. Teller / Teller Traditional Council and Native Village of Mary's Igloo
11. White Mountain / Native Village of White Mountain



Figure 14: Photo above of reindeer grazing near Teller. Photo below of Norton Sound near Nome. Photos by Ukallaysaaq T. Okleasik.

³ The communities of Savoonga and Stebbins are served by Rural CAP for Head Start / Early Head Start. The remainder of the region's communities (Diomedea, Unalakleet, Wales) are not served by Head Start/Early Head Start.

⁴ Families and children from all the region's tribes live in Nome as the hub community and Kawerak Head Start serves all as inclusive. The Nome tribes are based in the community with the majority of their tribal citizens residing in Nome.

Three (2) communities (Nome and Elim) are served by the Kawerak Early Head Start, and two (2) communities (Nome and Brevig Mission) are served by the Childcare Partnership.

Region and Communities Governing Structures

There are a number of governing structures in the region which are resources for partnership and collaboration. At the local level, governing structures include the tribal government, city/municipal government, village ANCSA corporation, advisory boards for education and fish/game management, and cooperatives for electrical utilities and grocery/retail stores. At the regional level, governing structures include tribal nonprofit associations, regional agencies (such as Norton Sound Economic Development Corporation and Bering Sea Women's Group), regional ANCSA corporation, State of Alaska boards (REAA school board and Fish/Game advisory board), State of Alaska agencies (such as the Alaska State Troopers, Office of Children Services, Fish and Game, Public Assistance, and Elections), and federal land management agencies (such as the Bureau of Land Management and National Park Service). With many governing structures at the regional to community/village level there are number of boards, councils and committees for consultation and coordination.

Within the Bering Strait Region there are a total of twenty (20) federally recognized tribes: three (3) tribes are traditional councils (Solomon, Teller and Chinik in Golovin) and seventeen (17) tribes have reorganized under the federal Indian Reorganization Act (IRA). The tribes have government-to-government relationships with the federal government and operate a number of governmental and tribal services in the communities directly or via the regional nonprofit associations, such as ICWA (Indian Child Welfare Act), general welfare assistance, scholarships for training and higher education, Johnson O'Malley educational support/supplemental services, realty, transportation, healthcare, and community-economic development programs.

The region's tribes have formed associations via state chartered nonprofit organizations to work at three main levels:

1. Social-cultural-educational services through Kawerak via the Bureau of Indian Affairs compact funding
2. Healthcare services through Norton Sound Health Corporation via the Indian Health Service compact funding
3. Housing services and development through Bering Strait Regional Housing Authority via the US Housing and Urban Development compact funding

Each Bering Strait Regional Organization is authorized by tribal resolutions for operating compact funds on behalf of tribes. Each tribe has a representative that composes the board of the regional entity. The regional organizations also operate other contracts, funding and grants – for example Kawerak operates the Head Start/Early Head Start/Child Care Partnership program with 11 communities and 15 tribes.

The Bering Strait Region is an unorganized borough – meaning there is no borough or county municipal government that operates at the regional level. The State of Alaska coordinates governmental functions for areas in the region outside of city municipal government boundaries including land use, permitting, planning and education. The 15 villages in the region have incorporated as 2nd class cities for local municipal government functions. The City of Nome is incorporated as a first class city and responsible for land use, permitting, planning and education within its municipal boundaries. The City of Nome currently operates a single site school district with a municipal elected school board. The public K-12 education in the rest of the region is operated by the State of Alaska via the Bering Strait School District (BSSD) based in Unalakleet called a Regional Education Attendance Area or REAA. BSSD elects a regional school board and local advisory education councils (AECs) in each village.

Population and Trends

The Bering Strait Region is considered a rural area of Alaska with a relatively small population. For the 11 communities served by Kawerak for the Head Start/Early Head Start/Child Care Partnership the population is 7,119 (2010 Census data available from the State of Alaska community profiles, June 2016). The largest community is Nome with a population of 3,598. The largest village is Gambell with a population of 681, and the smallest village is Golovin with a population of 156. The average village population is 352.

Overall, the population trend of the region is steadily growing over time. The below table reviews the US Census population history from 1960 to 2010 for the 11 communities served by Kawerak Head Start/Early Head Start/Child Care Partnership. From 1960 to 2010 or over 50 years, the community service population has grown by +3,058 – almost double from the 1960 Census of 4,061. The historical population growth reflects the significant community improvements in the region – particularly developments in housing,



Figure 15: White Mountain summer games - Kawerak Eskimo Heritage collection.

healthcare, social services, public and early childhood education, community infrastructure and economic development.

In recent US Census changes from 2000 to 2010, the overall growth of the service population has been 4.5%. The largest population growth was Brevig Mission with an increase of +112, and followed by Nome with an increase of +93. Only the communities of Teller and White Mountain saw population decreases of -39 and -13 respectively – note these community populations are relatively static when compared to their historical Census numbers.

Table 8: Kawerak Head Start Community Population Trends 1960-2010 / Based Upon the State of Alaska Community Profile Data – Census Population History

<i>Community</i>	1960	1970	+/-	1980	+/-	1990	+/-	2000	+/-	2010	+/-
<i>Brevig Mission</i>	77	123	+46	138	+15	198	+60	276	+78	388	+112
<i>Elim</i>	145	174	+29	211	+37	264	+53	313	+49	330	+17
<i>Gambell</i>	358	372	+14	445	+73	525	+80	649	+124	681	+32
<i>Golovin</i>	59	117	+58	87	-(30)	127	+40	144	+17	156	+12
<i>Koyuk</i>	129	122	-(7)	188	+66	231	+43	297	+66	332	+35
<i>Nome</i>	2,316	2,488	+172	2,544	+56	3,500	+956	3,505	+5	3,598	+93
<i>Shaktoolik</i>	187	151	-(36)	164	+13	178	+14	230	+52	251	+21
<i>Shishmaref</i>	217	267	+50	394	+127	456	+62	562	+106	563	+1
<i>St. Michael</i>	205	207	+2	239	+32	295	+56	368	+73	401	+33
<i>Teller</i>	217	220	+3	212	-(8)	151	-(61)	268	+117	229	-(39)
<i>White Mountain</i>	151	87	-(64)	125	+38	180	+55	203	+23	190	-(13)
Total	4,061	4,328	+267	4,747	+419	6,105	+1,358	6,815	+710	7,119	+304
Kawerak Head Start Communities											
<i>% change over 10-years</i>			6.6%		9.7%		28.6%		11.6%		4.5%

In planning for the future, one could expect the service population to continue to grow – particularly at the village level. The historical population growth changes have ranged from a low of 4.5% to a high of 28.6% over a 10-year Census period. A conservative estimate for population growth would be 0.9% annually. According to the Alaska Economic Trends on

Alaska Population Trends 2012-2042, “...much of the state’s recent growth has been due to its relatively young population and high birth rates.” (Howell, June 2014).

According to the Alaska Department of Labor and Workforce Development, Research and Analysis Section, the estimated 2015 population (most recent available) of the Kawerak service area is 7,594 – an estimated increase of +475 from the 2010 Census (Alaska Population Estimates by Alaska Native Village Statistical Area 2010 to 2015).

Table 9: Alaska Population Estimates by Alaska Native Village Statistical Area (ANVSA), 2011 to 2015
Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

Population Estimate

	July 2011	July 2012	July 2013	July 2014	July 2015
ANVSA Name					
<i>Brevig Mission</i>	410	416	445	412	415
<i>Elim</i>	333	364	352	352	340
<i>Gambell</i>	675	694	722	716	698
<i>Golovin</i>	170	173	181	172	185
<i>Koyuk</i>	349	337	342	322	333
<i>Nome</i>	3,776	3,831	3,740	3,814	3,899
<i>Shaktoolik</i>	257	275	272	283	274
<i>Shishmaref</i>	572	579	598	609	574
<i>St. Michael</i>	406	404	412	419	428
<i>Teller</i>	243	250	241	257	261
<i>White Mountain</i>	199	188	197	203	187
<i>Total Kawerak Head Start Communities</i>	7,390	7,511	7,502	7,559	7,594

Composition: racial/ethnic heritage, gender and ages

The composition of the 11 communities (referred as the *service population or service area*) served by Kawerak Head Start/Early Head Start/Child Care Partnership are majority Alaska Native/American Indian – which is estimated to be almost all Inuit. In the 2010 Census, a total of 5,688 or 79.9% of the service population identify themselves as Alaska Native or American Indian alone or in combination with one or more races (Census data from the State of Alaska community profile data, June 2016).

There are more males (all races) in the service population – 3,802 or 53.4% compared to 3,317 females or 46.6%. The average of the median age (all races) of each community in the Kawerak service population is 25 – a relatively young population compared to the US median age of 37.2 (US Census Bureau, Age and Sex Composition: 2010).

For the Kawerak service population (all races), there are 766 age 4 and under – the target ages of Head Start/Early Head Start/Child Care Partnership. Distribution of ages in the service population (all races) is as follows: ages 19 and younger (school age) 2,720 or 38.2%; ages 20-64 (adult) 3,964 or 55.7%; and ages 65 and older (elders) 435 or 6.1%.

There are two distinct sub-populations in the Kawerak service populations – Nome as the regional hub and the villages. The total population of Nome is 3,598 which is 50.5% of the Kawerak service population. The Alaska Native/American Indian population in Nome is 2,348 or 65.3% of the community, and the Native population represents 41.3% of the Kawerak service population. The median age of Nome residents (all races) is 32 – which is older than the village average median age of 24 – or 8 years older. For the Nome population, the age distribution for ages 4 and under is 323 which represents 9% of the Nome community and 42.2% of the Kawerak service population.

The population of the 10 villages served by Kawerak for Head Start/Early Head Start/Child Care Partnership services is 3,521 which represents 49.5% of the Kawerak service population. The Alaska Native/American Indian population in the villages is 3,340 or 94.9% of the villages' overall populations, and the Native population represents 58.7% of the Kawerak service population. The villages' average median age is 24. For the village populations, the age distribution for ages 4 and under is 443 which represents 12.6% of the village communities and 57.8% of the Kawerak service population.

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Table 10: Composition of Kawerak Head Start/Early Head Start/Child Care Partnership Communities by Race, Gender & Age / Compiled from the 2010 Census Data from the State of Alaska Community Profiles

<i>Community</i>	Total 2010 Population	Native⁵	Male	Female	Age 4 & under	19 & younger	Age 20- 64	Age 65 & older	Median Age
<i>Brevig Mission</i>	388	366	201	187	55	187	186	15	21
<i>Elim</i>	330	305	182	148	52	142	175	13	24
<i>Gambell</i>	681	654	358	323	82	289	354	38	25
<i>Golovin</i>	156	148	83	73	17	69	80	7	25
<i>Koyuk</i>	332	319	183	149	45	160	155	17	22
<i>Nome</i>	3,598	2,348	1,911	1,687	323	1,146	2,197	255	32
<i>Shaktoolik</i>	251	242	136	115	39	108	129	14	26
<i>Shishmaref</i>	563	540	310	253	73	260	266	37	23
<i>St. Michael</i>	401	379	211	190	43	189	196	16	22
<i>Teller</i>	229	220	118	111	18	95	119	15	26
<i>White Mountain</i>	190	167	109	81	19	75	107	8	28
<i>Total</i>	7,119	5,688	3,802	3,317	766	2,720	3,964	435	
		79.9%	53.4%	46.6%	10.8%	38.2%	55.7%	6.1%	
<i>Average Median Age</i>									25

⁵ Alaska Native and Native American - alone or in combination with one or more races

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Table 11: Comparison of Kawerak Service Populations in Nome and Villages in Regards to Compositions by Race, Gender & Age / Compiled from the 2010 Census Data from the State of Alaska Community Profiles

<i>Community</i>	<i>Population</i>		<i>Native</i>	<i>Male</i>	<i>Female</i>	<i>Age 4 & under</i>	<i>19 & younger</i>	<i>Age 20-64</i>	<i>Age 65 & older</i>	<i>Median Age</i>
<i>Nome</i>	3,598		2,348	1,911	1,687	323	1,146	2,197	255	32
<i>% of Nome Population</i>			65.3%	53.1%	46.9%	9.0%	31.9%	61.1%	7.1%	
<i>% Service Population</i>	50.5%		41.3%	50.3%	50.9%	42.2%	42.1%	55.4%	58.6%	
<i>Villages</i>	3,521		3,340	1,891	1,630	443	1,574	1,767	180	24
<i>% of Village Populations</i>			94.9%	53.7%	46.3%	12.6%	44.7%	50.2%	5.1%	
<i>% Service Population</i>	49.5%		58.7%	49.7%	49.1%	57.8%	57.9%	44.6%	41.4%	

Household Composition

For the Kawerak service population, there are 2,138 households (2010 US Census Data compiled from the State of Alaska Community Profiles). 1,484 or 69.4% are considered family households with an average household size of 4.09. For all households in the service population, 1,081 or 50.6% reside in owner occupied units, and 1,057 or 49.4% reside in renter occupied units.

There are two distinct sub-populations in the Kawerak service populations – Nome as the regional hub and the villages. For the villages, there are 922 households and this represents 43.1% of the service area households. 700 are considered family households – this represents 75.9% of the village households and 47.2% of the service population. The average household size is 4.2 – which is 1.2 greater than the Nome average household size. This indicates village families are larger in household size. In the villages served by Kawerak, 524 or 56.8% households reside in owner occupied units, and 398 or 43.2% reside in renter occupied units. The majority of renter occupied units are low- to medium-income HUD housing units operated by Bering Strait Regional Housing Authority as mutual self-help (1937 Act and there are 306 region/village-wide) or NAHASDA (Native American Housing Assistance and Self-Determination Act and there are 88 region/village-wide) units. The Bering Strait School District also maintains a number of teacher housing rental units in each village; however, the majority of BSSD teachers are estimated to be single households.

For Nome, there are 1,216 households and this represents 56.9% of the service area households. 784 are considered family households – this represents 64.5% of the Nome households and 52.8% of the service population. The average household size in Nome is 3. In Nome, 557 or 45.8% households reside in owner occupied units, and 659 or 54.2% reside in renter occupied units. This indicates a greater number of Nome households reside in renter units – which is reflective of the housing market with more units for rent from HUD funded agencies as well as the private sector which is often lacking in the villages.

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Table 12: Housing Characteristics based upon 2010 Census Data from the State of Alaska Community Profiles

<i>Community</i>	Households	Family Households	Average Household Size	Owner Occupied Units	Renter Occupied Units
<i>Brevig Mission</i>	93	76	5	31	62
<i>Elim</i>	89	67	4	47	42
<i>Gambell</i>	164	123	5	137	27
<i>Golovin</i>	49	33	4	25	24
<i>Koyuk</i>	89	63	4	36	53
<i>Shaktoolik</i>	64	52	4	34	30
<i>Shishmaref</i>	141	111	4	84	57
<i>St. Michael</i>	96	77	5	62	34
<i>Teller</i>	72	54	4	22	50
<i>White Mountain</i>	65	44	3	46	19
<i>Subtotal Villages</i>	922	700	4.20	524	398
<i>% Village</i>		75.9%		56.8%	43.2%
<i>% Service Population</i>	43.1%	47.2%		48.5%	37.7%
<i>Nome</i>	1,216	784	3	557	659
<i>% Village</i>		64.5%		45.8%	54.2%
<i>% Service Population</i>	56.9%	52.8%		51.5%	62.3%
<i>Total</i>	2,138	1,484		1,081	1,057
		69.4%		50.6%	49.4%
<i>Service Population Average</i>			4.09		

HOUSING

Housing is a major concern for the residents and families in the Kawerak service area. Within each Kawerak service community, there is very limited housing availability as demonstrated through the vacancy rates. Housing in the area is costly to construct, rent and maintain – Alaska Housing Finance Corporation has found 24% of all households in the Bering Strait Region are considered cost-burdened. Overcrowding, particularly among low-income families, is common and one of the highest rates in the State of Alaska. Program families and staff are both impacted by housing issues and working collaboratively with housing agencies is an important strategy to address with communities, families and developers.



Figure 16: photo above of White Mountain and photo below of Gambell. Photos by Ukallaysaaq T. Okleasik.

Availability

According to American Community Survey 2010-2014 data, the vacancy rates for the Kawerak service area is 0.89 for homeowner units and 2.8 for rental units. These vacancy rates are very low compared to the US averages – 2.1 for homeowner units and 6.9 for rental units. For the villages in the Kawerak service area, vacancy rates are lower and many villages are zero (0) for both vacancy rates. This indicates a very low-availability of housing which is often experienced by Head Start/Early Head Start/Child Care Partnership families and staff. It is not uncommon to find multiple families or inter-generational families living together in village communities due a lack of housing availability. The rural nature and Arctic conditions of the region makes housing both important and difficult. Due to the isolated geography, families have limited choices within a single village or community for housing – both the housing stock as well as rental and construction options. The Arctic conditions in the cold winter months making housing a necessity – very few people can be homeless and families often make any living situation work.

The median gross rent in the US is \$920 – compared to median rent in Nome of \$1,427 and average median rent in the villages of \$728.60. Village rents are generally lower due to small size of units, lack of quality units and/or subsidies through low-income housing

assistance or employment. The following summarizes housing availability data for the Kawerak service population.

Table 13: Housing Availability and Median Rent from the 2010-2014 American Community Survey Data

<i>Community</i>	Owned Units	Homeowner Vacancy Rate	Rental Units	Rental Vacancy Rate	Median Rent
<i>Brevig Mission</i>	40	0	56	0	\$ 675
<i>Elim</i>	56	0	35	0	\$ 717
<i>Gambell</i>	125	1.6	38	2.6	\$ 904
<i>Golovin</i>	30	6.7	20	5	\$ 750
<i>Koyuk</i>	46	0	21	9.5	\$ 713
<i>Shaktoolik</i>	34	0	31	0	\$ 713
<i>Shishmaref</i>	86	0	55	5.5	\$ 550
<i>St. Michael</i>	49	0	45	0	\$ 938
<i>Teller</i>	29	0	33	0	\$ 488
<i>White Mountain</i>	24	0	35	2.9	\$ 838
<i>Subtotal Villages</i>	519	0.83	369	2.55	\$ 728.60
<i>Nome</i>	603	1.5	752	5.3	\$ 1,427 ⁶
<i>Total</i>	1,122	0.89	1,121	2.80	\$ 792.09

Overcrowding

According to the *2014 Alaska Housing Assessment* conducted by the Alaska Housing Finance Corporation, the Bering Straits ANCSA region is the third most overcrowded area in the State of Alaska with 22% of occupied housing units with more than one person per room. According to housing information from Bering Straits Regional Housing Authority (BSRHA), overcrowding ranges from an estimated 66% of households in Shishmaref to 6.7% in Koyuk. The average overcrowding for the Kawerak village service population is 32% or about 1/3 of village households. The following table summarizes 2015 housing need and overcrowding information from BSRHA for the Kawerak service population – note it excludes Nome as HUD funds are compacted by Nome Eskimo Community as a tribally-designed housing authority,

⁶ The rent rates in Nome may include heating costs which could be a factor in higher median rent. Note: in Nome, it is common for landlords to include heating costs to protect the unit from freezing in the winter. Rentals in Nome are generally furnished which can also increase the median rent compared to the US rates.

and Alaska Housing Finance Corporation operates a number of HUD units in the community as a publicly-designed housing authority.

Table 14: Bering Straits Regional Housing Authority Housing Need Information, 2015

Community	Time since last BSRHA construction				BSRHA Waitlist	Overcrowded Households ⁷	Census Households	% Overcrowded
	<1 yr.	1 to 5yrs	5 to 9yrs	<10 yrs.				
<i>Brevig Mission</i>	X				1	7	93	7.5%
<i>Elim</i>		X			0	20	89	22.5%
<i>Gambell</i>			X		6	42	164	25.6%
<i>Golovin</i>		X			1	10	49	20.4%
<i>Koyuk</i>	X				4	6	89	6.7%
<i>Shaktoolik</i>			X		2	12	64	18.8%
<i>Shishmaref</i>	X				3	93	141	66.0%
<i>St. Michael</i>	X				3	63	96	65.6%
<i>Teller</i>			X		1	34	72	47.2%
<i>White Mountain</i>	X				3	8	65	12.3%
<i>Villages Subtotal ⁸</i>					24	295	922	32.0%

According to the Brevig Mission LEDP 2013-2018 regarding housing issues and overcrowding (as a village example), “*multi-generational extended families living in homes make overcrowding common in Brevig Mission. The extent to which families double up is difficult to measure because not all households apply for assistance or renew [housing] paperwork. Thus, the problem might not appear as dire too regional and state agencies as it appears at the local, village level. Convictions or inadequate work also serve as barriers to assistance and housing construction.*” (Page 18)

Affordability

Housing in the Kawerak service area is expensive due to the rural geographic locations and Arctic/Sub-Arctic conditions that affect construction seasons, shipping and higher

⁷ Bering Strait Regional Housing Authority considers overcrowded households as units with more than 2 people per room.

⁸ Kawerak service area for Head Start/Early Head Start/Child Care Partnership.

standards for building. According to the Alaska Housing Finance Corporation 2015 Construction Cost Survey, the following table compares Nome costs compared to Anchorage (note: village locations for comparison were not available in the study). The average price for construction materials transported to Nome are an estimated 184.5% higher compared to Anchorage – and it would be higher for each village location with additional transportation costs. The residential housing construction costs were based upon a model 3-bedroom/2-bath home of 1,923 square feet including an attached garage (which is considered an above average home in the Kawerak service area; however common to the Anchorage area). It should be noted that the model home may not meet cold weather building standards for higher insulation, piling or other appropriate foundations for the Arctic, water/sewer access (particularly in village locations) and cold weather windows – which are additional expenses to construction that would add to the overall cost and impact affordability of housing.

Table 15: Residential Construction Costs Comparison of Nome to Anchorage based upon the Alaska Housing Finance Corporation – 2015 Construction Cost Survey Report

Average Price for Construction Materials				
Community	Materials ⁹	Doors & Windows	Transportation Cost	Total Excluding Labor
Anchorage	\$ 23,405	\$ 4,227	\$ 9,049	\$ 36,681
Nome	\$ 46,193	\$ 4,487	\$ 16,991	\$ 67,671
Difference	\$ 22,788	\$ 260	\$ 7,942	\$ 30,990
	197.4%	106.2%	187.8%	184.5%

The higher costs for residential construction affects the affordability of homes, as well as reduced average home size – both for construction and ongoing heating, utilities and maintenance.

In regards to rentals, the housing rental market in Nome is landlord favored (Bering Strait Comprehensive Economic Development Strategy 2013-2018). *“For much of the year, finding a rental unit suitable for one’s needs is challenging. What the average renter does find*

⁹ Materials without concrete and rebar – only data available for comparison to Nome.

is expensive. Rates for a one-bedroom apartment are typically \$1,100 - \$1,200. A three-bedroom house will rent for well over \$2,000.” (page 97)

Approximately 24% of households in the Bering Straits Native Corporation region are considered cost-burdened, spending 30% or more of total household income on housing costs (2014 Alaska Housing Assessment, Alaska Housing Finance Corporation). This statement is noted in the report that *“the analysis of American Community Survey (ACS) energy costs indicate that there are systematic underestimations for rural Alaska, which suggests that ACS-based cost burdened housing estimates are low.”*

Conditions

The housing conditions of the Kawerak service area can be considered sub-standard compared to urban Alaska and the Lower 48 states – particularly with low-income families. The average home sizes in the Bering Strait Region (all 16 villages) range from 593 square feet in Stebbins to 1,302 square feet in Nome (2014 Alaska Housing Assessment, Alaska Housing Finance Corporation). This compares to the model home used in the Alaska Housing Finance Corporation 2015 Construction Cost Survey of 1,923 square feet – meaning the Stebbins average home (estimated to be a common village home in the Bering Strait) would be -1,330 square feet smaller than the model, and the average Nome home would be -621 square feet smaller than the model.

Climate, overcrowding and high construction/maintenance costs affect the conditions of many homes in the region. Due to the Arctic and Sub-Arctic climate conditions, many homes deteriorate at a faster rate. Also due to overcrowding, many homes take more wear and tear with higher than designed occupancy of rooms and spaces. The high costs of construction effects maintenance of homes particularly by low-income families that may not be able to afford re-painting, re-carpeting, re-tiling or other regular repairs and maintenance to keep a home in good to excellent condition.

As a village example of housing conditions from the Brevig Mission LEDP 2013-2018, *“Most homes in Brevig Mission have structural problems that need repair [often due to annual shifting with permafrost]. Black mold affects older and new homes and is a health hazard [often due to interior ventilation and moisture issues]. Many have issues with flooring; floor slant and items slide off counters.” (Page 19)*

HUD housing units

According to Bering Strait Regional Housing Authority (BSRHA), they manage a total of 427 HUD housing units in the region (includes all villages in the region). 80 units are in Nome, or 18.7% of the unit total, and 347 are in the villages, or 81.3% of the unit total.

Table 16: Bering Strait Regional Housing Authority HUD Units in the Region as of July 2016

<i>BSRHA HUD Unit Type</i>	Nome	Village	Total
<i><u>Market Rate - Nome</u></i>			
<i>Two 14-plex apartments in Nome</i>	28		
<i>One 6-plex apartment in Nome</i>	6		
<i>Subtotal Market Rate</i>	34		
<i><u>Low-Rent - Nome</u></i>			
<i>One 18-plex Elder apartment</i>	18		
<i>Three 4-plex buildings</i>	12		
<i>Two 8-plex buildings</i>	16		
<i>Subtotal Low-Rent</i>	46		
<i>Low-Income Homes in Villages – Region-wide</i>		347	
<i>Total</i>	80	347	427
	18.7%	81.3%	

According to the Nome Nugget Newspaper, the Alaska Housing Finance Corporation (AHFC) has 33 houses for families in Nome (State of Alaska public housing corporation), with 34 families waiting as of February 2016. “*Rural Alaska is ineligible for the AHFC rental voucher programs – such as prisoner re-entry, kids aging out of the foster care, VASH for Vets program, Moving Home program, and low-income vouchers.*” (Planning Panel Takes Up Nome’s Housing Needs, Medearis February 19, 2016).

Utilities and Heating

Utilities are important services to the Kawerak service area with the cold and dark winters – needed for lighting and heating systems. The prices for heating fuel and gasoline are very high in the Kawerak service area – Koyuk was the most expensive village, White Mountain the least expensive for heating fuel, and Nome was least expensive for gasoline. The village average prices are \$6.09/gallon for heating fuel and \$6.36/gallon for gasoline. The Nome prices are \$5.18/gallon for heating fuel and \$4.99/gallon for gasoline. For cost comparisons, the State of Alaska average for gasoline is \$2.58/gallon according to gaswatch.com, and the price of heating oil in Fairbanks is \$2.76/gallon. As an example, if a home used 500 gallons of heating fuel over a winter, the cost would be \$3,045 as a village average, \$2,495 in Nome, and \$1,380 in Fairbanks.

Table 17: Comparison of Heating Fuel and Gasoline Prices / Data from Kawerak Community Service Division based upon prices collected during June 2015

<i>Community</i>	Heating Fuel (#1)	Difference from Fairbanks¹⁰	Gasoline	Difference from Alaska AVG¹¹
<i>Brevig Mission</i>	\$ 5.80	+ \$ 3.04	\$ 6.34	+ \$ 3.76
<i>Gambell</i>	\$ 6.18	+ \$ 3.42	\$ 6.70	+ \$ 4.12
<i>Golovin</i>	\$ 6.00	+ \$ 3.24	\$ 6.00	+ \$ 3.42
<i>Koyuk</i>	\$ 6.85	+ \$ 4.09	\$ 7.31	+ \$ 4.73
<i>St. Michael</i>	\$ 6.76	+ \$ 4.00	\$ 6.04	+ \$ 3.46
<i>Shishmaref</i>	\$ 5.91	+ \$ 3.15	\$ 6.63	+ \$ 4.05
<i>Teller</i>	\$ 6.28	+ \$ 3.52	\$ 6.57	+ \$ 3.99
<i>White Mountain</i>	\$ 4.90	+ \$ 2.14	\$ 5.30	+ \$ 2.72
<i>Village Average</i>	\$ 6.09	+ \$ 3.33	\$ 6.36	+ \$ 3.78
<i>Nome¹²</i>	\$ 5.18	+ \$ 2.42	\$ 4.99	+ \$ 2.41

¹⁰ \$2.76 was the price quoted from Sourdough Fuel including taxes in Fairbanks, June 23, 2016 (assuming delivery of 100 gallons)

¹¹ \$2.58 was the Alaska average price of gasoline based upon gaspricewatch.com, June 23, 2016

¹² Nome prices quoted from Bonanza fuel including sales tax, June 23, 2016

Utilities are very expensive with electricity generated primarily from diesel that needs to be transported seasonally during the summer months and stored for a year usage. According to rates from the *Power Cost Equalization Program – Statistical Data by Community* (January 2016), the village average (Kawerak service area) is \$0.61 per kWh – which compares to the Alaska average of \$0.18 per kWh and the Washington state average of \$0.09 per kWh. The Nome cost is \$0.43 per kWh – which is still significantly more compared to the Alaska and Washington state averages. The high utility costs add to expensive housing costs and most low-to moderate-income families spend a significant portion of their income on utilities, heating and housing.

Table 18: Electric Utility Rates in the Kawerak Service Area

<i>Community</i>	<i>Utility</i> ¹³	<i>Cost per kWh</i> ¹⁴	Difference from	
			Alaska Average	Washington Average
<i>Brevig Mission</i>	AVEC	\$ 0.61	+ \$ 0.43	+ \$ 0.52
<i>Elim</i>	AVEC	\$ 0.62	+ \$ 0.44	+ \$ 0.53
<i>Gambell</i>	AVEC	\$ 0.58	+ \$ 0.40	+ \$ 0.49
<i>Golovin</i>	City	\$ 0.56	+ \$ 0.38	+ \$ 0.47
<i>Koyuk</i>	AVEC	\$ 0.63	+ \$ 0.45	+ \$ 0.54
<i>Shaktoolik</i>	AVEC	\$ 0.56	+ \$ 0.38	+ \$ 0.47
<i>Shishmaref</i>	AVEC	\$ 0.66	+ \$ 0.48	+ \$ 0.57
<i>St. Michael</i>	AVEC	\$ 0.62	+ \$ 0.44	+ \$ 0.53
<i>Teller</i>	AVEC	\$ 0.67	+ \$ 0.49	+ \$ 0.58
<i>White Mountain</i>	City	\$ 0.62	+ \$ 0.44	+ \$ 0.53
<i>Village Average</i>		\$ 0.61	+ \$ 0.43	+ \$ 0.52
<i>Nome</i>	NJUS	\$ 0.43	+ \$ 0.25	+ \$ 0.34
<i>Kawerak Service Area Average</i>		\$ 0.60	+ \$ 0.42	+ \$ 0.51
<i>Alaska State Average</i> ¹⁵		\$ 0.18	231.3%	
<i>Washington State Average</i>		\$ 0.09		562.6%

¹³ AVEC = Alaska Village Electric Cooperative; NJUS = Nome Joint Utility System

¹⁴ Residential cost per kWh (up to 500kWh) does not include monthly fees, fuel surcharges or Power Cost Equalization (PCE) subsidy.

¹⁵ Alaska and Washington state averages from <http://www.electricitylocal.com>, June 2016.

Homeless count

The number of homeless in the Kawerak service area is most likely underestimated and undercounted when examining US Census, HUD and State of Alaska estimates. This is primarily as the region has only two shelters: (1) Bering Sea Women's Group shelter, and (2) Nome Emergency Shelter Team (NEST). Note that NEST only operates seasonally during the winter months in Nome. Shelters are the main reporting entities in state and federal systems to count homelessness populations. With the small number of shelters in Nome and zero shelters in the villages, this leads to underreporting of homelessness in the service area.

Many people that are homeless in the region generally are able to live with families in the same household – some households have up to 8-11 people living in a 2- or 3-bedroom unit. This reflects the cold environment in which people need a place to live inside the majority of the year. This also reflects the tribal and cultural values of family and extended family.

INFRASTRUCTURE

Transportation

According to the Bering Strait Comprehensive Economic Development Plan (2013), there are no roads that connect the region to outside or urban communities – which leads to isolation of communities. Due to limited roads and the seasonal opening of the roads only during summer months, commuting to jobs is generally not economic and residents are generally limited to employment opportunities directly within their community.

Air travel and airfreight transportation is the only commercial and publicly available means to efficiently access the Bering Strait region year-round, however is expensive. Anchorage, an urban center and the state transportation hub, is 539 air miles to the south and Fairbanks, the next largest urban center, is 521 air miles to the east.

There are three regional airlines based in Nome that serve the surrounding villages: Bering Air, Rav’n Air, and Erickson Helicopters. Roundtrip airfare prices to/from Nome range from \$324¹⁶ to Teller on Bering Air, and \$800 on Erickson Helicopters to Diomed. There are two airlines for out-of-region service: Alaska Airlines to/from Nome that has direct jet service to Anchorage (roundtrip airfare ranges from \$293 for advance purchase to \$747 for full-fare), and Pen Air to/from Unalakleet to Anchorage (roundtrip airfare ranges from \$238 for advance purchase to \$478 for full-fare).

In regards to ocean/sea/river travel, during the ice-free months between June and November freight barges are able to make deliveries to the region – generally from Anchorage and Seattle, WA (items can be delivered to these locations for marine shipping onto barges). During the 2016 western Alaska barge shipping season, Northland scheduled a total of 5 barges into Nome. Gasoline/diesel, heating fuel and jet fuel are barged and the deliveries are stored for use throughout the winter months in each community in “tank farms.” There are a few cruise ships for tourism that arrive in Nome and with both climate change and interest in the Arctic this is projected to grow – however, the cruise ships do not provide regular commercial passenger service to/from Nome or the region. Regional residents use personal boats to travel via rivers/ocean/sea seasonally in the summer-fall dependent upon ice conditions.



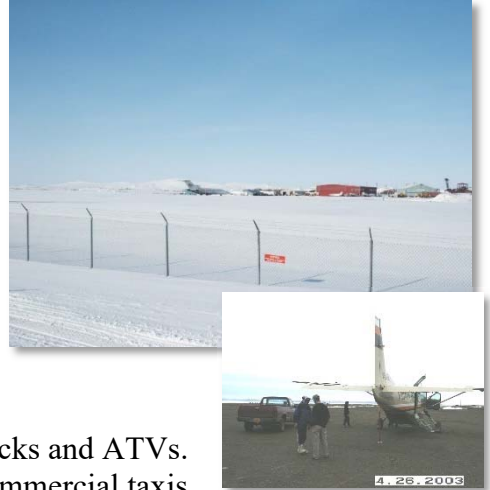
Figure 17: Flying into the village of Koyuk, December 2015. Photo by Ukallaysaaq T. Okleasik.



Figure 18: Gravel road between Nome and Teller, May 2016. Photo by Ukallaysaaq T. Okleasik.

¹⁶ All airfares quoted as of June 23, 2016 with direct purchase from the airlines.

For roads leading outside of regional communities, there are several hundred miles of gravel roads in the region that are seasonally available during the summer to fall months depending upon snow coverage. The majority of these roads surround Nome, and connect Nome north about 70 miles to the old Taylor mining area, east about 70 miles to Council, and west about 70 miles to the village of Teller. Other roads in the region that connect areas via a gravel road are between the villages of Stebbins and St. Michael, and between the village of Wales and Tin City. There are two emergency evacuation roads in the villages Shaktoolik and Gambell for protection from coastal flooding.



Ground transportation within Nome is generally cars/trucks and ATVs. There is no public transportation service in Nome – there are commercial taxis and Nome Eskimo Community is beginning operation of a tribal transportation bus within the city limits for tribal members/citizens. In villages, ground transportation is walking and ATVs with very few (if any) trucks with no public transportation or commercial taxis. Travel between villages is primarily accomplished by boat in the summer and snow-machine during the winter. Community waterways and trails are very important and provide a cost effective way for residents to access areas for subsistence, camping and traveling.

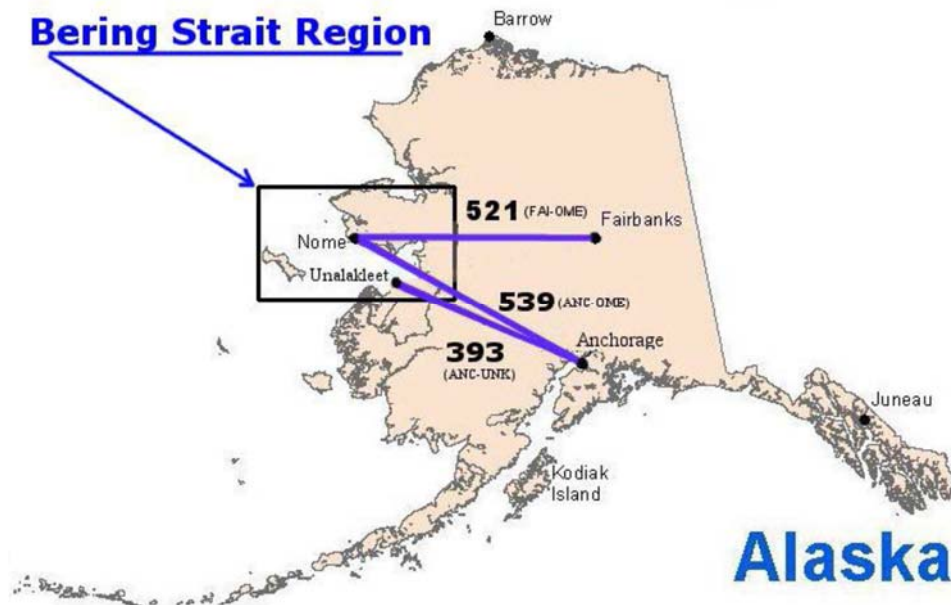


Figure 19: Map of the Bering Strait region with air miles from Nome to Anchorage & Fairbanks, and from Unalakleet to Anchorage – source Bering Strait CED Plan.

Photos above of the Nome & Shaktoolik airports by Ukallaysaaq T. Okleasik.

Communication

All communities receive some television broadcasting (*BSSD New Teacher Orientation Information*). Nome has the most choice with commercial cable service from GCI and satellite dish options. Some villages only have limited television broadcasting with the Rural Alaska satellite programming which is sometimes one channel. Some villages [generally the city government] operate a cable service – pricing varies from \$50/month for 8-10 channels; however, with the national changes to digital broadcasting some village operators are challenged with equipment upgrades and new technology required which can limit channels. Individual residents can install a personal satellite dish for access to other programs including DISH Network with over 100 channels – the equipment and installation costs can range from \$900 to \$3,500.

There are three (3) main radio stations in the region: KICY and KNOM based in Nome, and KNSA based in Unalakleet. Depending on the location of communities, station setup and atmospheric conditions, one may get other radio stations as well such as KOTZ based in Kotzebue and KYUK based in Bethel.

Telephone service is available in each community. The main telephone utility for land lines is Mukluk Telephone Company, Inc./Tel Alaska, and the main cellular companies are Tel Alaska Cellular and GCI. Free land line and/or cellular phone service is available in communities via the Federal Lifeline and Linkup programs – basic local telephone service dependent if one participates in low-income programs such as SSI, SNAP, LIHEAP, BIA GA and income qualifying for Head Start programs (*Rural Alaska Telephone Directory*, June 2015-2016).

GCI internet service is available in every community (*BSSD New Teacher Orientation Information*). GCI pricing is as follows: \$29.99 for 512 kB, \$64.99 for 2 MB \$74.99 for 3 MB, and \$114.99 4 MB – there are significant fees for monthly data overages. For example, some residential Internet service bills have ranged up to \$800 for a single month depending upon the plan and data overage fees. Some communities also have access to satellite Internet services such as Hughes Net and Excede Internet. The equipment and installation costs can range from \$900 to \$3,500; however, the monthly cost for service is lower and speeds are generally faster than GCI. Due to prices for residential Internet service, many low-income families do not have home based access – a digital divide among rural Alaska low-income families. Many village families rely on employer systems for access and/or public K-12 libraries.

Air & Water Quality / Accessibility

In Nome, piped water and sewer is available to residents within the city limits and operated by the Nome Joint Utility System. Nome generally has the staffing and capacity to maintain the public drinking and sewage system adequately and safely.

In the Kawerak service area villages, public drinking water quality and maintenance of sewage system is a concern. Based upon a review of local economic development plans (LEDPs), two (2) villages do not have piped or running water/sewer systems – Teller and Shishmaref – and rely on self-hauling for drinking water and honey buckets for residential sewer. Communities do have concerns with water/sewage systems and the below table summarizes based upon comments in the LEDPs. According to the Alaska Department of Environmental Conservation, many of the villages are vulnerable to potential contaminants in public drinking water sources – although many of the tests are dated from 2004 with limited funding to conduct regular testing.

Table 19: Village-Community Water & Sewage Concerns based upon Local Economic Development Plans

<i>Village/Community</i>	<i>System</i>	<i>Water Concerns</i>	<i>Sewage Concerns</i>
<i>Brevig Mission</i>	Piped	The water storage tank is too small to supply the community and have enough water to fight fires	The sewage lagoon stagnates. Residents are concerned about it possibly seeping into the environment.
<i>Elim</i>	Piped	The City found one new water source, but water shortages still occur on occasion. Need a new water source to prepare for future development and a source in an area far from possible contamination.	Waste flows to a sewage treatment plant with ocean outfall.
<i>Gambell</i>	Piped	A new water source is needed to ensure no shortages will occur with population and economic growth.	Thirty-seven homes in the original town-site still haul water from the washeteria and dump their honey-buckets at the landfill.
<i>Golovin</i>	Piped	LEDP did not review	LEDP did not review
<i>Koyuk</i>	Piped	A new water plant is needed as the well inside the plant	The east wind causes a smell from the lagoon so no

<i>Village/Community</i>	System	Water Concerns	Sewage Concerns
		tends of overflow and has eroded the foundation underneath the building.	one wants to move into the new subdivision nearby. The drainage valve needs replacement to function properly. Any leakage is a general sanitation problem.
<i>Shaktoolik</i>	Piped	The water tank needs to be replaced. It holds enough water for the community's needs, but it is rusting and wearing out.	A septic sludge disposal site exists, but is not permitted because it does not meet the Department of Environmental Conservation standards.
<i>Shishmaref</i>	Self-haul	The water tank does not always maintain enough water for personal use and emergencies like fires. Residents must conserve water at certain times of the year.	Protection of sewage disposal from coast erosion.
<i>St. Michael</i>	Piped	There are a number of homes that are not hooked up to the service due to the inability to afford the \$160/month connection fee or the abandonment of the home due to fire.	LEDP did not review
<i>Teller</i>	Self-haul or city water truck	Springtime rationing occasionally decreases water usage.	Households use honey buckets. 1-home has a septic tank. The city, as well as individuals, haul waste from each home to the fenced landfill five miles southeast of town.
<i>White Mountain</i>	Piped	Needs a new water storage tank.	The sewage system is wearing out.

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Table 20: Community Drinking Water Source Assessment Results / Alaska Department of Environmental Conservation

DEC Water System No.	WATER SYSTEM NAME	Primary Source Water Type	Bacteria & Viruses	Overall Vulnerability to Potential Contaminants				
				Nitrates/Nitrites	Volatile Organic Chemicals	Inorganics/ Heavy Metals	Synthetic Organic Chemicals	Other Organic Chemicals
AK2340248	BERING ST SD - TELLER SC/WASH	Surface water	Very High	Very High	Medium	Very High	Very High	Very High
AK2340418	BREVIG MISSION WATER SYSTEM	Ground water	Not completed	Not completed	Not completed	Not completed	Not completed	Not completed
AK2340345	ELIM WATER SUPPLY	Surface water	Very High	Very High	High	Medium	High	High
AK2340751	GAMBELL WATER SYSTEM	Ground water	Medium	Very High	High	Very High	High	High
AK2340214	GOLOVIN COMMUNITY WATER SYSTEM	Surface water	Medium	Medium	High	Medium	Medium	Medium
AK2340167	KOYUK PUBLIC WATER SYSTEM	Ground UDI surface water	High	Very High	Very High	Very High	High	Very High

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<u>AK2340010</u>	NOME JOINT UTILITY SYSTEM	Ground water	Low	Medium	Medium	Low	Low	Low
<u>AK2340442</u>	SHAKTOOLIK WATER SYSTEM	Surface water	Medium	Medium	Very High	Medium	High	High
<u>AK2340484</u>	SHISHMAREF WATER SYSTEM	Surface water	High	High	Very High	Very High	Medium	Medium
<u>AK2340337</u>	ST. MICHAEL WATER SYSTEM	Surface water	Not completed	Not completed	Not completed	Not completed	Not completed	Not completed
<u>AK2340507</u>	WHITE MOUNTAIN WATER SYSTEM	Ground water	Low	Medium	High	Low	Medium	Low

ECONOMIC, INCOME AND POVERTY LEVELS

Economic Activities

According to the Bering Strait Comprehensive Economic Development Plan (2013), the Bering Strait Region has a mixed economy – meaning based both on cash and subsistence practices. Regarding the cash economy, most employment arises through government (tribal-municipal-state-federal), healthcare, education, transportation and utilities. Of these local (tribal and municipal) government provides the most opportunity for employment within the region. Health care and educational services provide opportunities for employment as well. Together, these two sectors account for most employment opportunities in the region’s villages outside Nome.

The City of Nome serves as the hub for the region, and with its larger population and workforce, offers more diverse employment opportunities. Health care and education provide for the largest share of the Nome employment.

Income Levels, Employment and Principle Sources of Income

For all races in the Kawerak service area, the average per capita income is \$13,568, average median household income is \$34,799, and the average median family household income is \$35,313. However, the per capita income, household income and participation in assistance benefits between the Kawerak service area villages and Nome shows a significantly difference economically.

In the Kawerak service area villages for all races, the average per capita income is \$11,917, average median household income is \$31,184 and the average family household income is \$31,661. In regards to principal sources of income, 86.9% of all village households had earnings. However, only an estimated 35.7% of all employed civilians worked full-time – indicating there is a high percentage of part-time village employment and may be limited full-time positions. 55.1% of village full-time workers were female compared to 44.9% male – showing a higher number of female full-time workers in village employment. This indicates that women in village households could have more input or control with the cash economy or family finances. It is estimated that many males in village households support families by subsisting – hunting, fishing and gathering – which is not reflected in the per capita or median income measures, but an equally important part of the mixed economy.

The percentage of unemployed civilians 16-years and older is 26.4% (Kawerak service area villages), and an estimated 41.1% of those 16-years and older are not in the labor force. Both are much higher when compared to the Nome and the State of Alaska statistics. The top three (3) industries (representing 70% overall) that employed civilian workers in the villages were (1) educational services, health care and social assistance (39.2%); (2) public administration (18.0%); and (3) retail trade (12.8%). These industries are the top 3 for the villages, Nome and the State of Alaska as well; however, in the villages these industries employ a higher percentage indicating a less diverse local-cash economy that is more dependent upon these industries.

Village households also had a high participation in low-income assistance programs: 8.8% of village households received supplemental security income (SSI), 18.6% received public assistance, and 51.7% received food stamps. As a mixed economy of cash and subsistence, the villages had an estimated average of 89.04% of households using subsistence – an important “industry” and source of “income” to households¹⁷.

In Nome for all races, the per capita income is \$30,087, median household income is \$70,952, and the median family income is \$71,838. The village households have significantly lower incomes – comparison to the village per capita income is (\$18,170) lower than Nome, average median household income is (\$39,768) lower than Nome and the average median family household income is (\$40,177) lower than Nome. This disparity shows the economic realities of Nome to the surrounding villages which have fewer jobs, less full-time positions, and lower income employment opportunities, while at the same time a higher cost of living in the villages. This difference may be partially attributed to race – in the villages there is a substantially higher representation of Alaska Natives/American Indians and the median household income data is based upon all races in comparison to Nome which has a higher portion of non-Natives in the community population. Note, nationally Alaska Natives/American Indians have a lower median household income – reference US Census Profile American Facts for Features issue CB11-FF.22, November 1, 2011, that compared Alaska Native/American Indian median household incomes of \$35,062 to \$50,046 for all races in the nation.

¹⁷ Subsistence is more than income. Inuit subsistence reflects cultural values, traditional ways of life and relationships to the environment at human, animal, plant and spiritual levels. Subsistence is also more than just food or income – for example inclusive of uses for arts, gifts, building materials (e.g. skin boats and drums), medicine and tools.

In regards to principal sources of income, 93% of all Nome households had earnings. An estimated 72.1% of all employed civilians worked full-time – this would contribute to the higher per capita and median household incomes. 47.8% of Nome full-time workers were female compared to 52.2% male. The percentage of unemployed civilians 16-years and older is 10.3%, and an estimated 32.7% of those 16-years and older are not in the labor force. The top three (3) industries (representing 62.8% overall) that employed civilian workers in Nome were (1) educational services, health care and social assistance (34.9%); (2) public administration (17.6%); and (3) retail trade (10.3%).

In comparison to the villages, Nome has lower participation of households in low-income assistance programs as a percentage of all households: 2.8% in SSI, 4% in public assistance and 10.9% in food stamps. As a mixed economy of cash and subsistence, Nome had an estimated 41.1% of households using subsistence – which is still an important “industry” and source of “income” to households and likely higher for Alaska Natives/American Indians residing in Nome.

The following summarizes the comparison of per capita income and median household income within the region, the State of Alaska, and the US/national levels. The per capita and median household income for Alaska is \$33,129 and \$71,829 respectively ¹⁸ and for the US/national per capita income is \$28,555 and median household income is \$53,657 ¹⁹. The villages in the Kawerak service area are significantly below the per capita and median household incomes for all comparisons.

Table 21: Summary Comparison of Per Capita and Median Household Incomes

Comparison Areas	Difference of Per Capita Income	Difference of Median Household Income
<i>Villages²⁰ to Nome</i>	- \$ (18,170)	- \$ (39,768)
<i>Villages to US</i>	- \$ (16,638)	- \$ (22,473)
<i>Villages to Alaska</i>	- \$ (21,212)	- \$ (40,645)
<i>Nome to Alaska</i>	- \$ (3,042)	- \$ (877)
<i>Nome to US</i>	+ \$ 1,532	+ \$ 17,295

¹⁸ Based upon the American Community Survey 2010-2014 5-year data via the Alaska Department of Labor Research and Analysis Section. Does not factor cost of living adjustments in geography.

¹⁹ Based upon the US Census Bureau report – [Income and Poverty in the United States: 2014](#).

²⁰ Villages is an average of the median household income of the Kawerak service area.

In regards to the State of Alaska, the percentage of unemployed civilians 16-years and older is 8.1%, and an estimated 29.2% of those 16-years and older are not in the labor force – note that the villages and Nome have higher percentages. The top three (3) industries (representing 46% overall) that employed civilian workers in the state were: (1) educational services, health care and social assistance (23.3%); (2) public administration (11.9%); and (3) retail trade (10.8%). It should be noted these industries are considered the cash-based portion of the regional economy and the workers by industry do not reflect subsistence lifestyles which is an important part of the mixed economy of the region.



Figure 20: photos above (left-to-right) are the Shishmaref School, Golovin Health Clinic, and Kawerak Offices in Nome – top industries for employment include educational services, health care and assistance; and public administration.

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Table 22: Per Capita and Full-Time (FT) Worker Data Based on the American Community Survey 2010-2014 5-Year Income and Poverty Data via the Alaska Department of Labor Research and Analysis Section

<i>Community</i>	Per Capita Income	All Full-Time (FT)	FT Male	% Male	FT Female	% Female
<i>Brevig Mission</i>	\$ 7,565	31	11	35.5%	20	64.5%
<i>Elim</i>	\$ 11,961	23	14	60.9%	9	39.1%
<i>Gambell</i>	\$ 12,653	83	42	50.6%	41	49.4%
<i>Golovin</i>	\$ 14,216	13	8	61.5%	5	38.5%
<i>Koyuk</i>	\$ 9,003	14	7	50.0%	7	50.0%
<i>Shaktolik</i>	\$ 13,648	32	11	34.4%	21	65.6%
<i>Shishmaref</i>	\$ 9,724	46	22	47.8%	24	52.2%
<i>St. Michael</i>	\$ 12,255	65	25	38.5%	40	61.5%
<i>Teller</i>	\$ 10,752	20	4	20.0%	16	80.0%
<i>White Mountain</i>	\$ 17,389	18	11	61.1%	7	38.9%
Village Subtotal-AVG	\$ 11,917	345	155	44.9%	190	55.1%
<i>Village % of FT employed civilians</i>		35.7%				
<i>Nome</i>	\$ 30,087	1,344	702	52.2%	642	47.8%
<i>Nome % of FT employed civilians</i>		72.1%				
Average-Total	\$ 13,568	1,689	857	50.7%	832	49.3%
<i>Service Area % of FT employed civilians</i>		59.7%				
<i>Alaska</i>	\$ 33,129	243,245	143,069	58.8%	100,176	41.2%
<i>State % of FT employed civilians</i>		69.9%				

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Table 23: Household Income and Benefits from the American Community Survey 2010-2014 5-Year Data via the Alaska Department of Labor Research and Analysis Section

<i>Community</i>	Median Household Income	Median Family Income	Total Households	Number of households with assistance				Households with Earnings
				SSI²¹	Public Assistance	Food Stamps²²		
<i>Brevig Mission</i>	\$ 32,143	\$26,750	96	6	22	74		85
<i>Elim</i>	\$ 34,375	\$ 36,250	91	8	13	39		80
<i>Gambell</i>	\$ 32,500	\$ 33,333	160	10	26	71		141
<i>Golovin</i>	\$ 31,250	\$ 33,125	47	1	3	10		39
<i>Koyuk</i>	\$ 32,679	\$ 23,958	65	14	17	48		54
<i>Shaktoolik</i>	\$ 32,292	\$ 41,250	65	8	10	19		59
<i>Shishmaref</i>	\$ 37,000	\$ 35,417	138	22	33	92		117
<i>St. Michael</i>	\$ 27,222	\$ 26,944	94	0	13	44		83
<i>Teller</i>	\$ 26,667	\$ 27,500	62	5	11	31		51
<i>White Mountain</i>	\$ 25,714	\$ 32,083	58	3	15	25		52
<i>Village Subtotal/AVG</i>	\$ 31,184	\$ 31,661	876	77	163	453		761
				8.8%	18.6%	51.7%		86.9%
<i>Nome</i>	\$ 70,952	\$ 71,838	1,306	36	52	142		1,214
				2.8%	4.0%	10.9%		93.0%
<i>Total/AVG</i>	\$ 34,799	\$ 35,313	2,182	113	215	595		1,975
				5.2%	9.9%	27.3%		90.5%
<i>Alaska</i>	\$ 71,829	\$ 83,714	251,678	9,343	15,596	26,130		218,142
				3.7%	6.2%	10.4%		86.7%

²¹ Supplemental Security Income – designed to help aged, blind, and disabled people who have little or no income, and provides cash to meet basic needs for food, clothing and shelter.

²² Households with food stamp benefits in the past 12-months.

Table 24: Estimated Percentage of Households Using Subsistence Based Reports Available on the Alaska Department of Fish and Game Community Subsistence Information System (CSIS)

<i>Community</i>	Estimated Percentage of Households Using Subsistence ²³
<i>Brevig Mission</i> ²⁴	86.7%
<i>Elim</i>	96.2%
<i>Gambell</i>	92.8%
<i>Golovin</i> ²⁵	84.8%
<i>Koyuk</i> ²⁶	96.9%
<i>Shaktoolik</i> ²⁷	60%
<i>Shishmaref</i> ²⁸	85.4%
<i>St. Michael</i> ²⁹	70%
<i>Teller</i>	79.6%
<i>White Mountain</i> ³⁰	88.5%
<i>Village Average</i>	84.09%
<i>Nome</i>	41.1%

²³ ADF&G data was collected over different years due to their work schedule and available funding for subsistence studies across the region and state.

The table uses 2005 harvest by community report data (unless noted otherwise) for subsistence use of **Large Land Mammals**, except for Gambell and Nome which were based upon 1995 data for subsistence use of Birds and Eggs (data set available for comparison).

It should be noted that subsistence among communities in the Bering Strait Region is diverse ranging from land animals, marine life to plants. The selection of just one resource such as mammals or birds is not reflective of the many resources used by households – however often the only data available for reference or comparison. Subsistence resources include (but are not limited to) plants, water, fish, shellfish, small mammals, large land mammals, and marine mammals. However, the estimates provided do give a partial picture for the purposes of demonstrating household subsistence use in the communities.

²⁴ 1989 data.

²⁵ 2010 data.

²⁶ 2010 data.

²⁷ 2009 data.

²⁸ 2009 data.

²⁹ 2003 data.

³⁰ 2008 data.

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**Table 25: Employment Status Based on American Community Survey 2010-2014 5-Year Data
via Alaska Department of Labor Research and Analysis**

<i>Community</i>	Population 16 >	In labor force 16 >	% In labor force 16 >	% Not in labor force 16 >	Employed civilians	Unemployed civilians	% in labor force 16 > unemployed civilians
<i>Brevig Mission</i>	265	166	62.6%	37.4%	105	61	36.7%
<i>Elim</i>	214	117	54.7%	45.3%	93	24	20.5%
<i>Gambell</i>	498	304	61.0%	39.0%	202	102	33.6%
<i>Golovin</i>	82	72	87.8%	12.2%	55	17	23.6%
<i>Koyuk</i>	161	85	52.8%	47.2%	55	30	35.3%
<i>Shaktoolik</i>	156	93	59.6%	40.4%	68	25	26.9%
<i>Shishmaref</i>	379	176	46.4%	53.6%	152	24	13.6%
<i>St. Michael</i>	237	159	67.1%	32.9%	133	26	16.4%
<i>Teller</i>	132	67	50.8%	49.2%	55	12	17.9%
<i>White Mountain</i>	103	73	70.9%	29.1%	48	25	34.2%
<i>Village Subtotal</i>	2,227	1,312	58.9%	41.1%	966	346	
<i>% of the in labor force 16 ></i>					73.6%	26.4%	
<i>Nome</i>	2,818	2,084	74.0%	26.0%	1,865	214	
<i>% of the in labor force 16 ></i>					89.5%	10.3%	
<i>Total</i>	5,045	3,396	67.3%	32.7%	2,831	560	
<i>% of the in labor force 16 ></i>					83.4%	16.5%	
<i>Alaska</i>	560,680	396,856	70.8%	29.2%	347,983	32,097	
<i>% of the in labor force 16 ></i>					87.7%	8.1%	

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Table 26: Workers by Industry Based on the American Community Survey 2010-2014 5-Year Data via the Alaska Department of Labor Research and Analysis

<i>Industry</i>	Brevig Mission	Elim	Gambell	Golovin	Koyuk	Shaktoolik	Shishmaref	St. Michael	Teller	White Mountain	Village Subtotal	%	Nome	%	Total	%	Alaska	%
Civilian Employed	105	93	202	55	55	68	152	133	55	48	966		1,865		2,831		347,983	
<i>Agriculture, forestry, fishing & hunting, and mining</i>	2	2	15	0	0	0	1	2	1	0	23	2.4%	88	4.7%	111	3.9%	19,560	5.6%
<i>Construction</i>	5	2	3	0	0	6	2	10	2	1	31	3.2%	78	4.2%	109	3.9%	26,569	7.6%
<i>Manufacturing</i>	0	0	8	0	0	2	0	0	0	0	10	1.0%	53	2.8%	63	2.2%	12,559	3.6%
<i>Wholesale Trade</i>	0	4	0	0	0	2	0	0	0	0	6	0.6%	18	1.0%	24	0.8%	6,314	1.8%
Retail Trade	7	13	24	4	13	9	23	13	14	4	124	12.8%	193	10.3%	317	11.2%	37,509	10.8%
<i>Transportation & warehousing, and utilities</i>	8	14	16	8	11	9	8	5	5	4	88	9.1%	132	7.1%	220	7.8%	26,983	7.8%
<i>Information</i>	0	0	0	2	0	0	2	0	0	3	7	0.7%	10	0.5%	17	0.6%	6,700	1.9%
<i>Finance & insurance, & real estate & rental & leasing</i>	2	2	2	0	2	0	5	3	0	0	16	1.7%	71	3.8%	87	3.1%	14,139	4.1%
<i>Professional, scientific, management, & administrative</i>	2	0	5	0	1	2	4	0	0	2	16	1.7%	28	1.5%	44	1.6%	28,929	8.3%
Educational services, & health care, & social assistance	49	43	77	24	14	26	56	53	19	18	379	39.2%	651	34.9%	1,030	36.4%	81,146	23.3%
<i>Arts, entertainment, and recreation, accommodation, & food services</i>	6	0	19	0	1	3	21	14	0	0	64	6.6%	139	7.5%	203	7.2%	31,255	9.0%

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Industry	Brevig Mission	Elim	Gambell	Golovin	Koyuk	Shaktoolik	Shishmaref	St. Michael	Teller	White Mountain	Village Subtotal	%	Nome	%	Total	%	Alaska	%
<i>Other services, except public administration</i>	0	1	6	2	0	3	13	1	1	1	28	2.9%	75	4.0%	103	3.6%	14,772	4.2%
Public administration	24	12	27	15	13	6	17	32	13	15	174	18.0%	329	17.6%	503	17.8%	41,548	11.9%

Number Below Poverty

For all races in the Kawerak service area, there are 1,784 persons (or 25.6%) below poverty and 305 family households (or 14.0% of all households) in poverty. However, the number below poverty between the Kawerak service area villages and Nome shows a significantly difference. In the villages for all races, there are 1,382 persons below poverty which is 77.5% of the Kawerak Head Start/Early Head Start/Child Care Partnership service population. There are 262 village family households in poverty which represents 85.9% of the service population.

Table 27: Poverty Status Over the Last 12-Months Based on American Community Survey 2010-2014 5-Year Data via the Alaska Department of Labor Research and Analysis Section

<i>Community</i>	<i>Universe³¹</i>	<i>Persons Below Poverty</i>	<i>%</i>	<i>Family Households in Poverty</i>	<i>% of All HH</i>
<i>Brevig Mission</i>	438	267	61.0%	54	56.3%
<i>Elim</i>	319	92	28.8%	17	18.7%
<i>Gambell</i>	700	268	38.3%	46	28.8%
<i>Golovin</i>	122	52	42.6%	12	25.5%
<i>Koyuk</i>	265	136	51.3%	23	35.4%
<i>Shaktoolik</i>	212	60	28.3%	12	18.5%
<i>Shishmaref</i>	626	206	32.9%	40	29.0%
<i>St. Michael</i>	396	156	39.4%	30	31.9%
<i>Teller</i>	184	87	47.3%	19	30.6%
<i>White Mountain</i>	146	58	39.7%	9	15.5%
<i>Village Subtotal</i>	3,408	1,382	40.6%	262	29.9%
<i>% of Total Service Population</i>		77.5%		85.9%	
<i>Nome</i>	3,574	402	11.2%	43	3.3%
<i>% of Total Service Population</i>		22.5%		14.1%	
<i>Total</i>	6,982	1,784	25.6%	305	14.0%
<i>Alaska</i>	711,235	71,866	10.1%	11,843	4.7%

³¹ Universe: persons for whom poverty status is determined.

HEALTH

Health Services Available

Healthcare services are primarily provided by Norton Sound Health Corporation (NSHC). NSHC is headquartered in Nome and was formed as a tribally operated nonprofit in 1970 to serve the Inupiaq, Central Yup'ik, Saint Lawrence Island Yupik, and regional residents of the Bering Strait Region (NSHC Clinical Services Strategic Plan to 2018). There are an estimated 500 employees and many staff members regularly travel to villages to treat patients. There are fifteen village clinics (including the Kawerak serve area villages) staffed by local residents trained as community health aides. These front-line primary care providers are a critical link between patients and medical staff in Nome – communications via electronic medical records, telephone and telemedicine. In the Unalakleet sub-regional clinic and larger villages, NSHC stations a physician assistant or nurse practitioner in addition to health aides. The sub-regional clinic in Unalakleet also has dental health aide therapists, an audiologist, and pharmacy. For village patients that require the next level of care, they are referred to Nome for scheduled services. In an emergency, staff fly to a village to transport the patient back to Nome or on to Anchorage for care above the level NSHC provides.

Table 28: Health Services Available to the Region from the Norton Sound Health Corporation Clinical Services Strategic Plan to 2018

Health Services via Norton Sound Health Corporation
<p>Screening and Assessment for Timely Health Intervention</p> <p><i>Caring for the Body</i></p> <ul style="list-style-type: none"> - Child health exams and immunizations - New born and infant health screenings - Adult immunizations - STD and communicable disease control - TB Control Team - Screenings & treatment with a focus on preventive health practices & early detection of disease - Case management of regional obstetric patients - MCH client referrals to Anchorage for birth and follow-up care including coordination of travel and care - MCH follow-up with high risk children for ongoing care - Assist WIC families with infant health checks and vaccinations - Case management of WIC clients for enrollment & participation - Supplemental food to WIC eligible pregnant and postpartum infants/children up to age 5 - WIC nutrition, breast feeding, and healthy families' education - Referrals of WIC eligible and ineligible families for assistance - ILP developmental screening, assessment & evaluation

<p>Health Services via Norton Sound Health Corporation</p> <ul style="list-style-type: none"> - Collaborate with Kawerak and other agencies for FAS services - Education & support to families affected by prenatal alcohol exposure - Screening & assessment of regional residents for development disabilities and functional limitations - Identify & screen Elders for community- and home-based services
<p>Direct Community Level Medical Care for Excellent Physical Health</p> <p><i>Caring for the Body</i></p> <ul style="list-style-type: none"> - Primary care for all phases of acute and chronic illnesses at the community level - Assess and diagnosis patients' physical conditions and needs - Healing care in the clinical, inpatient, QCC, and itinerant and tele-medicine services - First responder care in the region and throughout communities - Schedule patient appointments & coordination with health services - Administer prescribed procedures, therapies, and treatments - Facilitate patient and family health education throughout the care experience in preparation for discharge and healthy lifestyles - Medical evacuation coordination and support - Coordinate and support itinerant provider travel, patient appointments, and community services - Patient sample collection and laboratory results - Clinic referrals of patients to and from NSHC and Anchorage based programs and services - Personal care attendant services for qualifying Elders and disabled patients - Health counseling with patients and families - Early condition detection and intervention
<p>Mental Health Care and Substance Abuse Treatment for Healthy Choices and Behavior</p> <p><i>Caring for the Mind</i></p> <ul style="list-style-type: none"> - Outpatient mental health services - Outpatient substance abuse treatment - BHS crisis response, e.g. suicide, depression, anxiety, domestic violence, etc. - Hospital coverage for mental health inpatient admissions - On-call & emergency services for mental health patient encounters - Itinerant village visits for behavioral & mental health services - Marital and family counseling - Patient assessment and referrals for specialty behavioral/mental/substance abuse needs - Psychiatric medication assessment and evaluation - Case management of BHS clients - Psychological and neuropsychological testing - Interagency agreements with regional entities for therapeutic services, e.g. schools, OCS, and Nome Youth Center - Village level counseling in mental health and substance abuse - Village level after care services

<p>Health Services via Norton Sound Health Corporation</p> <ul style="list-style-type: none"> - Outpatient & home based counseling with village youth ages 9 to 23 - Village youth mental health prevention and wellness promotion - Sober transitional housing facility for women and their children - Substance abuse treatment & case management - Subsistence and recreational activities with Healthy Paths clients for healing - Care coordination & services for individuals (all ages if diagnosed before age 22) with limitations including development disabilities
<p>Facilitate Patient Resources and Clinical Services for Continuity of Care</p> <p><i>Caring for the Mind</i></p> <ul style="list-style-type: none"> - Assist Elders and disabled individuals with care placements and arranging for assistance at home - Assist patients with difficult pregnancies and births, e.g. teenage parents, and those who wish to adopt their child - Patient and family education throughout the clinical experience (social services) - Facilitate access to other financial resources for patient and family health care, e.g. Denali Kid Care, Medicaid, Medicare, etc. - Assist patients with emergency lodging arrangements - Assist with NSHC reporting and investigations associated with child, adult and Elder abuse/neglect, and domestic violence victims - Refer patients and families to supportive resources including treatment, financial assistance, housing, & other resources - Assist families of those who have died with grief counseling and burial assistance - Participate in the sexual assault response team (SART) - Hearing aid sales and service - Eye glasses and contact sales/service - Sales and dispense of prescribed medications - Family involvement in long-term care and plan - Coordinate Elder and long-term care resident activities - Coordinate region-wide emergency medical care systems - Schedule patient clinic appointments - Coordinate and support specialty clinics - Case reviews of patient drug therapy
<p>Enhancing Wisdom and Cultural Activities for Current and Future Generations'</p> <p>Healthy Connections, Holistic Self-Care and Community Wellness with Healing</p> <p><i>Caring for the Spirit</i></p> <ul style="list-style-type: none"> - Promote traditional living with patients for health and prevention: support self-care incorporating culture that empowers patients, people and communities in living healthy lifestyles – education, prevention and activities; nutrition counseling and exercise education - Patient education with clients and referrals for health services - Data collection of regional residents for genetic and health research - Healthy living education and promotion for prevention of coronary disease

Health Services via Norton Sound Health Corporation

- Assess regional injury and accident incidents – e.g. vehicle, fire, Elder falls, hunting, etc.
- Provide safety materials and equipment to communities – e.g. life jackets, helmets, smoke detectors, gun safety locks, etc.
- Promote personal safety and accident prevention through public service announcements, media, etc.
- Suicide prevention
- BHS prevention and educational services
- VBC coordinated prevention education and wellness promotion
- Coordinate wellness activities
- Prevention of FAS and wellness promotion
- Temporary safe housing for pregnant village patients awaiting delivery in Nome – women only
- Education with pre-maternal home clients/residents on childbirth, FAS, healthy living, child abuse prevention, breast feeding, contraception, parenting and smoking cessation
- Nutrition and meals for pregnant village residents/clients in the pre-maternal home
- Promote the healthy development and growth of children from birth to age 3
- Services with qualifying ILP children and families to ensure healthy development
- Educate ILP qualifying parents and families on child health and development
- Assist Elder and disabled patients with third party resources for financial payment of services

Percentage Insured

An estimated 30.5% of the Kawerak service population is without insurance – based upon those under 65 years of age for the civilian noninstitutionalized persons (*American Community Survey, 2010-2014 5-Year Data*). For those 18 years and younger, an estimated 13.3% are without insurance coverage. For the villages, the majority of insurance coverage is provided by public insurance – e.g. Medicaid, Denali Kid Care and other publicly provided benefits generally based upon income. In Nome, the majority of insurance is private – such as employer sponsored plans. In the region, Norton Sound Health Corporation (NSHC) is the tribally chartered healthcare provider that serves the whole region and compacts with the US Indian Health Service for providing services to Alaska Native/American Indians. Almost all the Alaska Native/American Indian population in the region are eligible to receive healthcare services through NSHC.

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Table 29: Insurance Coverage from the American Community Survey 2010-2014 5-Year Data via the Alaska Department of Labor Research and Analysis Section

<i>Community</i>	Under 65 Years of Age Civilian Noninstitutionalized (NI) Persons	Without Insurance Coverage	With Public Insurance Only	Private Insurance Only	> 18 Years	Without Insurance Coverage	%
<i>Brevig Mission</i>	433	116	258	26	185	7	3.8%
<i>Elim</i>	303	96	156	25	109	10	9.2%
<i>Gambell</i>	656	290	287	45	227	33	14.5%
<i>Golovin</i>	114	55	31	27	41	10	24.4%
<i>Koyuk</i>	244	65	148	16	119	15	12.6%
<i>Shaktoolik</i>	195	61	92	31	63	2	3.2%
<i>Shishmaref</i>	606	202	291	103	270	23	8.5%
<i>St. Michael</i>	394	164	159	61	181	48	26.5%
<i>Teller</i>	171	67	60	32	60	13	21.7%
<i>White Mountain</i>	142	60	39	35	49	12	24.5%
<i>Village Subtotal/AVG</i>	3,258	1,176	1,521	401	1,304	173	
<i>Village % of < 65 civilian NI persons</i>		36.1%	46.7%	12.3%		13.3%	
<i>Nome</i>	3,323	830	517	1,682	1,105	182	
<i>Nome % of < 65 civilian NI persons</i>		25.0%	15.6%	50.6%		16.5%	
<i>Total</i>	6,581	2,006	2,038	2,083	2,409	355	
<i>Total/Service Area % of < 65 civilian NI persons</i>		30.5%	31.0%	31.7%		14.7%	
<i>Alaska</i>	643,352	133,223	122,983	326,588	187,648	22,497	
<i>State % of < 65 civilian NI persons</i>		20.7%	19.1%	50.8%		12.0%	

Prevalent Health Problems

According to Norton Sound Health Corporation's FY 2014 annual report, prevalent health problems in the region include sore throat, ear infection, high blood pressure and bronchitis (top 5 primary care or outpatient clinic diagnoses). The following table outlines top diagnosis for clinics by community according to data from the NSHC Clinical Services strategic plan. According to the Alaska Bureau of Vital Statistics, the leading causes of death in the Nome Census area (Bering Strait Region) from 2011-2013 are: malignant neoplasms (cancer), diseases of the heart, intentional self-harm (suicide), unintentional injuries (accidents), and cerebrovascular diseases (stroke).

Table 30: Norton Sound Health Corporation FY 2014 Vital Statistics
Data from the FY 2014 NSHC Annual Report

Top Five Primary Care Diagnoses		Common Name
1.	Acute Pharyngitis	Sore throat
2.	Otitis Media	Ear infection
3.	Routine Child Health Exam	
4.	Hypertension	High blood pressure
5.	Bronchitis	Respiratory illness/infection
Preventive Tests/Visits		Count
1.	Vaccines Administered	6,122
2.	Flu Shots Administered	2,273
3.	Well-Child Visits	1,413
4.	Health Fair Participants	826
5.	Pap Tests	729

Table 31: Top Diagnoses by Village FY 2011, 2014 & 2015
Data from Norton Sound Health Corporation Clinical Services Strategic Plan to 2018

Village	FY11 Top Diagnoses- Common Name	FY14 Top Diagnoses- Common Name	FY15 YTD Top Diagnoses- Common Name
Brevig Mission	Otitis Media	Otitis Media	Bronchitis/Bronchiolitis
	Strep Sore Throat	Strep Sore Throat	Otitis Media
Elim	Routine Child Exam	Otitis Media	Pneumonia
	Acute Pharyngitis	Routine Child Exam	Hypertension
Gambell	Strep Sore Throat	Acute Pharyngitis	Hypertension
	Acute Upper Resp. Infection	Hypertension	Respiratory Infection
Golovin	Strep Sore Throat	Acute Pharyngitis	URI/Pharyngitis
	Acute Pharyngitis	Cystitis	UTI
Koyuk	Acute Pharyngitis	Otitis Media	Pharyngitis
	Otitis Media	Acute Pharyngitis	Hypertension
St. Michael	Otitis Media	Strep Sore Throat	Supervision of Normal Pregnancy
	Routine Well-Child Exam	Bronchitis	Impetigo
Shaktoolik	Vaccination	Acute Pharyngitis	Pharyngitis
	Otitis Media	Vaccines	Hypertension

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<i>Village</i>	FY11 Top Diagnoses- Common Name	FY14 Top Diagnoses- Common Name	FY15 YTD Top Diagnoses- Common Name
<i>Shishmaref</i>	Acute Pharyngitis	Acute Pharyngitis	Pharyngitis/Nasopharyngitis
	Otitis Media	Vaccines	Hypertension
<i>Teller</i>	Strep Sore Throat	Hypertension	Pharyngitis
	Acute Pharyngitis	Strep Sore Throat	Hypertension
<i>White Mountain</i>	Routine Child Exam	Acute Pharyngitis	Pharyngitis
	Acute Pharyngitis	Acute Nasopharyngitis	Hypertension
<i>Nome Clinic</i>	Acute URI	Routine Child Exam	Hypertension
	Hypertension	Health Exam	Supervision of Normal Pregnancy
			Well-Child
			Diabetes

Table 32: Top Five Leading Causes of Death¹ for Nome² 2011-2013
Data from the Alaska Bureau of Vital Statistics

<i>Cause of Death (ICD-10 Codes)</i>	<i>Nome Area Rank</i>	<i>Deaths</i>	<i>Crude Rate³</i>	<i>Age- Adjusted Rate⁴</i>	<i>AK Rank</i>	<i>AK Crude Rate³</i>	<i>AK Age- Adjusted Rate⁴</i>
<i>Malignant Neoplasms (C00-C97)</i>	1	61	207.0	351.6	1	131.0	168.1
<i>Diseases of the Heart (I00-I09, I11, I13, I20- I51)</i>	2	44	149.3	280.0	2	97.9	137.7
<i>Intentional Self-Harm (Suicide) (X60-X84, Y87.0)</i>	3	21	71.3	75.7	6	21.9	22.1
<i>Unintentional Injuries (V01-X59, Y85-Y86)</i>	4	18	61.1*	77.2*	3	50.4	54.4
<i>Cerebrovascular Diseases (I60-I69)</i>	5	12	40.7*	104.6*	5	24.8	40.4
<i>TOTAL DEATHS</i>		211	716.0	1207.3		537.1	725.9

Notes to data:

¹ For the top leading causes with less than 3 deaths are not reported.

² Nome Census Area

³ Crude rates are per 100,000 population.

⁴ Age-Adjusted rates are per 100,000 U.S. year 2000 standard population.

* Rates based on fewer than 20 occurrences are statistically unreliable and should be used with caution.

**Rates based on fewer than 6 occurrences are not reported.

Prenatal Health Data

The following table provides health information on prenatal care and pregnancy health from the *Alaska Maternal and Child Health Data Book 2011: Alaska Native Edition*

Table 33: Norton Sound Tribal Health Region Maternal and Child Health Data, 2004-2008

<i>Norton Sound Tribal Health Region</i>	Percentage Alaska Native	95% CI Lower	95% CI Upper
<i>Unintended Pregnancy Among Women Delivering Live Births</i>	60.4	52.1	68.1
<i>HIV Test During Pregnancy or Delivery</i>	70.6	61.7	78.2
<i>Prenatal WIC Participation</i>	76.8	69.2	83.0
<i>Prenatal Cigarette Use (Last 3 Months)</i>	59.1	50.6	67.0
<i>Prenatal Spit Tobacco or Iqmik Use</i>	13.1	8.5	19.8
<i>Prenatal Marijuana Use</i>	13.7	8.9	20.6
<i>Symptoms of Maternal Depression</i>	47.2	38.9	55.6
<i>Well-baby Checkups</i>	99.8	99.4	99.9

According to the *2012 Kids Count Report*, in Alaska the use of prenatal care varies considerably by the age and race of the mother and where she lives. From 2005 through 2009, the report estimates that almost 55% of Alaska Native women who had babies received less-than-adequate care. Women in remote regions are also less likely to get adequate care. In the Northern area/region³², an estimated 58% of mothers received less-than-adequate care (pages 13-14). The report analysts believe younger teenagers are more likely to delay prenatal care or get no care at all because they don't know how to get care or don't understand its importance—or simply because they want to hide their pregnancies.

³² Northern Region includes the Bering Strait, Northwest Arctic/NANA and North Slope/Arctic Slope regions/areas.

Immunization Levels

According to the State of Alaska Epidemiology (Bulletin 22, September 27, 2012), the US Center for Disease Control's (CDC's) 2011 National Immunization Survey (NIS) results showed that Alaska ranked 39th overall/nationally for the 4:3:1:0:3:1:4 vaccine coverage series for 19–35 month old children. Alaska was above the national mean for all of the vaccines that were examined among kindergarteners in 2011. Alaska was below the national mean for three of the four vaccines that were examined among adolescents aged 13–17 years.

According to the Bulletin, *“The 2011 NIS results indicate that Alaska’s overall vaccine coverage rates are low compared to other states, especially among children aged 19–35 months and for varicella, Tdap, and meningococcal vaccines among adolescents. Alaska’s American Indian/Alaska Native coverage rates are generally higher than the all-Alaska rates.”*

Infant Mortality

According to the Alaska Bureau of Vital Statistics, the following table summarizes infant death and infant mortality rates for the Nome Census area or Bering Strait Region. Note: infant deaths are registered where the mother lived, not where the infant died.

Table 34: 2007-2009 Infant Deaths and Infant Mortality Rates for Nome¹ and Alaska

Nome Census Area Infant Deaths 2007-2009	Deaths	Rate⁴	Alaska Rate⁴
Neonatal²	5	**	2.6
Postneonatal³	7	9.9*	3.6
Total Infant Deaths	12	17.0*	6.2

¹ Census Area

² Deaths to infants less than 28 days of age.

³ Deaths to infants 28 days to 1 year of age.

⁴ Rates are the number of infant deaths per 1,000 live births.

* Rates based on fewer than 20 occurrences are statistically unreliable and should be used with caution.

** Rates based on fewer than 6 occurrences are not reported.

According to the *2012 Kids Count Report* regarding infant mortality (page 16):

The two regions with the highest infant mortality rates—Northern and Southwest—are also the ones with the highest percentage of pregnant women getting less-than-adequate prenatal care, as we saw earlier. These are remote areas of Alaska, and while small communities in those regions do have health clinics, they don’t have the types of advanced medical care available in larger, urban areas—and getting to urban areas from remote places is expensive and at times impossible, depending on the weather [and financial ability].

The *2012 Kids Count Report* reviews causes of infant deaths and the following highlights leading causes in Alaska (page 16): birth defects, Sudden Infant Death Syndrome (SIDS), and accidents. The report identified that most deaths among infants are preventable – social and environmental factors including exposure to smoking, limited access to health care, and negligence among caregivers.

Child Death Rate

The child death rate is the number of deaths per 100,000 children ages 1 to 14 from all causes. According to the *2012 Kids Count Report*, “Deaths among children reflect not only their physical health but also the health of their mothers, their access to health care, their environment, and how much adults supervise them and keep them safe.” (page 41). Alaska has one of the highest child death rates (as of 2008) – 31 per 100,000 compared to the US national rate of 18 per 100,000. The Northern Region rate was at 51 per 100,000 (page 41). The following provides statewide causes of death information:

“The Alaska Bureau of Vital Statistics also tracks the causes of death among the state’s children.... for those ages 1 to 17, for the period 2005-2009. Accidents caused most deaths among children (45%), followed by natural causes (29%). Among younger children (ages 1 to 9) natural causes and accidents caused most deaths—but a few were killed by their parents or other adults. Older children were as likely to commit suicide as to die from natural causes, and nearly 10% who died—17 of 201—were murdered.”

- *2012 Kids Count Report, page 41*

Number of Low Birth Weight Babies

From 2005 to 2009, low birthweight by race in the State of Alaska followed a pattern similar to US national trends. In Alaska, black babies had the highest rate (11.9%), while white babies (5.5%) and Alaska Native babies (5.6%) had the lowest statewide rates. Regional rates of low birthweight from 2005 to 2009 ranged from 5% along the Gulf Coast to 6.6% in the Northern region [included the communities in the Kawerak service area] (*2012 Kids Count Report*, page 15).

Teen Pregnancy Rates

The definition of the teen birth rate is the number of births to girls ages 15 to 19 years old per 1,000 girls in that age group. Births are reported based on where the mother/girl lives, not where the baby was born. According to the *2012 Kids Count Report*, in Alaska and the US the birth rates among both older (18-19) and younger (15-17) teenagers fell during the past decade. The Northern Region had the highest rate in Alaska at 89 per 1,000 girls, compared to the statewide rate of 51 per 1,000 girls (page 26). The significant of teen births is that teenage mothers/girls face a number of challenges and problems in raising their children. *“They are less likely to get good prenatal care and more likely to have babies early or underweight, putting the babies at higher risk of dying. Most teenage mothers—80% in Alaska—are unmarried and face raising their children alone.”* (page 25)

In understanding teen birth rates, the 2012 Kids Count Report reveals the teenage mothers are not necessarily the social stereo-type:

“...The Campaign to Prevent Teen Pregnancy analyzed data from a longitudinal study of adolescents and found that, in fact, most teenage parents come from families with two parents and from households with incomes above the poverty line. Only 30% of teenage parents reported growing up in single-parent homes, and 28% came from families with incomes below the poverty line.” (page 25)

Communicable Diseases

According to the State of Alaska Epidemiology (*Chlamydia Infection Update – Alaska 2015 Bulletin*), “*Chlamydia trachomatis infection (CT) is the most common reportable infectious disease in the U.S. and in Alaska. From 2010–2014, Alaska had the highest CT infection rate in the nation.*” Based upon 2015 reported CT cases, 81% occurred in persons aged 20-24 years. The Northern Region had one of the highest CT rates – 2,151 cases per 100,000 persons – compared to the state rate of 766 cases per 100,000 persons. The Northern Region also had the greatest rate increase statewide – 4% increase from 2014.

Incidence of Drug and Alcohol Abuse

According to the Bering Strait School District (new teacher orientation information), many of the villages in the Kawerak service have implemented a local option law regarding the regulation of alcohol – the options are described as are wet, damp and dry. Wet means alcohol is legal to sell and import – Nome is the only wet community in the region. Damp means that alcohol can be legally imported (but not sold) in limited quantities from recognized sources/sellers (amounts are defined in the city ordinances) – two villages are damp Teller and White Mountain. Dry means alcohol cannot be legally bought, sold or imported (meaning brought or sent into a community) – this is the remaining villages in the Kawerak service area.

Table 35: Local Option Status of Communities Regarding Alcohol

Community	Local Option Status
<i>Brevig Mission</i>	Dry
<i>Elim</i>	Dry
<i>Gambell</i>	Dry
<i>Golovin</i>	Dry
<i>Koyuk</i>	Dry
<i>St. Michael</i>	Dry
<i>Shaktoolik</i>	Dry
<i>Shishmaref</i>	Dry
<i>Teller</i>	Damp
<i>White Mountain</i>	Damp
<i>Nome</i>	Wet

According to the 2015 Annual Drug Report prepared by the Alaska State Troopers (page 5), the following excerpt introduces the nature of Alaska’s drug and alcohol problem:

Members of Alaska's law enforcement community and others who are part of Alaska's criminal justice system have long known that the greatest contributing factor to violent crimes—including domestic violence and sexual assault—is drug and alcohol abuse. Property crimes, such as burglary and theft, often have a drug and alcohol abuse nexus. It is also widely recognized that many of the accidental deaths that occur in Alaska are related to alcohol use. This is especially true in the western regions [including the locations of the Kawerak service area] of the state and is evident in the statistics entered into the Alaska State Trooper case management systems.

Drugs of choice are identified in the 2015 Annual Drug Report as: “Alcohol, heroin, methamphetamine, cocaine, prescription drugs, and marijuana continue to be the primary substances abused. Synthetic cannabinoid [also known as spice] appear to have impacted some communities while other areas of the state do not appear to have an appetite for them. Trends of poly-drug use (the use of two or more psychoactive drugs in combination to achieve a particular effect) are being widely reported, in particular the combination of heroin and methamphetamine.” (page 6).

The report also identifies for Rural Alaska that alcohol and marijuana continue to overwhelmingly be the drugs of choice – note alcohol is seized in or in-transport to dry communities associated with bootlegging activities. Seizures of methamphetamine, heroin, and prescription drugs were also prevalent in smaller rural communities in 2015.

Tobacco Use and Second-Hand Smoke Among Households/Children

According to the Tobacco Prevention and Control Regional Profile (FY 2015) for the Northern Region, the following outlines adult tobacco use ³³:

Adult tobacco use data are gathered using the Alaska Behavioral Risk Factor Surveillance System (BRFSS), combining 2011 – 2013 data to calculate regional estimates. Over 2 in 5 adults (42% ± 5%) are estimated to currently smoke cigarettes in

³³ Northern Region is considered the Bering Strait Region, Northwest Arctic (NANA Region) and North Slope (Arctic Slope Region).

the Northern region, nearly double the statewide estimate of 22% ($\pm 1\%$) for 2011 – 2013 pooled data...

Certain priority populations, including Alaska Natives, people with low socio-economic status (SES) [such as those families served by the Kawerak Head Start/Early Head Start/Childcare Partnership]³⁴, and young adults, may experience higher rates of tobacco use than others...

In the Northern region, adult smoking prevalence was 42% ($\pm 5\%$) overall. Among Alaska Natives, the smoking prevalence was significantly higher than the regional estimate as well as prevalence among non-Natives, 52% ($\pm 6\%$) compared to 19% ($\pm 7\%$). Likewise, the smoking prevalence was higher among people with low SES as compared to the regional estimate as well as those with higher SES, 42% ($\pm 20\%$) compared to 18% ($\pm 8\%$). (Pages 4-5)

With a high prevalence among Alaska Native adults in the Northern Region, second-hand smoke exposure is increased. At the same time as Kawerak Head Start/Early Head Start/Child Care Partnership serve low-income families, the usage of tobacco is estimated to be higher and children of those families have a higher risk of second hand smoke exposure.

In regards to youth tobacco use, the Nome Community Center completed a survey of Nome students in grades 2-12 that found the following usage – note the village youth usage is estimated to be the higher as tobacco use is observed to be broader in villages:

According to the Nome Community Center Youth Tobacco Use Survey, the following provide current Nome youth tobacco use:

- *3.7% of Nome Elementary Students (Grades 2-6) have tried smoking, and 2.5% have tried chew tobacco*
- *0.6% of Nome Elementary Students (Grades 2-6) smoke regularly, chew regularly and use both smoke and chew regularly*
- *27.4% of Nome Middle School/Junior High Students (Grades 7-8) have tried smoking, and 11.3% have tried chew tobacco*
- *6.5% of Nome Middle School/Junior High Students (Grades 7-8) smoke regularly, 3.2% chew regularly and 3.2% use both smoke and chew regularly*

³⁴ Comments added.

- *51.4% of Nome High School Students (Grades 9-12) have tried smoking, and 21.9% have tried chew tobacco*
- *15.8% of Nome High School Students (Grades 9-12) smoke regularly, 3.4% chew regularly and 1.4% use both smoke and chew regularly*

-- Tobacco Use Survey Results for Nome Students in Grades 2-12, Nome Community Center January 2006

Number of Children Born to Addicted Mothers

According to the *Alaska Maternal and Child Health Data Book 2012: Birth Defects Surveillance Edition*, the prevalence of fetal alcohol spectrum disorders (FASD) during the birth years of 1996-2011 was highest in the Northern Region³⁵ at 3.5% of live births – compared to the State of Alaska estimate of 1% (page 22). Also, the prevalence of FASD was higher among Alaska Native children when compared to non-Native children. The report highlighted the following findings:

“Unadjusted risk factor analysis revealed the following epidemiological characteristics for Alaskan children reported with a fetal alcohol spectrum disorder for birth years 1996-2011...

- *Alaska Native mothers were more than 10 times more likely to deliver a child with FASD when compared to white mothers.*
- *Women who reported tobacco use during pregnancy were over 9 times more likely to deliver a child with FASD when compared to mothers who did not report tobacco use during pregnancy” (page 23).*

³⁵ Northern Region includes the Bering Strait, Northwest Arctic/NANA and North Slope/Arctic Slope regions.

Children with Disabilities

According to the US Department of Education Part C and 619 Data Display for Alaska during the 2012-2013 school year, the top two disability categories for Alaskan children ages 3-5 were Development Delay (51.13%) and Speech or Language (37.52%)³⁶.

Table 36: Percent of Children with Disabilities by Disability Category, Ages 3 Through 5, Part C and 619 Data Display: Alaska, 2012-2013

Disability Category	CWDs (IDEA), Ages 3-5 State (%)	CWDs (IDEA), Ages 3-5, Nation (%)
All disabilities	100.00	100.00
Autism	3.88	7.77
Deaf-blindness	0.00	0.03
Developmental delay	51.13	37.22
Emotional disturbance	0.05	0.40
Hearing impairment	1.32	1.26
Intellectual disability	0.80	1.95
Multiple disabilities	1.04	1.10
Orthopedic impairment	0.99	0.95
Other health impairment	2.84	2.87
Specific learning disabilities	0.05	1.17
Speech or language	37.52	44.68
Traumatic brain injury	0.14	0.15
Visual impairment	0.24	0.44

³⁶ **Explanatory Note:** The percentage represents a distribution of children with disabilities (IDEA) by disability category for ages 3 through 5. For this calculation in the report, the denominator is all children with disabilities (IDEA), ages 3 through 5. National data represent the US, Outlying Areas, and Freely Associated States. Data reported for IDEA 2012 Part B Child Count.

NUTRITION

Children Receiving Free Lunch and Breakfast

According to the Alaska Department of Education and Early Development, 85% of Bering Strait School District students are enrolled to the free and reduced meals provided by public schools during the 2015 program year. 93% of Nome Public Schools students are enrolled to the free and reduced meals. This compares to the State of Alaska school percentage of 50% of students.

**Table 37: Alaska Department of Education & Early Development
National School Lunch Programs Data for Free and Reduced Price Meals Report, 2015 Program Year with
Calculations based on Community Eligibility Provision (CEP) Multiplier**

<i>District</i>	<i>School</i>	<i>Free Meals</i>	<i>Reduced Meals</i>	<i>Students Enrolled</i>	<i>% F& R</i>
<i>State of Alaska</i>	Grand Total	51,640	6,275	115,431	50%
<i>Bering Strait School District</i>	Total	1,493	86	1,849	85%
<i>Elim</i>	Aniguiin School	101	10	113	98%
<i>St. Michael</i>	Anthony A. Andrews School	135	16	171	88%
<i>Brevig Mission</i>	Brevig Mission School	118	10	137	93%
<i>Gambell</i>	Gambell School	157	8	183	90%
<i>Teller</i>	James C. Isabell School	61	3	76	84%
<i>Koyuk</i>	Koyuk-Malimiut School	102	0	107	95%
<i>Golovin</i>	Martin L. Olson School	37	10	60	78%
<i>Shaktoolik</i>	Shaktoolik School	50	11	79	77%
<i>Shishmaref</i>	Shishmaref School	186	1	205	91%
<i>White Mountain</i>	White Mountain School	35	0	50	70%
<i>Nome Public Schools</i>	Total	638	0	688	93%
<i>Nome</i>	NACTEC	0	0	0	0%
<i>Nome</i>	Nome Elementary-CEP	333	0	383	87%
<i>Nome</i>	Nome-Beltz Jr./Sr. High-CEP	305	0	305	100%

Food Stamp Recipients & Participants in Food Distribution Programs

According to the American Community Survey 2010-2014 5-Year Data for the Kawerak Service Area, food stamp benefits were estimated to be used by 27.3% of households during the past 12-months (reference *Table 23: Household Income and Benefits*). This is much higher than the Alaska estimate of 10.4% of households. Food stamp participation among the Kawerak service area villages is very high – an estimated 51.7% of households utilized in the past 12 months. This indicates that many village households need assistance for basic needs such as food and the benefits are very important in meeting nutritional needs.

The Food Distribution Program on Indian Reservations (FDPIR) is a federal program funded by a US Department of Agriculture – Food Nutrition Service. FDPIR provides food packages (not vouchers) with eligible households including Alaska Native households in tribal communities, Indian and non-Indian households residing on a reservation and households living in an approved area that include at least one member of a federally recognized tribe. To be considered, households must also meet income standards and cannot receive FDPIR and food stamp benefits concurrently.

In the Kawerak service area, two (2) Tribes work with the Alaska Native Tribal Health Consortium (ANTHC) to offer the FDPIR in their communities: Elim and St. Michael. According to ANTHC program data provided for FY 2015 (October to September or the federal fiscal year), Elim served an average of 23.58 households per month, and St. Michael 3.25 households per month. An estimated 26.5% of households in Elim utilized the FDPIR, and 3.4% in St. Michael.

KAWERAK NEEDS ASSESSMENT

Table 38: ANTHC Data of Monthly FNS152 Reported Participation Rates for Active Tribal Agencies in FY15 as of July 2016.

Tribal Participation³⁷	14-Oct	14-Nov	14-Dec	15-Jan	15-Feb	15-Mar	15-Apr	15-May	15-Jun	15-Jul	15-Aug	15-Sep	Cumulative TOTAL	AVG
Elim	26	26	20	27	27	27	28	20	24	24	20	14	283	23.58
% HH³⁸	29.2%	29.2%	22.5%	30.3%	30.3%	30.3%	31.5%	22.5%	27.0%	27.0%	22.5%	15.7%		26.5%
St. Michael	0	0	3	3	4	3	5	4	4	1	4	8	39	3.25
% HH	0.0%	0.0%	3.1%	3.1%	4.2%	3.1%	5.2%	4.2%	4.2%	1.0%	4.2%	8.3%		3.4%
Total	26	26	23	30	31	30	33	24	28	25	24	22	322	26.83

³⁷ Only the villages/tribes of Elim and St. Michael participate in the ANTHC FDPIR in the Bering Strait Region – the program is not available in the other regional communities.

³⁸ Percentage of households based upon the American Community Survey 2010-2014 5-year data via the Alaska Department of Labor Research and Analysis.

WIC Program Participants

The Women, Infants, and Children (WIC) is a nutrition program that helps pregnant women, new mothers and young children eat well, learn about good nutrition and stay healthy (Norton Sound Health Corporation web site, July 2016). In the Kawerak service area, Norton Sound Health Corporation operates the WIC program region-wide based in Nome.

According to the *Alaska Maternal and Child Health Data Book 2011: Alaska Native Edition*, an estimated 76.8% of Alaska Native/prenatal women participate in the WIC program in the Norton Sound Tribal Health Region (reference Table 33 – Norton Sound Tribal Health Region Maternal and Child Health Data, 2004-2008). This is a significant number of prenatal Alaska Native women and represents a significant contribution to nutritional needs of families.

Availability of Low Cost Food, and Fresh Fruits/Vegetables in Stores

Every village in the region has at least one grocery or multipurpose store (*BSSD New Teacher Orientation Information*). All groceries and retail goods must be flown-in and this affects both the availability of foods/goods and prices. According to BSSD, prices in village stores are at least 50-75% above what you might pay the Lower 48 states and Anchorage. Most of the village stores work hard to keep produce and dairy items in stock, but these are both hard to stock and popular items which tend to sell fast. Also due to the freight process and weather, there is a high amount of spoilage and/or damage of produce and dairy products delivered to village stores. Meat prices are also very high and the selection generally limited – most families in village utilize subsistence meats and fish.



Figure 21: Gambell ANICA village grocery store.

The village grocery stores can be considered “food deserts” as defined by the CDC – “areas that lack access to affordable fruits, vegetables, whole grains, low-fat milk, and other foods that make up the full range of a healthy diet.”

(<http://www.cdc.gov/features/FoodDeserts/index.html>, July 2016)

In Nome, there are two major grocery stores – Safeway/Hanson’s and the Alaska Commercial Company (or known as AC). The selection of items is significantly better and prices are an estimated 20-40% more than Anchorage as all stock is also flown in. Both Nome stores will help village residents set up accounts and ship groceries via one of the local air carriers. As a note, this is a good option but for low-income families that often lack a credit card or bank account for writing checks, this limits the availability due to financial reasons.

Regional residents often order items from retailers outside of the region by setting up accounts with Sam’s Club and Fred Meyer in Anchorage (mail or air freight delivery) or Span Alaska Sales (seasonal barge delivery) in Washington state. These stores charge the same prices they do on the floor of their stores and add charges of actual postage/freight with a 10% handling fee. There are also at least two Anchorage sources that residents regularly use for meat orders: Mr. Prime Beef and Wayne’s Meat Market. Many residents also order food items on the Internet – such as Amazon.com, Vitacost, Drugstore.com, Wal Mart.com, Target.com and others. Another option that many in rural Alaskans take advantage of is Full Circle Farms in Washington State. They are an artisan grocer and organic produce delivery service that ships fresh fruits and vegetables to rural Alaska. They understand that weather (especially in winter) can play a part in the quality of items shipped to rural Alaska. For low-income families that often lack a credit card and depend more on public assistance and/or food stamp benefits, the usage of these Anchorage, Internet and other retailers can be out of reach.

Subsistence Foods

According to the Alaska Department of Fish and Game (*Subsistence in Alaska: A Year 2012 Update*), most rural families in Alaska depend on subsistence fishing, hunting, gathering and trading/bartering. A substantial proportion of rural households harvest and use wild foods. For rural areas (like the Kawerak service area), estimates of subsistence foods usage range from 92%-100% of sampled households used fish, and 79%-92% used wildlife [such as moose, caribou, birds, seal, whale]. Because subsistence foods are widely shared, gifted and traded among family and community networks, most residents of rural communities make use of subsistence foods during the course of the calendar year. Subsistence foods are very healthy foods – low fat, wild (“organic”) and high in nutritional values.



Figure 22: Subsistence foods -
photo above chum salmon drying
- photo below reindeer grazing.

SOCIAL DATA

Reports of Spouse Abuse

According to the 2014 Alaska Victimization Survey for the Nome Census Area that was conducted by the University of Alaska Anchorage (UAA) Justice Center that was supported both by the Kawerak Wellness Program and Bering Sea Women's Group from April to June 2014, major findings include:

- 51% of adult women in the Nome Census Area have experienced intimate partner violence, sexual violence or both, in their lifetime;
- 11% have experienced intimate partner violence, sexual violence or both, in the past year;
- More than 3 out of every 10 adult women in the Nome Census Area have experienced sexual violence in their lifetime; and
- More than 4 out of every 10 have experienced intimate partner violence in their lifetime.

In discussing the survey results on KNOM Radio via a news story (March 25, 2015 by Francesa Fenzi), the following summarizes insights:

“And what’s even more shocking is when you think about the fact that that’s a conservative estimate,” said Dr. Andre Rosay, UAA Justice Center assistant professor and team lead for the survey.

He explained the study, which was conducted using randomly selected phone numbers, excludes certain demographics. The survey results only included women who speak English, and have a permanent address. Questions were also designed to be behavior specific — meaning women were asked about certain examples of violent behavior, but not all possible behaviors.

Additionally, Rosay said the survey doesn’t account for the number of times a woman may have experienced violence in her life — only that she has experienced it.

Despite its limitations, the survey revealed that roughly one in two women in the region have experienced some kind of violence in their lifetime — and one in ten have experienced violence in the past year.

Incident of Child Abuse and Neglect

According to the *2012 Kids Count Report* (page 44):

The federal Centers for Disease Control and Prevention (CDC), defines maltreatment of children as neglect and physical, sexual, and emotional abuse of children under 18. Abuse is inflicting or failing to prevent physical, sexual, mental, or emotional harm. Neglect is failure by parents or guardians to provide children with basic needs—food, shelter, medical attention, clothing, or education. Definitions of what constitutes maltreatment vary somewhat by state, but they are all based on federal law.

The Report identifies that more than half of the victims in Alaska in 2011 were Alaska Native or American Indian – with the overwhelming majority of children Alaska Native. The rate of maltreatment in Alaska was an estimated 17.1 per 1,000 children – compared to the US national rate of 10 (total substantiated cases of abuse and neglect).

Children in Protective Care

According to the State of Alaska Office of Children Services (OCS) 2017 Annual Progress and Services Report, “Alaska has a disproportionate number of Alaskan Native children involved in the child welfare system. Alaskan Native children are the subject of a disproportionate number of child abuse reports, substantiated reports of abuse/neglect, and custody/placement into foster care.” (page 6)

ASSETS AND STRENGTHS

In assessing the region and communities, it is equally important to consider the assets and strengths. Both categories identify the positive qualities that will help the programs, staff and families approach developments from a solid foundation or place of strength. The assets and strengths were based upon those that exist now (as of July 2016) and are immediately available in the assessment process to aid the programs and families.

Considering the “big picture”, the staff identified two of the strongest assets for all the programs and sites/center – *our facilities and our staffing*. As a “service” organization and program, facilities and staff were identified as key assets to provide quality early childhood education and parent support services for healthy families. As the programs operate, it is important to consider the safeguarding of these two major assets. Also, it is important to acknowledge that the assets serve as a base or foundation for the services that need to be sustained and grown for both current and future success.

In regards to overall strengths, the following were identified as the strongest for the programs and communities: *partnerships, culture and language, education/knowledge of staff, tight knit communities, health services, and early childhood programs*. These strengths can help the programs operate and provide valuable strength when approaching challenges – helpful to come from a place of strength (versus weakness) when working on development or through issues.

The following outlines assets and strengths of the Kawerak Head Start program, Early Head Start program, Child Care Partnership program, and each of the 11 communities served.



Figure 23: Nome Head Start & Child Care Center (above), and Staff Photo (below)

Program Assets and Strengths

Table 39: Kawerak Head Start Program Assets and Strengths

Head Start Program Assets	Head Start Program Strengths
<ul style="list-style-type: none"> ❖ Our Facilities ❖ Our Staff – long-term, qualified ❖ Federal and State grants/funding ❖ Training and Technical Assistance resources available as a Head Start grantee to design and improve quality early childhood education – e.g. ICF Support, and Office of Head Start program specialist ❖ Bering Strait School District and Nome Public Schools partnerships ❖ Child Find program to help families screen and assess early ❖ Child files and Child Plus data program ❖ USDA Child and Adult Care Food Program (CACFP) for nutrition and wellness support ❖ Curriculum resources – Curiosity Corner and Teaching Strategies GOLD ❖ Running water and flush toilets in all sites/centers 	<ul style="list-style-type: none"> ✓ Strong partnerships and support ✓ Focus on culture and language ✓ Pre-service training with staff ✓ Head Start Policy Council members ✓ Supportive foster, kinship care and families (all three options) ✓ Food and supply distribution system for cost effectiveness and efficiencies ✓ Expedited processes ✓ Scholarship opportunities ✓ Monitoring systems ✓ Chain of command / program governance ✓ National program – model and network ✓ Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) requirements ✓ Kawerak is part of the Alaska Head Start Association ✓ Kawerak administrative support: Human Resources, Information Technology, Finance, Travel Coordinator ✓ Recycling programs

Table 40: Early Kawerak Head Start Program Assets and Strengths

Early Head Start Program Assets	Early Head Start Program Strengths
<ul style="list-style-type: none"> ❖ Our Facilities ❖ Our Staff – fully staffed ❖ Federal and State grants/funding ❖ Training and Technical Assistance resources available as an Early Head Start grantee to design and improve quality early childhood education ❖ Supplies 	<ul style="list-style-type: none"> ✓ Program works well with families in crisis – support system ✓ Home visiting and center options ✓ Expansion opportunities ✓ Helps prenatal to age 3 ✓ Parent committees ✓ Socials ✓ Preservice training

Early Head Start Program Assets	Early Head Start Program Strengths
<ul style="list-style-type: none"> ❖ Curriculum ❖ Trucks (support home visiting) ❖ Child files and Child Plus data program ❖ USDA Child and Adult Care Food Program (CACFP) for nutrition and wellness support 	<ul style="list-style-type: none"> ✓ Strong partnerships and support ✓ Focus on culture and language ✓ National program – model and network ✓ Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) requirements ✓ Kawerak administrative support: Human Resources, Information Technology, Finance, Travel Coordinator

Table 41: Child Care Partnership Program Assets and Strengths

Child Care Partnership Program Assets	Child Care Partnership Program Strengths
<ul style="list-style-type: none"> ❖ Our Facilities – child care licensed in Nome and Brevig Mission ❖ Our Staff and Consultants ❖ Federal and State grants/funding ❖ Training and Technical Assistance resources available as a Child Care Partnership grantee to design and improve quality early childhood education – e.g. ICF support ❖ USDA Child and Adult Care Food Program (CACFP) for nutrition and wellness support 	<ul style="list-style-type: none"> ✓ Strong training ✓ Full-day care ✓ Preservice training ✓ Home child care programs ✓ Strong partnerships and support ✓ Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) requirements ✓ Kawerak administrative support: Human Resources, Information Technology, Finance, Travel Coordinator

Center-Site-Community Assets and Strengths

Table 42: Center-Site-Community Assets and Strengths

Center/Site Community	Assets	Strengths
Brevig Mission	<ul style="list-style-type: none"> ❖ Our Facilities – nice, large and Kawerak owned with 2-rooms and handicap ramp ❖ Our Staff – long-term, qualified ❖ Longer day services for EHS-CCP ❖ Plentiful subsistence resources and foods ❖ Large fuel truck ❖ Local store ❖ Strong clinic 	<ul style="list-style-type: none"> ✓ HS and EHS/CCP program at the site ✓ Language and culture ✓ Growing population – enough children for programs ✓ BSSD teacher ✓ Partnership with Bering Strait Development Corporation for facility maintenance ✓ Village based counselor (VBC) ✓ Access to Teller and Nome via boat in the summer and snow-machine in the winter ✓ Reindeer herding
Elim	<ul style="list-style-type: none"> ❖ Our Facilities – own building, 3-room, handicap ramp, full kitchen ❖ Our Staff – consistent staff, Joyce (teacher and former family advocate) ❖ Snow-machine, 4-wheeler, trailer to haul fuel ❖ Local store ❖ Clinic ❖ Active Kawerak board member ❖ NSEDC commercial fisheries and support ❖ Subsistence resources and foods ❖ Food Distribution Program on Indian Reservations (FDPIR) operated by the tribe for families 	<ul style="list-style-type: none"> ✓ BSSD partnership – teacher and Special Education (SPED) department ✓ Partnership with community – fuel delivery and maintenance ✓ HS and EHS program ✓ FAA ✓ Roads ✓ Hot springs – access, healing

KAWERAK NEEDS ASSESSMENT

<i>Center/Site Community</i>	Assets	Strengths
<i>Gambell</i>	<ul style="list-style-type: none"> ❖ Our Facilities – Kawerak owned, large, nice kitchen, 3-rooms, security system, trailer to haul fuel, multi-purpose room ❖ Our Staff – long-term, two fluent St. Lawrence Island Yupik staff, reliable on-call maintenance/janitor person ❖ Abundance of subsistence resources and foods ❖ Strong Kawerak board member ❖ Clinic with mid-level provider ❖ Hotel for staff to use when traveling to village and supports seasonal birding tourism-opportunities ❖ NSEDC commercial fisheries and support in village ❖ Local stores (2) 	<ul style="list-style-type: none"> ✓ Strong indigenous language based that is spoken in the village ✓ Thriving culture ✓ BSSD partnership – strong tie with the school ✓ Unique close-knit community with bowhead whaling traditions ✓ Road system – evacuation road ✓ Regular flights to/from village ✓ Relationship with tribe/IRA – now part of the Kawerak BIA self-governance compact ✓ Rural CAP Head Start in Savoonga for collaboration/networking ✓ Village Public Safety Officer (VPSO)
<i>Golovin</i>	<ul style="list-style-type: none"> ❖ Our Facilities – in IRA, handicap ramp ❖ Our Staff – long-term and qualified ❖ Clinic ❖ Local store ❖ NSEDC commercial fisheries and support in village ❖ Subsistence resources and foods 	<ul style="list-style-type: none"> ✓ Partnership with BSSD – teacher and meal service ✓ Great attendance ✓ Policy council member ✓ Access to multi-purpose room

KAWERAK NEEDS ASSESSMENT

<i>Center/Site Community</i>	Assets	Strengths
<i>Koyuk</i>	<ul style="list-style-type: none"> ❖ Our Facilities – access to building with few expenses, handicap ramp, funding for renovation ❖ Our Staff – Kawerak HS teacher and tribe president, with AA degree ❖ Clinic ❖ Local stores (2) ❖ Tribal Family Coordinator (TFC) ❖ Subsistence resources and foods 	<ul style="list-style-type: none"> ✓ Partnership with BSSD – teacher, meal service and maintenance ✓ Cultural education ✓ Access to school/community gym ✓ Relationship with Tribe/IRA
<i>Shaktoolik</i>	<ul style="list-style-type: none"> ❖ Our Facilities – rent building, handicap ramp, newly renovated ❖ Our Staff – Kawerak teacher with AA degree and active in advocacy ❖ Local store ❖ Tribal Family Coordinator (TFC) ❖ Subsistence resources and foods 	<ul style="list-style-type: none"> ✓ Partnership with BSSD – teacher, meal service and maintenance ✓ Strong cultural education ✓ Access to school/community gym ✓ Active policy council member
<i>Shishmaref</i>	<ul style="list-style-type: none"> ❖ Our Facilities – free rent, close to school ❖ Our Staff – long-term and qualified ❖ Program specialist on-site ❖ Clinic – including a dental therapist position in the village ❖ Local stores (2) ❖ Fuel service ❖ New roads ❖ Subsistence resources and foods ❖ New housing in community 	<ul style="list-style-type: none"> ✓ Partnership with BSSD – teacher and meal service ✓ Access to school/community gym ✓ Involved parents ✓ Dental therapist services/access in village ✓ Strong school ✓ Airplane service – long-time agent ✓ Tribe ✓ Community events: spring carnival

KAWERAK NEEDS ASSESSMENT

<i>Center/Site Community</i>	Assets	Strengths
<i>St. Michael</i>	<ul style="list-style-type: none"> ❖ Our Facilities – access to full kitchen, ability to have 2- classrooms ❖ Our Staff – long-term, educated staff (3 with AA degrees), program specialist on-site ❖ Subsistence resources and foods ❖ Food Distribution Program on Indian Reservations (FDPIR) operated by the tribe for families ❖ Clinic ❖ AC store ❖ Reindeer herd ❖ Subsistence resources and foods 	<ul style="list-style-type: none"> ✓ BSSD partnership – teacher and Special Education (SPED) department ✓ Access to school/community gym ✓ Cultural education ✓ Access to the village of Stebbins by road ✓ Rural CAP Head Start in Stebbins for collaboration/networking
<i>Teller</i>	<ul style="list-style-type: none"> ❖ Our Facilities – Kawerak owned with 1-room and handicap ramp ❖ Our Staff – long-term cook ❖ Road access from/to Nome seasonally in the summer ❖ Clinic ❖ New housing site ❖ Local store ❖ Subsistence resources and foods 	<ul style="list-style-type: none"> ✓ Relationship with BSSD ✓ BSSD teacher ✓ BSSD delivers fuel and water ✓ Graphite mine exploration and development for jobs ✓ Bob Madden cleans septic system ✓ Teller community events: dancing, carnivals
<i>White Mountain</i>	<ul style="list-style-type: none"> ❖ Our Facilities – in IRA, handicap ramp ❖ Our Staff – family advocate on site, new teachers working towards CDAs ❖ Double Head Start session – morning and afternoon ❖ Clinic ❖ Local store ❖ Subsistence resources and foods 	<ul style="list-style-type: none"> ✓ Partnership with BSSD – teacher and meal service ✓ Tight knit community ✓ Great attendance ✓ Growing population ✓ Strong parent committee ✓ Village Public Safety Officer (VPSO) ✓ Access to multi-purpose room ✓ New school

<i>Center/Site Community</i>	Assets	Strengths
<i>Nome</i>	<ul style="list-style-type: none"> ❖ Our Facilities – playground, kitchen, center with administrative offices together, multi-purpose room, handicap ramp ❖ Our Staff – center and regional/core staff in the same location for support, two (2) cooks ❖ Bus for students/participants ❖ Vehicles (regional support and home visiting) ❖ Home-based program ❖ Stores – grocery stores of AC & Hanson's; and hardware stores of Builders & Outsiders ❖ Public safety – City of Nome police department and hub for the Alaska State Troopers ❖ City Fire Department ❖ Health care – hub for Norton Sound Health Corporation and Regional Hospital 	<ul style="list-style-type: none"> ✓ Availability of resources in the community as the regional hub ✓ Transportation ✓ Partnerships with Nome Public Schools, NSHC (CAMP, ILP, BHS), UAF-NWC, City Library, NSEDC-NSSP ✓ Child Care license ✓ Snow removal

Services, Resources, Partners and Programs

There are a number of services, resources, partners and programs available to support families and network with the Kawerak Head Start, Early Head Start and Child Care Partnership programs. The following is a sample of services and resources compiled by Sarah Kristiansen, Kawerak Head Start Family Advocate:

Table 43: Sample Services, Resources, Partners & Programs for Kawerak Families, July 2016

<i>Service, Resource, Partner and Program</i>	Provider/Organization
<i>Health Care Services</i>	<ul style="list-style-type: none"> • Norton Sound Health Corporation (region wide) • Nome Dental • Arctic Chiropractic
<i>Resources</i>	<ul style="list-style-type: none"> • Head Start Family Advocates • Head Start/Early Head Start Parent Training • Kawerak Education, Employment & Training • Kawerak Child Advocacy Center in Nome for physical or sexual abuse screening, help and resources • Libraries – City, K-12 Public Schools and College/NWC • NSHC Healthy Start • NSHC CAMP for nutrition and chronic disease case management • NSHC Behavior Health Services • State of Alaska Office of Children Services • State of Alaska Job Center • State of Alaska Public Assistance • Norton Sound Seafood • Alaska Housing Finance Corporation – HUD units in Nome and statewide housing education and loan programs • Bering Straits Regional Housing Authority – HUD units in the region
<i>Partners</i>	<ul style="list-style-type: none"> • Norton Sound Health Corporation: Infant Learning Program • Nome Public Schools Special Education Services • Bering Strait School District • Tribes

***Service, Resource,
Partner and Program***

Provider/Organization

*Early Childhood
Education Programs*

- Nome Preschool
- Child Care Providers: Sally's Child Care, Stephanie Nielson Child Care, Bri's Bees, Green Acres Child Care



Child Care Programs

OTHER CHILD DEVELOPMENT PROGRAMS

There are limited other child development programs in the communities and region due to the rural geographic location and small populations. In the Kawerak service area villages, often there are no other child development programs in the village/community. Most other child development programs are for children in the public school system or ages 6- to 18-years old. The Kawerak Head Start/Early Head Start/Child Care Partnership programs are often the only educational resources for families with eligible children which highlights the importance of the programs to communities and families.

Childcare Development Block Grant Program

Kawerak manages the Childcare Development Block Grant (CCDF) with its Child Care Program within the Employment, Education and Training Division as part of its federal PL-477 tribal compact³⁹. The funding allows the program to offer the following services: (a) Child Care Services (CCS), (b) Home Based Provider Services, (c) After School Activity funds, and (d) Early Head Start-Child Care Partnership. The program mission is: *To partner with parents and organizations to help provide quality care for children, who are the future of us all!*

As of July 2016, there were thirteen (13) families in five (5) village communities that participated in the Kawerak Child Care Services (note this only represents village participation as Nome served directly by Nome Eskimo Community and their data was not available). A total of 21 children in the villages were served with the following age distribution: 12 (or 57.1%) ages 0-3, and 9 (or 42.9%) ages 4-5. The all families (100%) were working – 53.8% in traditional western jobs and 46.2% in traditional Inuit subsistence jobs. 38.5% (or 5) of the families had working mothers. The following provides a profile of families that participate in the Kawerak Child Care Services as of July 2016 according to the program information/records:

³⁹ Kawerak serves 19 of 20 tribes in the region with the exception of Nome Eskimo Community which compacts its share of CCDF.

KAWERAK NEEDS ASSESSMENT

Table 44: Kawerak Child Care Services Families & Child Ages, July 2016

<i>Community</i> ⁴⁰	# of Families	%	Ages 0-3	%	Ages 4-5	%	Ages 5 >	%	Total Children
<i>Brevig Mission</i>	7	53.8%	7	100.0%					7
<i>Elim</i>	2	15.4%	2	33.3%	4	66.7%			6
<i>Gambell</i>	0	0.0%							0
<i>Golovin</i>	0	0.0%							0
<i>Koyuk</i>	0	0.0%							0
<i>Shaktoolik</i>	0	0.0%							0
<i>Shishmaref</i>	1	7.7%			2	100.0%			2
<i>St. Michael</i>	1	7.7%	1	50.0%	1	50.0%			2
<i>Teller</i>	2	15.4%	2	50.0%	2	50.0%			4
<i>White Mountain</i>	0	0.0%							0
Total	13	100.0%	12	57.1%	9	42.9%	0	0.0%	21

Table 45: Kawerak Child Care Services Families Working, July 2016

<i>Community</i>	# of Families	Working Western Jobs	%	Traditional Inuit Subsistence	%	Working Mother	%
<i>Brevig Mission</i>	7	1	14.3%	6	85.7%	1	14.3%
<i>Elim</i>	2	2	100.0%				
<i>Gambell</i>	0						
<i>Golovin</i>	0						
<i>Koyuk</i>	0						
<i>Shaktoolik</i>	0						
<i>Shishmaref</i>	1	1	100.0%			1	100.0%
<i>St. Michael</i>	1	1	100.0%			1	100.0%
<i>Teller</i>	2	2	100.0%			2	100.0%
<i>White Mountain</i>	0	0				0	
Total	13	7	53.8%	6	46.2%	5	38.5%
<i>Subsistence & Working</i>			100.0%				

⁴⁰ Nome data not available – CCDF funding is compacted directly by Nome Eskimo Community.

State Licensed Childcare Providers

The Kawerak Child Care Program works with providers to become state licensed. The following are the licensed providers in the service area as of August 2016:

Table 46: Listing of State Licensed Childcare Providers in the Kawerak Service Area, August 2016

<i>State Licensed Childcare Provider</i>	<i>Community</i>
<u><i>Licensed Childcare Centers</i></u>	
1. <i>Uiviilat Play and Learn Center</i> (operated by Kawerak)	Nome
2. <i>Brevig Mission Early Head Start-Child Care Partnership</i> (operated by Kawerak)	Brevig Mission
<u><i>Licensed Home Childcare Providers</i></u>	
1. <i>Sally Contreras</i>	Nome
2. <i>Tayln Green</i>	
3. <i>Stephanie Neilson</i>	
4. <i>Briana Piscoya</i>	
<i>Overall 6 Licensed Childcare Providers</i>	2 Communities

Infant and Toddler Programs (0-3 years)

Norton Sound Health Corporation operates a regional Infant Learning Program (ILP) that serves children birth to age 3 with special needs – the program is based in Nome and serves all the Kawerak service area villages with scheduled staff travel/visits. The ILP provides screening and evaluation; individualized family service plans to outline goals for the family and their child; child development information; home visits; physical therapy; occupational therapy or speech therapy; and/or referral to other needed services. The ILP supports families to promote the healthy development of their infants and toddlers in their homes or during sessions at the local clinic.

The Nome Community Center operates playgroups for families in Nome – these are scheduled weekly or monthly and open to all families with young children. The Center also operates a *Family Support Services* program that accepts Nome based self-referrals and

community referrals. The program provides Nome families that need assistance or advice with parenting, education, healthy relationships, housing assistance, youth mentorship, budgeting, health, household management, childcare, or addiction.

Table 47: Listing of Infant and Toddler (0-3 Years Old) Programs, July 2016

0-3 Years Program	Brief Description	Estimated Number of Children Served 0-3 Years Old
<i>NSHC Infant Learning Program</i>	Serves children birth to age 3 with special needs	27 (Enrolled in FY 2014, NSHC)
<i>Nome Community Center Family Playgroups</i>	Scheduled weekly or monthly and open to all families with young children (Nome only).	10
<i>Nome Community Center Family Support Services</i>	Provides Nome families that need assistance or advice with parenting, education, healthy relationships, housing assistance, youth mentorship, budgeting, health, household management, childcare, or addiction.	10
<i>Nome Recreation Center</i>	Community gym with scheduled kinder-gym three (3) times per week open to families based upon usage fee per child and free on Fridays	20
<i>Nome Swimming Pool</i>	Nome Public School operated swimming pool with scheduled times for family swim based upon usage fee per child or family.	50

3-5 Years Old Programs

The following summarizes 3-5 years old programs in the Kawerak service area:

Table 48: Listing of 3-5-Year-Old Programs, July 2016

3-5 Years Program	Brief Description	Estimated Number of Children Served 3-5 Years Old
<i>Nome Preschool Association</i>	Nonprofit-private preschool for children ages 3 and 4. Certificated teacher provided in partnership with Nome Public Schools. Two classes: 3-year old and 4-year old. Monthly tuition based program that operates based upon a school year.	35
<i>Nome Recreation Center</i>	Community gym with scheduled kinder-gym three (3) times per week open to families based upon usage fee per child and free on Fridays.	20
<i>Nome Swimming Pool</i>	Nome Public School operated swimming pool with scheduled times for family swim based upon usage fee per child or family.	50
<i>Nome City Library</i>	City public library with reading programs such as story time and summer reading.	50
<i>Nome Community Center</i>	Family fun nights open to community members on a monthly or quarterly schedule.	50

Enrolled Children, Families and Programs Profile

The following provides profiles of enrolled children and families which are based upon the program data provided by the Kawerak HS/EHS/CCP files and records for the 2015-2016 school year. Data was collected and compiled by staff and then provided to the consultant for third-party analysis. Total numbers of children served are based upon enrollment – note enrollment numbers included students that withdrew from the program for various reasons, but had participated in the early childhood programs. The data is presented with comparisons of villages to Nome – coincides with the assessment needs data presentation which recognizes that village demographics are often very different from Nome as the regional hub community.

Kawerak Program	Enrollment 2015-16 School Year	Percentage
Head Start	204	73.1%
Early Head Start	35	12.6%
Child Care Partnership	40	14.3%
Total Enrollment	279	
Average Monthly Enrollment		78%
Number of Families	204	

CHILDREN & FAMILIES DEMOGRAPHICS

Enrollment, Race, Gender, Ages and Years of Participation

For Kawerak Head Start, there were 204 children enrolled for the 2015-16 school year – 159 were enrolled in the village HS centers and 45 were enrolled in the Nome HS center. Village HS centers ranged in enrollment from the largest in Gambell with 22 and the smallest in Golovin and Shaktoolik with 10. The average village HS enrollment was 15.9.

For Kawerak Early Head Start and Child Care Partnership, there were 75 children enrolled for the 2015-16 school year – 19 were enrolled in the village programs (Brevig Mission and Elim) and 56 were enrolled in the Nome programs. The largest enrollment was in the



the Nome EHS-CCP center with 31, and the smallest enrollment was in the Brevig Mission center with 9.

94.1% of Head Start students enrolled were Alaska Native/American Indian (AN/AI). The village centers have higher numbers of AN/AI children enrolled – six centers were 100%. This reflects the higher percentage of the AN/AI that reside in villages as identified earlier in the population statistics of the communities.

Generally, Kawerak HS centers have more males (53.9% of total enrolled) than females (46.1%) enrolled. The Gambell and Nome HS centers (the two largest communities served by Kawerak) both had more females enrolled than males.

89% of EHS program students enrolled were AN/AI – the highest was Brevig Mission with 100% and the Nome center was the lowest at 83.9%. For EHS programs, 62.7% (or 47) enrolled children were female. The village EHS programs had more males enrolled compared to the Nome EHS programs.

In regards to child ages, the majority enrolled in Head Start for 2015-16 were ages 4-5 or 52.5% (note all ages are based upon program reports that were printed during July-August 2016 and the ages are automatically calculated according to birth date and the associated print/run date). The village HS centers had 54.7% ages 4-5, and the Nome center had 53.3% ages 5 and older. For the EHS programs, the majority enrolled for the 2015-16 were ages 1-2 or 42.7%. The village EHS programs and the Nome EHS-CCP center based program had more children ages 2 >.

For the 2015-16 school year, 90.2% of all enrolled children participated 1-2 years in the Kawerak Head Start centers, and 9.8% participated 3-4 years. Only the HS centers of Brevig Mission (36.8%) and Elim (53.3%) had significantly longer participation of 3-4 years – this is associated with the EHS programs in those villages. 94.7% of EHS program children were enrolled 1-2 years – with the majority participating for 1-year (76% or 57). Only the Nome EHS programs had children participating 3-4 years.



KAWERAK NEEDS ASSESSMENT

The following tables provides enrollment, race, gender, age and years of participation data by HS centers and EHS programs.

Table 49: Kawerak Head Start Race and Gender Composition, 2015-16 School Year

<i>Head Start Center</i>	Total Enrolled 2015-16	AN/AI	%	Male	%	Female	%
<i>Brevig Mission</i>	19	19	100.0%	11	57.9%	8	42.1%
<i>Elim</i>	15	15	100.0%	11	73.3%	4	26.7%
<i>Gambell</i>	22	22	100.0%	8	36.4%	14	63.6%
<i>Golovin</i>	10	8	80.0%	5	50.0%	5	50.0%
<i>Koyuk</i>	15	14	93.3%	11	73.3%	4	26.7%
<i>Shaktoolik</i>	10	10	100.0%	7	70.0%	3	30.0%
<i>Shishmaref</i>	19	18	94.7%	11	57.9%	8	42.1%
<i>St. Michael</i>	21	19	90.5%	11	52.4%	10	47.6%
<i>Teller</i>	11	11	100.0%	6	54.5%	5	45.5%
<i>White Mountain</i>	17	17	100.0%	9	52.9%	8	47.1%
<i>Village Total</i>	159	153	96.2%	90	56.6%	69	43.4%
<i>%</i>	77.9%						
<i>Nome</i>	45	39	86.7%	20	44.4%	25	55.6%
	22.1%						
<i>Total</i>	204	192	94.1%	110	53.9%	94	46.1%

Table 50: Kawerak Head Start Ages Composition, 2015-16 School Year

<i>Head Start Center</i>	Total Enrolled 2015-16	Ages 3-4	%	Ages 4-5	%	Ages 5 > ⁴¹	%
<i>Brevig Mission</i>	19	0	0.0%	12	63.2%	7	36.8%
<i>Elim</i>	15	1	6.7%	5	33.3%	9	60.0%
<i>Gambell</i>	22	9	40.9%	13	59.1%	0	0.0%
<i>Golovin</i>	10	2	20.0%	5	50.0%	3	30.0%
<i>Koyuk</i>	15	2	13.3%	11	73.3%	2	13.3%
<i>Shaktoolik</i>	10	0	0.0%	9	90.0%	1	10.0%
<i>Shishmaref</i>	19	0	0.0%	12	63.2%	7	36.8%
<i>St. Michael</i>	21	1	4.8%	6	28.6%	14	66.7%
<i>Teller</i>	11	0	0.0%	5	45.5%	6	54.5%
<i>White Mountain</i>	17	2	11.8%	9	52.9%	6	35.3%
<i>Village Total</i>	159	17	10.7%	87	54.7%	55	34.6%
<i>%</i>	77.9%						
<i>Nome</i>	45	1	2.2%	20	44.4%	24	53.3%
	22.1%						
<i>Total</i>	204	18	8.8%	107	52.5%	79	38.7%

⁴¹ The number of children ages 5 and older is affected by the report run date of July 2016. Many enrolled children have a birthday from the initial start of school in September and turn 5-years old by the end of the school year.

KAWERAK NEEDS ASSESSMENT

Table 51: Kawerak Early Head Start Programs Race and Gender Composition, 2015-16 School Year

<i>EHS Programs</i>	Total Enrolled	AN/AI	%	Other	%	Male	%	Female	%
<i>Brevig Mission</i>	9	9	100%		0.0%	4	44.4%	5	55.6%
<i>Elim</i>	10	9	90.0%	1	10.0%	6	60.0%	4	40.0%
<i>Village EHS Total</i>	19	18	95%	1	5.3%	10	52.6%	9	47.4%
	25.3%								
<i>Nome Home Based</i>	25	23	92.0%	2	8.0%	7	28.0%	18	72.0%
<i>Nome Center Based</i>	31	26	83.9%		0.0%	11	35.5%	20	64.5%
<i>Nome EHS Total</i>	56	49	88%	2	3.6%	18	32.1%	38	67.9%
	74.7%								
<i>Total EHS</i>	75	67	89%	3	4.0%	28	37.3%	47	62.7%

Table 52: Kawerak Early Head Start Programs Ages Composition, 2015-16 School Year

<i>EHS Programs</i>	Total Enrolled	Ages 0-1	%	Ages 1-2	%	Ages 2>	%
<i>Brevig Mission</i>	9	2	22%	1	11.1%	6	66.7%
<i>Elim</i>	10	2	20%	5	50.0%	3	30.0%
<i>Village EHS Total</i>	19	4	21%	6	31.6%	9	47.4%
	25.3%						
<i>Nome Home Based</i>	25	9	36%	16	64.0%	0	0.0%
<i>Nome Center Based</i>	31	2	6%	10	32.3%	19	61.3%
<i>Nome EHS Total</i>	56	11	20%	26	46.4%	19	33.9%
	74.7%						
<i>Total EHS</i>	75	15	20%	32	42.7%	28	37.3%

Table 53: Kawerak Head Start Enrolled Students by 1-2 and 3-4 Years of Participation, 2015-16 School Year

<i>Head Start Center</i>	Total Enrolled	1-2 Years	%	3-4 Years	%
<i>Brevig Mission</i>	19	12	63.2%	7	36.8%
<i>Elim</i>	15	7	46.7%	8	53.3%
<i>Gambell</i>	22	22	100.0%	0	0.0%
<i>Golovin</i>	10	10	100.0%	0	0.0%
<i>Koyuk</i>	15	15	100.0%	0	0.0%
<i>Shaktoolik</i>	10	10	100.0%	0	0.0%
<i>Shishmaref</i>	19	19	100.0%	0	0.0%
<i>St. Michael</i>	21	20	95.2%	1	4.8%
<i>Teller</i>	11	11	100.0%	0	0.0%
<i>White Mountain</i>	17	17	100.0%	0	0.0%
<i>Village Total</i>	159	143	89.9%	16	10.1%
<i>Nome</i>	45	41	91.1%	4	8.9%
<i>Total</i>	204	184	90.2%	20	9.8%

Note: Brevig Mission, Elim and Nome have EHS programs and HS which is associated with more years of participation. In Nome, services were not provided to 3-year old children in the years 2011, 2012 and 2013 which would have affected the years of participation.

KAWERAK NEEDS ASSESSMENT

Table 54: Kawerak Head Start Enrolled Students by 1-2-3-4 Years of Participation, School Year 2015-16

Head Start Center	Total Enrolled	1 Year	%	2 Years	%	3 Years	%	4 Years	%
<i>Brevig Mission</i>	19	8	42.1%	4	21.1%	6	31.6%	1	5.3%
<i>Elim</i>	15	2	13.3%	5	33.3%	3	20.0%	5	33.3%
<i>Gambell</i>	22	12	54.5%	10	45.5%	0	0.0%	0	0.0%
<i>Golovin</i>	10	4	40.0%	6	60.0%	0	0.0%	0	0.0%
<i>Koyuk</i>	15	11	73.3%	4	26.7%	0	0.0%	0	0.0%
<i>Shaktoolik</i>	10	8	80.0%	2	20.0%	0	0.0%	0	0.0%
<i>Shishmaref</i>	19	15	78.9%	4	21.1%	0	0.0%	0	0.0%
<i>St. Michael</i>	21	9	42.9%	11	52.4%	1	4.8%	0	0.0%
<i>Teller</i>	11	3	27.3%	8	72.7%	0	0.0%	0	0.0%
<i>White Mountain</i>	17	11	64.7%	6	35.3%	0	0.0%	0	0.0%
Village Total	159	83	52.2%	60	37.7%	10	6.3%	6	3.8%
<i>Nome</i>	45	22	48.9%	19	42.2%	0	0.0%	4	8.9%
Total	204	105	51.5%	79	38.7%	10	4.9%	10	4.9%

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Table 55: Kawerak Early Head Start Programs Enrolled Students by 1-2 and 3-4 Years of Participation, 2015-16 School Year

<i>EHS Programs</i>	Total Enrolled	1-2 Years	%	3-4 Years	%
<i>Brevig Mission</i>	9	9	100.0%	0	0.0%
<i>Elim</i>	10	10	100.0%	0	0.0%
<i>Village EHS Total</i>	19	19	100.0%	0	0.0%
<i>Nome Home Based</i>	25	22	88.0%	3	12.0%
<i>Nome Center Based</i>	31	30	96.8%	1	3.2%
<i>Nome EHS Total</i>	56	52	92.9%	4	7.1%
<i>Total EHS</i>	75	71	94.7%	4	5.3%

Table 56: Kawerak Early Head Start Programs Enrolled Students by 1-2-3-4 Years of Participation, School Year 2015-16

<i>EHS Programs</i>	Total Enrolled	1 Yr.	%	2 Yrs.	%	3 Yrs.	%	4 Yrs.	%
<i>Brevig Mission</i>	9	8	88.9%	1	11.1%				
<i>Elim</i>	10	8	80.0%	2	20.0%				
<i>Village EHS Total</i>	19	16	84.2%	3	15.8%	0	0.0%	0	0.0%
<i>Nome Home Based</i>	25	12	48.0%	10	40.0%	2	8.0%	1	4.0%
<i>Nome Center Based</i>	31	29	93.5%	1	3.2%	1	3.2%	0	0.0%
<i>Nome EHS Total</i>	56	41	73.2%	11	19.6%	3	5.4%	1	1.8%
<i>Total EHS</i>	75	57	76.0%	14	18.7%	3	4.0%	1	1.3%

Parental Relationships

For both HS and EHS programs, the majority of children came from dual parent families – HS was 68.1% or 139, and EHS was 61.3% or 46. For HS, the enrollment at village centers had more dual parent families (73%) compared to the Nome HS center (51.1%). For EHS programs, Nome programs had more dual parent families (62.5%) compared to the village programs (57.9%).

The following HS centers had 70% or more children enrolled from dual parent households: Elim, Gambell, Golovin, Koyuk, Shishmaref, Teller and White Mountain. The following HS centers had 40% or more of children enrolled from single parent households: Nome, Brevig Mission, and Shaktoolik.

Table 57: Head Start Enrolled Students with Single and Dual Parent Families, 2015-16 School Year

<i>Head Start Center</i>	Single Parent	%	Dual Parent	%	Total Enrolled
<i>Brevig Mission</i>	9	47.4%	10	52.6%	19
<i>Elim</i>	4	26.7%	11	73.3%	15
<i>Gambell</i>	6	27.3%	16	72.7%	22
<i>Golovin</i>	1	10.0%	9	90.0%	10
<i>Koyuk</i>	2	13.3%	13	86.7%	15
<i>Shaktoolik</i>	4	40.0%	6	60.0%	10
<i>Shishmaref</i>	3	15.8%	16	84.2%	19
<i>St. Michael</i>	7	33.3%	14	66.7%	21
<i>Teller</i>	2	18.2%	9	81.8%	11
<i>White Mountain</i>	5	29.4%	12	70.6%	17
<i>Village Total</i>	43	27.0%	116	73.0%	159
<i>Nome</i>	22	48.9%	23	51.1%	45
<i>Total</i>	65	31.9%	139	68.1%	204

Table 58: Early Head Start Programs Enrolled Students with Single and Dual Parent Families, 2015-16 School Year

<i>EHS Programs</i>	Single Parent	%	Dual Parent	%	Total
<i>Brevig Mission</i>	3	33.3%	6	66.7%	9
<i>Elim</i>	5	50.0%	5	50.0%	10
<i>Village EHS Total</i>	8	42.1%	11	57.9%	19
<i>Nome Home Based</i>	9	36.0%	16	64.0%	25
<i>Nome Center Based</i>	12	38.7%	19	61.3%	31
<i>Nome EHS Total</i>	21	37.5%	35	62.5%	56
<i>Total EHS</i>	29	38.7%	46	61.3%	75

95.1% of the Head Start children enrolled (or 194) for the 2015-16 school year had a natural (birth or adopted) relationship with their parents. 82.7% of the EHS program children enrolled (or 62) had a natural relationship with their parents. The EHS program had higher numbers of foster children – note some foster children are relocated to Nome from villages for care, and some foster children in Nome are also from other rural regions of Alaska (such as Kotzebue and Bethel).

Table 59: Enrolled Head Start Child Relationship to Parent-Guardian, 2015-16 School Year

<i>Community</i>	Natural	%	Foster	Grandchild	Other	%	Total Enrolled
<i>Brevig Mission</i>	16	84.2%	1	1	1	15.8%	19
<i>Elim</i>	15	100.0%	0	0	0	0.0%	15
<i>Gambell</i>	20	90.9%	1	0	1	9.1%	22
<i>Golovin</i>	8	80.0%	0	2	0	20.0%	10
<i>Koyuk</i>	15	100.0%	0	0	0	0.0%	15
<i>Shaktoolik</i>	9	90.0%	0	0	1	10.0%	10
<i>Shishmaref</i>	19	100.0%	0	0	0	0.0%	19
<i>St. Michael</i>	20	95.2%	0	1	0	4.8%	21
<i>Teller</i>	11	100.0%	0	0	0	0.0%	11
<i>White Mountain</i>	17	100.0%	0	0	0	0.0%	17
<i>Village Total</i>	150	94.3%	2	4	3	5.7%	159
<i>Nome</i>	44	97.8%	1	0	0	2.2%	45
<i>Total</i>	194	95.1%	3	4	3	4.9%	204

Table 60: Enrolled Early Head Start Programs Child Relationship to Parent-Guardian, 2015-16 School Year

<i>EHS Programs</i>	Natural	%	Foster	Grandchild	Other	%	Total Enrolled
<i>Brevig Mission</i>	8	88.9%		1		11.1%	9
<i>Elim</i>	10	100.0%	0	0	0	0.0%	10
<i>Village EHS Total</i>	18	94.7%	0	1	0	5.3%	19
			0.0%	5.3%	0.0%		
<i>Nome Home Based</i>	20	80.0%	1	2	3	24.0%	25
<i>Nome Center Based</i>	24	77.4%	8	1		29.0%	31
<i>Nome EHS Total</i>	44	78.6%	9	3	3	26.8%	56
<i>Total EHS</i>	62	82.7%	9	4	3	21.3%	75
			12.0%	5.3%	4.0%		

Income Levels

For the 2015-16 school year, 61.8% of all Head Start enrolled children (or 126) were based upon low-income guidelines (or federal poverty thresholds), public assistance, foster care status, and homeless status. The village HS centers percentage of enrolled children in this category was higher at 65.4%. The Gambell HS center had the highest percentage of those enrolled at 90.9%, and White Mountain HS the lowest at 47.1%. The Nome HS center had 48.9% of those enrolled in this category.

For EHS programs, 56% of all enrolled children (or 42) were based upon low-income guidelines (or federal poverty thresholds), public assistance, foster care status, and homeless status. The Elim EHS program had the highest percentage of those enrolled at 90%, and the Nome EHS center the lowest at 45.2%.

Note: HS and EHS income guidelines are based upon those published by the US Department of Health and Human Services for the State of Alaska – *these guidelines are not geographically adjusted for the cost of living in rural areas like Kawerak.* Therefore, considering the high costs of living in the region, the number of enrolled children eligible based upon income or poverty guidelines is *most likely understated.*

The Nome HS and EHS programs had more enrolled children as a percentage that were over income – reflecting the community population and economic census statistics reviewed earlier in the assessment.

Table 61: Head Start Enrolled Students Based Upon Income, Public Assistance, Foster Care and Homeless Eligibility, 2015-16 School Year

Head Start Center	Total Enrolled	Income Eligible	Public Asst.	Foster	Homeless	Subtotal	%
<i>Brevig Mission</i>	19	7	1	1	4	13	68.4%
<i>Elim</i>	15	8	0	1	1	10	66.7%
<i>Gambell</i>	22	12	3	1	4	20	90.9%
<i>Golovin</i>	10	6	0	0	0	6	60.0%
<i>Koyuk</i>	15	8	0	0	0	8	53.3%
<i>Shaktoolik</i>	10	6	0	0	0	6	60.0%
<i>Shishmaref</i>	19	8	4	0	0	12	63.2%
<i>St. Michael</i>	21	10	2	1	1	14	66.7%
<i>Teller</i>	11	6	1	0	0	7	63.6%
<i>White Mountain</i>	17	7	1	0	0	8	47.1%
Village Total	159	78	12	4	10	104	65.4%
%		49.1%					
Nome	45	10	1	1	10	22	48.9%
%		22.2%					
Total	204	88	13	5	20	126	61.8%
%		43.1%					

Table 62: Head Start Enrolled Students 101-130% Over Low-Income Guidelines and >130% Over-Income, 2015-16 School Year

<i>Head Start Center</i>	Total Enrolled	Income 101 - 130%	%	>130% Over Income	%
<i>Brevig Mission</i>	19	6	31.6%	0	0.0%
<i>Elim</i>	15	1	6.7%	4	26.7%
<i>Gambell</i>	22	0	0.0%	2	9.1%
<i>Golovin</i>	10	0	0.0%	4	40.0%
<i>Koyuk</i>	15	3	20.0%	4	26.7%
<i>Shaktoolik</i>	10	0	0.0%	4	40.0%
<i>Shishmaref</i>	19	3	15.8%	4	21.1%
<i>St. Michael</i>	21	1	4.8%	6	28.6%
<i>Teller</i>	11	1	9.1%	3	27.3%
<i>White Mountain</i>	17	2	11.8%	7	41.2%
<i>Village Total</i>	159	17	10.7%	38	23.9%
<i>Nome</i>	45	9	20.0%	14	31.1%
<i>Total</i>	204	26	12.7%	52	25.5%

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Table 63: Early Head Start Programs Enrolled Students Based Upon Income, Public Assistance, Foster Care and Homeless Eligibility, 2015-16 School Year

<i>EHS Programs</i>	Total Enrolled	Income Eligible	Public Assist.	Foster	Homeless	Subtotal	%
<i>Brevig Mission</i>	9	4	1	0	0	5	55.6%
<i>Elim</i>	10	7	1	0	1	9	90.0%
<i>Village EHS Total</i>	19	11	2	0	1	14	73.7%
<i>%</i>		57.9%	10.5%	0.0%	5.3%		
<i>Nome Home Based</i>	25	8	1	1	4	14	56.0%
<i>Nome Center Based</i>	31	5	0	8	1	14	45.2%
<i>Nome EHS Total</i>	56	13	1	9	5	28	50.0%
<i>Total EHS</i>	75	24	3	9	6	42	56.0%
<i>%</i>		32.0%	4.0%	12.0%	8.0%		

Table 64: Early Head Start Programs Enrolled Students 101-130% Over Low-Income Guidelines and >130% Over-Income, 2015-16 School Year

<i>EHS Programs</i>	Income 101-130%	%	>130% Over Income	%	Total
<i>Brevig Mission</i>	4	44.4%	0	0.0%	9
<i>Elim</i>	0	0.0%	1	10.0%	10
<i>Village EHS Total</i>	4	21.1%	1	5.3%	19
<i>Nome Home Based</i>	2	8.0%	9	36.0%	25
<i>Nome Center Based</i>	1	3.2%	16	51.6%	31
<i>Nome EHS Total</i>	3	5.4%	25	44.6%	56
<i>Total EHS</i>	7	9.3%	26	34.7%	75

Public Assistance and Benefits Program Participation

The data for enrolled HS and EHS programs, student participation in public assistance and benefits was dependent upon the information provided by parents/guardians in the program application completed at the time of enrollment. Staff have noted that some parents/guardians do not necessarily indicate on the application (although may be receiving benefits), later apply for assistance/benefits, and/or are approved on a pending assistance/benefits application after Head Start enrollment; therefore, the data may be under-represented in this section.

For the 2015-16 school year, 75% of Kawerak Head Start children indicated on their enrollment application they are eligible to receive benefits from the Child and Adult Care Food Program (CACFP). For EHS programs, 88% indicated on their enrollment application they are eligible to receive benefits from CACFP. Note: 100% of center-based HS and EHS children are served with CACFP funding for program meals served at centers, and home-based EHS children are not served meals.

Public assistance and SSI benefits have the lowest participation among enrolled children. 24% of enrolled HS children have reported TANF benefits, and 18.7% of EHS-CCP reported TANF benefits. Village centers and programs have higher participation than Nome.

Table 65: Kawerak HS Enrolled Students in Public Assistance and Benefit Programs, 2015-16 School Year

<i>Head Start Center</i>	Total Enrolled	Public Asst.	%	TANF	%	SSI	%	WIC	%	CA CFP	%
<i>Brevig Mission</i>	19	1	5.3%	5	26.3%	1	5.3%	0	0.0%	12	63.2%
<i>Elim</i>	15	0	0.0%	6	40.0%	1	6.7%	4	26.7%	15	100.0%
<i>Gambell</i>	22	3	13.6%	5	22.7%	0	0.0%	0	0.0%	19	86.4%
<i>Golovin</i>	10	0	0.0%	2	20.0%	0	0.0%	0	0.0%	7	70.0%
<i>Koyuk</i>	15	0	0.0%	5	33.3%	0	0.0%	0	0.0%	13	86.7%
<i>Shaktolik</i>	10	0	0.0%	1	10.0%	0	0.0%	0	0.0%	8	80.0%
<i>Shishmaref</i>	19	4	21.1%	6	31.6%	1	5.3%	9	47.4%	15	78.9%
<i>St. Michael</i>	21	2	9.5%	7	33.3%	1	4.8%	8	38.1%	10	47.6%
<i>Teller</i>	11	1	9.1%	3	27.3%	0	0.0%	1	9.1%	9	81.8%
<i>White Mountain</i>	17	1	5.9%	2	11.8%	1	5.9%	3	17.6%	13	76.5%
Village Total	159	12	7.5%	42	26.4%	5	3.1%	25	15.7%	121	76.1%
Nome	45	1	2.2%	7	15.6%	0	0.0%	2	4.4%	32	71.1%
Total	204	13	6.4%	49	24.0%	5	2.5%	27	13.2%	153	75.0%

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**Table 66: Kawerak Early Head Start Programs Enrolled Students
in Public Assistance and Benefit Programs, 2015-16 School Year**

EHS Programs	Total Enrolled	Public Assist.	%	TANF	%	SSI	%	WIC	%	CA CFP	%
<i>Brevig Mission</i>	9	1	11.1%	4	44.4%	0	0.0%	2	22.2%	7	77.8%
<i>Elim</i>	10	1	10.0%	1	10.0%	0	0.0%	6	60.0%	10	100.0%
Village EHS Total	19	2	10.5%	5	26.3%	0	0.0%	8	42.1%	17	89.5%
<i>Nome Home Based</i>	25	1	4.0%	7	28.0%	1	4.0%	1	4.0%	19	76.0%
<i>Nome Center Based</i>	31	0	0.0%	2	6.5%	1	3.2%	2	6.5%	30	96.8%
Nome EHS Total	56	1	1.8%	9	16.1%	2	3.6%	3	5.4%	49	87.5%
Total EHS	75	3	4.0%	14	18.7%	2	2.7%	11	14.7%	66	88.0%

Homelessness and Insured

The data for enrolled HS and EHS student reporting of homeless, insurance and Medicaid participation was based upon information provided in the application. Staff have noted that many parents/guardians do not like to be considered homeless. As discussed in the regional demographics section, many homeless families in the region live in overcrowded situations as the Arctic environment is hostile to living in cars or tents, and there are not any homeless shelters in villages. For Medicaid participation, some parents/guardians may not necessarily indicate on the application (although may be receiving benefits), later apply for Medicaid, and/or are approved on a pending Medicaid application after Head Start enrollment. Taking these factors into account, the data may be under-represented in this section.

Table 67: Kawerak Head Start Enrolled Children That Are Homeless, Have No Insurance and Have Medicaid Benefits, 2015-16 School Year

<i>Head Start Center</i>	Total Enrolled	Homeless	%	No Insurance	%	Medicaid	%
<i>Brevig Mission</i>	19	4	21.1%	15	78.9%	0	0.0%
<i>Elim</i>	15	1	6.7%	14	93.3%	0	0.0%
<i>Gambell</i>	22	4	18.2%	9	40.9%	5	22.7%
<i>Golovin</i>	10	0	0.0%	6	60.0%	0	0.0%
<i>Koyuk</i>	15	0	0.0%	9	60.0%	2	13.3%
<i>Shaktoolik</i>	10	0	0.0%	1	10.0%	0	0.0%
<i>Shishmaref</i>	19	0	0.0%	12	63.2%	1	5.3%
<i>St. Michael</i>	21	1	4.8%	12	57.1%	0	0.0%
<i>Teller</i>	11	0	0.0%	4	36.4%	2	18.2%
<i>White Mountain</i>	17	0	0.0%	1	5.9%	2	11.8%
<i>Village Total</i>	159	10	6.3%	83	52.2%	12	7.5%
<i>Nome</i>	45	10	22.2%	30	66.7%	2	4.4%
<i>Total</i>	204	20	9.8%	113	55.4%	14	6.9%

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Table 68: Kawerak Early Head Start Programs Enrolled Children That Are Homeless, Have No Insurance, and Have Medicaid Benefits, 2015-16 School Year

<i>EHS Programs</i>	Total Enrolled	Homeless	%	No Insurance	%	Medicaid	%
<i>Brevig Mission</i>	9	0	0.0%	6	66.7%	1	11.1%
<i>Elim</i>	10	1	10.0%	10	100.0%	1	10.0%
<i>Village EHS Total</i>	19	1	5.3%	16	84.2%	2	10.5%
<i>Nome Home Based</i>	25	4		11	44.0%	3	12.0%
<i>Nome Center Based</i>	31	1		12	38.7%	3	9.7%
<i>Nome EHS Total</i>	56	5	8.9%	23	41.1%	6	10.7%
<i>Total EHS</i>	75	6	8.0%	39	52.0%	8	10.7%



Disabilities, Types and Resources

For the 2015-16 school year, Kawerak has tracked disabilities of enrolled students in five (5) categories: speech impairment (SL Impairment), early childhood development delivery (ECDD), health impairment (HI), and non-categorical development delivery (NC DD). There were 12 enrolled students (or 4.4% of total enrollment) with diagnosed disabilities. The largest category was speech impairment with six (6) enrolled students which represented 50% of the diagnosed disabilities. The majority of the enrolled students with diagnosed disabilities were from village centers – 83.3% or ten (10).

The number of children with disabilities is most likely under-represented. As background, for the Federal Part C program there is only one person that can screen and diagnose disabilities in the Bering Strait region and Kawerak service area. Staff have noted that the process can take up to a year for scheduling disability screening and diagnosis.

Table 69: Diagnosed Disabilities of Enrolled HS and EHS Students, 2015-16 School Year

<i>HS/EHS Programs</i>	SL Impairment	EC DD	Autism	HI	NC DD	Total with Disability	Total Enrolled	% Enrolled
<i>Brevig Mission</i>						0	28	0.0%
<i>Elim</i>	1					1	25	4.0%
<i>Gambell</i>	1					1	22	4.5%
<i>Golovin</i>						0	10	0.0%
<i>Koyuk</i>						0	15	0.0%
<i>Shaktoolik</i>	2					2	10	20.0%
<i>Shishmaref</i>		1				1	19	5.3%
<i>St. Michael</i>	1	1	1			3	21	14.3%
<i>Teller</i>						0	11	0.0%
<i>White Mountain</i>	1	1				2	17	11.8%
<i>Village Total</i>	6	3	1	0	0	10	178	5.6%
<i>% of Disability</i>	60.0%	30.0%	10.0%	0.0%	0.0%	83.3%		
<i>Nome</i>	0	0	0	1	1	2	96	2.1%
<i>% of Disability</i>				50.0%	50.0%	16.7%		
<i>Total</i>	6	3	1	1	1	12	274	4.4%
<i>% of Disability</i>	50.0%	25.0%	8.3%	8.3%	8.3%			

For Kawerak students identified with disabilities, the program staff work with parents and the following providers in the region for resources:

- Bering Strait School District Special Education/Disability services
- Nome Public Schools Special Education/Disability services
- Infant Learning Program: Speech pathology and occupational therapy services
- NSHC vision and hearing screenings, ENT Services
- NSHC Pediatrics Specialty Clinic/Case Manager Services
- NSHC Rainbow Services

Note: disability and special education services in the region are often remote services – telephonic or web/video. Travel by specialists (based in Nome, Anchorage or Fairbanks) generally is itinerant and scheduled quarterly for services and interventions – there are generally no onsite specialists in the villages.

Child and Family Services

For the 2015-16 school year, 33 families (HS and EHS programs) received family support services to maintain and improve employment, housing, health and education.

Table 70: Family Services and Resource Referrals, 2015-16 School Year

<i>Family Services and Resource Referral Type</i>	Number of Families	Percentage of Enrolled Families
<i>Emergency Crisis Intervention</i>	16	7.8%
<i>Housing Assistance</i>	8	3.9%
<i>Mental Health Services</i>	4	2%
<i>Adult Education</i>	5	2.4%

Program Health Services

For HS and EHS program children, the following summarizes health services for the 2015-16 school year.

- 279 children (or 100%) had an ongoing source of continuous, accessible health care.
- 93 children (or 33.3%) were up-to-date on a schedule of age-appropriate preventive and primary health care.
- 139 children (or 49.8%) completed a professional dental exam.

- 45 children (or 16.1%) received developmental screenings within 45 days of enrollment.⁴²

Head Start Students School Readiness

For HS students, the following summarizes school readiness initiative accomplishments for the 2015-16 school year. In the table, the 3-year old readiness column represent the percentage of children meeting *Widely Held Expectations* or above. Also, the 4-year old readiness column represents the percentage of children meeting *Kindergarten Readiness Levels*.

Table 71: 2016 Kawerak Head Start School Readiness Initiative Accomplishments

<i>School Readiness Item</i>	Percentage of 3-Year Old	Percentage of 4-Year Old
<i>Follows limits and expectations</i>	51%	71%
<i>Balances needs and rights of self and others</i>	82%	85%
<i>Gross motor skills</i>	79%	74%
<i>Fine motor skills</i>	41%	65%
<i>Comprehends language</i>	64%	56%
<i>Expanding expressive vocabulary</i>	55%	87%
<i>Attends and engages</i>	63%	52%
<i>Notices and discriminates rhyme</i>	78%	63%
<i>Identifies and names letters</i>	28%	56%
<i>Writes name</i>	50%	83%
<i>Counts</i>	52%	57%
<i>Compares and measures</i>	71%	86%
<i>Uses classification skills</i>	42%	52%
<i>Thinks symbolically</i>	72%	40%

⁴² Special education staff and specialists from BSSD and NPS screen and diagnose disabilities in the Kawerak service area under the Federal Part C program. Staff have noted that the process can take up to a year for a disability diagnosis.

PROGRAM INFORMATION

Program Governing Structure

For the governance of the Kawerak Head Start/Early Head Start/Child Care Partnership programs, there is a 11-member regional Policy Council that advises the staff and organization in the operation of the early childhood education programs. Each participating community has a local parent committee composed of 4-7 Head Start parents that advises the village level programs. One member from each local parent committee is elected to the regional Policy Council. The Policy Council meets monthly with the HS Director and provides program recommendations to the Kawerak Board Education, Employment and Training / Child Family Services Committees.

The centers and overall program is staffed by a Head Start program director that is based in Nome with regional support staff. Kawerak partners with the Bering Strait School District and Nome Public Schools who provide certified teachers to lead and teach in the Head Start classrooms along with 1-2 Kawerak Teachers or Teacher Aides. The Kawerak Head Start Director and the School Districts coordinate together to provide supervision to the teaching staff. The Head Start program director works with the Child Care Director (position in the Kawerak Education, Employment and Training Division that compacts and administers 477 funds with the region's tribes) for implementation of the Child Care Partnership programs with Early Head Start, as well as coordination of childcare services with Head Start families.

The Head Start program director reports to the Vice-President of Children and Family Services Division, who reports to the President of Kawerak. The Kawerak Children and Family Services Division reports quarterly to a board committee for program updates and recommendations for policy and budget, which are forwarded to the full Kawerak board for action.

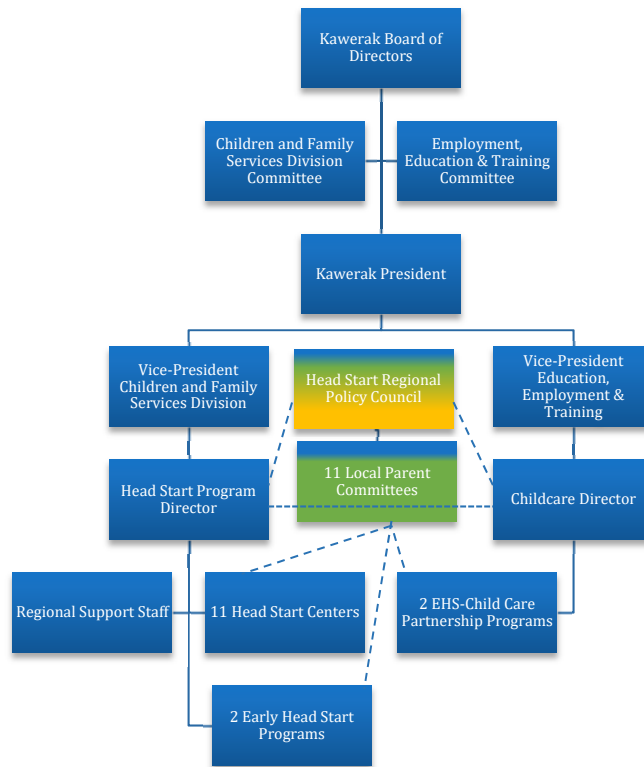


Figure 24: Governance Structure of Kawerak Head Start/Early Head Start/Child Care Partnership

Parent Involvement

The HS and EHS programs are based upon a model that works with the whole family. Parents are given a family survey and work with staff on family development plans to help meet their needs. Parents are also involved in the program by volunteering in the classrooms to help with running the classes or centers. Volunteer hours are kept on a timesheet that is tabulated at end of month and given to their family advocate. The advocates enter them in *Child Plus Data Base* for tracking and reporting. For the 2015-16 school year, 1,608 volunteer hours were contributed by parents towards classroom assistance.

The Kawerak HS and EHS programs also involve parents by inviting them to attend once a month Local Parent Committee Meetings. The Local Parent Committees work with staff in supporting center operations and planning activities such as family nights and end of year graduation.

Parent experiences are scheduled for workshops/trainings and held monthly. Topics from the past year include family literacy, father involvement, gun safety, applying for WIC, and nutrition education. For the 2015-16 school year, 62 parents attended parent-experiences.

At the regional level, one parent from each of the Local Parent Committees is voted to be the representative to the Policy Council. The Policy Council meets monthly via teleconference with the Head Start and Child Care Directors. The Policy Council is led by the Council Chair and provides program recommendations, support and governance including policy changes.

Recruitment Area and Methods

The Kawerak HS and EHS programs have an open enrollment period annually from late spring through mid-summer for soliciting new applications and verification of income. The program also outreaches to families at the annual Child Fair held in the Nome center, during travel by regional/core staff to village centers, and on-site by village staff.

Staffing

During the 2015-16 school year, the Kawerak HS and EHS programs had 69 permanent staff in all programs: 58 (or 84.1%) were Kawerak employees and 11 (or 15.9%) were school district employees. Note, another 20-25 additional staff may be hired by Kawerak as temporaries and substitutes over the course of a school year. The school district employees represent a partnership with Kawerak for providing certified Early Child Education teachers at Head Start sites-centers. In addition to aiding in quality child education services, the school district teachers served as mentors for and provide on-site staff support with the Kawerak staff. The school districts also help the centers with curriculum training and implementation.

The average length of employment of the 58 Kawerak employees was 6.34 years⁴³ and average age of employees was 37 years. 44 permanent staff worked in the Kawerak Head Start program (centers and regional/core staff), 5 in EHS and 16 in EHS/CCP – note six (6) staff were cross assigned to programs. 56.9% of permanent staff held positions in teaching or home visiting; 39.7% in support positions; and 3.4% in management positions.

⁴³ The length of employment is based upon an initial hire date at Kawerak as an organization, versus the hiring in the HS/EHS/CCP programs. For example, an employee may have been hired in another division or department and the length of employment is based upon total years of service with Kawerak as an organization.

A majority of the permanent Kawerak staff are female (96.6%) and hired locally (91.4%). 79.3% of the Kawerak permanent staff were Alaska Native/American Indian. Only 5.2% (or 3) are bilingual in the region's indigenous languages.

For the permanent Kawerak positions, two (2) did not require certifications and the 56 did require certifications. For the 56 permanent positions needing a certification, 83.9% (or 47) Kawerak staff held certifications, and 16.1% (or 9) did not but were indicated to be working towards certification as of August 2016. The following table summarizes the certifications held as of August 2016:

Table 72: Kawerak Staff Certification Summary as of August 2016

<i>Certification Type</i>	Number of Kawerak Staff with Certification	Percentage
<i>FWC</i>	3	6.4%
<i>CDA</i>	24	51.1%
<i>CFPM</i>	5	10.6%
<i>AA/AAS</i>	9	19.1%
<i>BA/BS</i>	5	10.6%
<i>MA/MS</i>	1	2.1%
<i>Total</i>	47	

The average length of employment of the 11 school district employees that worked with Kawerak programs was 2 years and average age of employees was 44.3 years. All of the school district staff are female (100%) and few are hired locally (18.2%). 9.1% of the school district staff were Alaska Native/American Indian. None (or 0%) were bilingual in the region's indigenous languages. All (100%) the school district staff held certifications.

When comparing various employee groups, permanent Kawerak staff at village centers generally have more years of employment and are older employees – especially when compared to the Nome Center. This indicates there is less turnover at the village sites and higher turnover at the Nome Center – this may be reflective of limited employment opportunities at the village sites and more in Nome as the regional hub. This also indicates that village centers may need to develop plans for retiring employees with higher average ages – note the village communities having a younger median age as demonstrated in the community

population data. At the same time, village employees could serve as mentors for younger staff or those in training.

The following summarizes the staffing comparing all permanent employees, all centers, and comparing village to Nome centers/programs.

Table 73: Permanent Employee Group by Center Comparisons of Average Age and Years of Employment, and Percentage of Alaska Native and Local Hire as of August 2016

<i>Permanent Employee Group</i>	Number of Permanent Employees	Average Age	Average Years Employed	Alaska Native	Local Hire
<i>All Kawerak Employees</i>	58	37	6.34	79.3% (46)	91.4% (53)
<i>All Centers (Kawerak only)</i>	46	32	6.5	87% (40)	95.7% (44)
<i>Village Centers (Kawerak only)</i>	25	43.4	9.96	92% (23)	96% (24)
<i>Nome Center (Kawerak only)</i>	17	29.06	1.59	88.2% (15)	94.1% (16)
<i>Regional/Core Staff (Kawerak only)</i>	16	36.13	5.88	50% (8)	81.3% (13)
<i>BSSD Teachers</i>	9	45.3	1.6	0% (0)	0% (0)
<i>NPS Teachers</i>	2	44.3	4	50% (1)	100% (2)

KAWERAK NEEDS ASSESSMENT

Table 74: Permanent Employee Group by Center Comparisons of Percentage Bilingual, Female and Certification Status as of August 2016

<i>Permanent Employee Group</i>	Number of Permanent Employees	Bilingual	Female	Certification Required & Attained	Working Towards Certification
<i>All Kawerak Employees</i>	58	5.2% (3)	96.6% (56)	83.9% (47 of 56)	16.1% (9 of 56)
<i>All Centers (Kawerak only)</i>	46	6.5% (3)	97.8% (45)	80% (36 of 45)	20% (9 of 45)
<i>Village Centers (Kawerak only)</i>	25	8% (2)	96% (24)	80% (20)	20% (5)
<i>Nome Center (Kawerak only)</i>	17	5.9% (1)	94.1% (16)	82.4% (14)	17.6% (3)
<i>Regional/Core Staff (Kawerak only)</i>	16	0% (0)	93.8% (15)	92.9% (13 of 14)	7.1% (1 of 14)
<i>BSSD Teachers</i>	9	0% (0)	100% (9)	100% (9)	N/A
<i>NPS Teachers</i>	2	0% (0)	100% (2)	100% (2)	N/A

KAWERAK NEEDS ASSESSMENT

Table 75: Permanent Kawerak Employee Group by Job Classification Comparisons of Average Age and Years of Employment, and Percentage of Alaska Native and Local Hire as of August 2016

<i>Permanent Employee Group</i>	Number of Permanent Employees	Average Age	Average Years Employed	Alaska Native	Local Hire
<i>All Kawerak Employees</i>	58	37	6.34	79.3% (46)	91.4% (53)
<i>Education-Classroom (Kawerak only)</i>	33	36.5	6.39	97% (32)	97% (32)
<i>Support Staff (Kawerak only)</i>	23	37.65	6.35	69.6% (16)	87% (20)
<i>Management (Kawerak only)</i>	2	37.5	5.5	0% (0)	50% (1)

Table 76: Permanent Kawerak Employee Group by Job Classification Comparisons of Percentage Bilingual, Female and Certification Status as of August 2016

<i>Permanent Employee Group</i>	Number of Permanent Employees	Bilingual	Female	Certification Required & Attained	Working Towards Certification
<i>All Kawerak Employees</i>	58	5.2% (3)	96.6% (56)	83.9% (47 of 56)	16.1% (9 of 56)
<i>Education-Classroom (Kawerak only)</i>	33	6.1% (2)	100% (33)	75.8% (25)	24.2% (8)
<i>Support Staff (Kawerak only)</i>	23	13% (3)	82.6% (19)	95% (19 of 20)	5% (1 of 20)
<i>Management (Kawerak only)</i>	2	0% (0)	100% (2)	100% (2)	N/A

KAWERAK NEEDS ASSESSMENT

Table 77: Permanent Employee Group by Program Comparisons of Average Age and Years of Employment, and Percentage of Alaska Native and Local Hire as of August 2016

<i>Permanent Employee Group⁴⁴</i>	Number of Permanent Employees	Average Age	Average Years Employed	Alaska Native	Local Hire
<i>All Kawerak Employees</i>	58	37	6.34	79.3% (46)	91.4% (53)
<i>Head Start (Kawerak only)</i>	44	38.95	7.8	77.3% (34)	88.6% (39)
<i>Early Head Start (Kawerak only)</i>	5	36.6	7.8	80% (4)	80% (4)
<i>Child Care Partnership (Kawerak only)</i>	16	32.25	1.94	81.3% (13)	93.8% (15)
<i>BSSD Teachers</i>	9	45.33	1.56	0%	0%
<i>NPS Teachers</i>	2	39.5	4	50% (1)	100% (2)

Table 78: Permanent Employee Group by Program Comparisons of Percentage Bilingual, Female and Certification Status as of August 2016

<i>Permanent Employee Group</i>	Number of Permanent Employees	Bilingual	Female	Certification Required & Attained	Working Towards Certification
<i>All Employees</i>	58	5.2% (3)	96.6% (56)	83.9% (47 of 56)	16.1% (9 of 56)
<i>Head Start</i>	44	4.5% (2)	95.5% (42)	85.7% (36 of 42)	14.3% (6 of 42)
<i>Early Head Start</i>	5	0% (0)	100% (5)	80% (4)	20% (1)
<i>Child Care Partnership</i>	16	6.3% (1)	100% (14)	87.5% (14)	12.5% (2)
<i>BSSD Teachers</i>	9	0%	100%	100%	N/A
<i>NPS Teachers</i>	2	0%	100%	100%	N/A

⁴⁴ Note that average years employed is associated with the program establishment year at Kawerak. Kawerak Head Start was established in 1979, Early Head Start in 2010, and Child Care Partnership in 2015.

Surveys

In the assessment process, surveys were conducted focusing on three major stakeholders of the Kawerak Head Start, Early Head Start, and Child Care Partnership programs: (1) parents and families, (2) staff, and (3) community institutions. Each survey was anonymous, voluntary and utilized both online (via Survey Monkey) and paper/hard copy collection. Surveys were distributed by e-mail (Kawerak staff, Nome Announce group, and Norton Sound Education Workgroup group), Face Book (Nome Post group and Northwest Planning and Grants Development company page), Linked-In (Northwest Planning and Grants Development company page), web page (Northwest Planning and Grants Development company web page), and hard copy made available at each Head Start site/center. Please note the surveys do not represent random samples – rather voluntary participation solicited by public notice/request. Also note, the survey responses and comments were based upon participant perceptions – the Kawerak staff noted that some comments were factual or not true – however, the comments are helpful in understanding the perspectives and concerns of stakeholders.

The surveys were designed with the Kawerak program directors and addressed the guidelines by the federal Head Start – Early Childhood Learning and Knowledge Center for community assessments (https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mang-sys/planning/manage_cop_00104_093005.html, access July 27, 2016). Copies of the surveys are located in Appendix A including further detailed survey results by question. The surveys included the following relevant opinions and community needs:

- Opinions of stakeholders
- Prevalent community problems
- Knowledge of existing resources
- Accessibility of available resources
- Adequate service provision by existing resources
- Additional resources needed

PARENTS AND FAMILIES SURVEY

There were 21 questions in the parent and families survey with opportunities to give open comments. For the parent and family survey, Kawerak, Inc. donated an Alaska Airlines mileage ticket (up to 25,000 miles) that was drawn among respondents to help encourage responses. Note: participation in the drawing was optional and names were kept strictly confidential by the survey contractor.

A total of 53 parents and adult family members participated in the survey: 39.6% (or 21) of responses were from those in Nome, and 60.4% (or 32) of responses were from those in the villages. 81.1% (or 43) of the parents and families had their children participate in the Kawerak Head Start program, 26.4% (or 14) in Early Head Start, and 11.3% (or 6) in the EHS/Child Care Partnership. The following summarizes participation by community and representation in Kawerak programs:

Table 79: Parent and Families Survey – Number of Participants by Community

Please select your community which Kawerak Head Start/Early Head Start/Childcare Partnership operates		
Answer Options	Response Percent	Response Count
Nome	39.6%	21
Brevig Mission	3.8%	2
Elim	3.8%	2
Gambell	3.8%	2
Golovin	7.5%	4
Koyuk	5.7%	3
Shaktoolik	13.2%	7
Shishmaref	1.9%	1
Saint Michael	3.8%	2
Teller	3.8%	2
White Mountain	13.2%	7
Other (please specify)	0.0%	0
<i>answered question</i>		53
<i>skipped question</i>		0

Table 80: Parent and Families Survey – Participation of Child in Kawerak Programs

Select the programs your children or family members participate with Kawerak		
Answer Options	Response Percent	Response Count
Head Start	81.1%	43
Early Head Start	26.4%	14
Early Head Start - Childcare Partnership	11.3%	6
Other (please specify)	0.0%	0
<i>answered question</i>		53
<i>skipped question</i>		0

Parent and Family Satisfaction with Programs

Overall, parents and families were happy and satisfied with Kawerak programs. On a scale of 1 (unhappy/unsatisfied) to 5 (most happy/satisfied), the Kawerak Head Start was ranked at an average rating of 4.21, Early Head Start 4.2, and EHS/Child Care Partnership at 3.43.

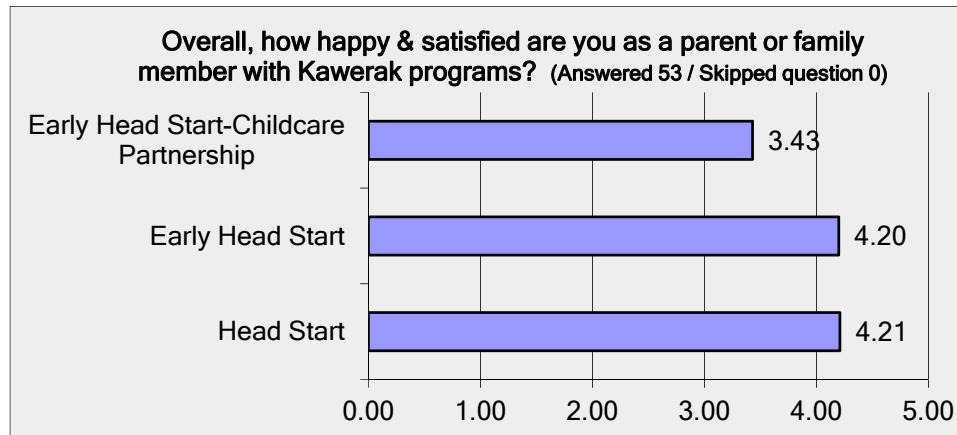


Figure 25: Chart of Parent and Family Satisfaction with Kawerak Programs

Parents and families think their children enjoy going to the Kawerak programs – 38% (or 19) a tremendous amount, and 52.0% (or 26) quite a bit – or together 90%.

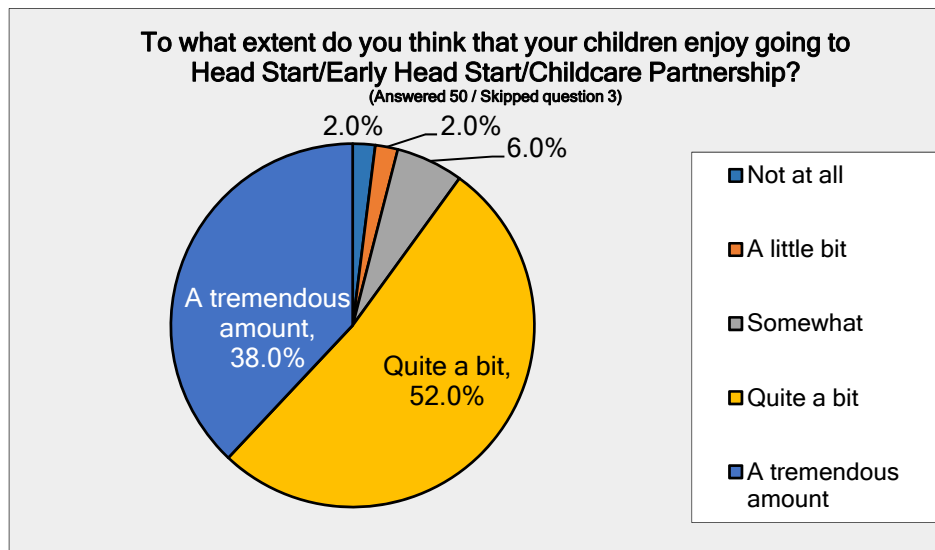


Figure 26: Extent Parents & Families Think Their Children Enjoy Going to Kawerak Programs

Parent and Family Volunteering

76% (or 38) parents and family members have volunteered or helped out with Kawerak programs at least once in the past year. 22% (or 11) parents and family members indicate they volunteer or help out at least monthly which most likely represents a core volunteer group.

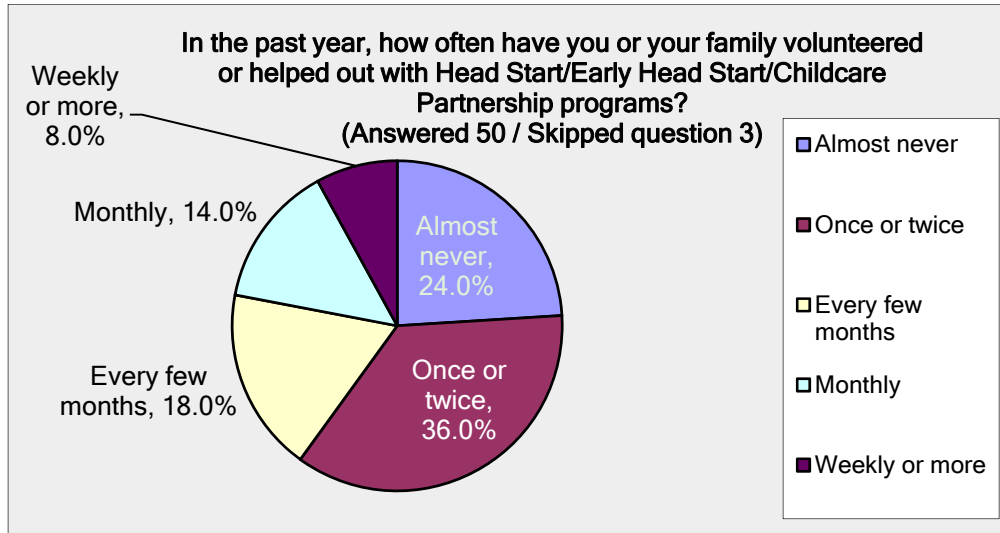


Figure 27: Parent and Family Member Volunteering in the Past Year

In regards to methods to support volunteering with Kawerak programs, parents and family members identified the top three as (1) *schedule of weekly volunteering time and tasks*, (2) *volunteer sign-up sheet*, and (3) *training and orientation for volunteering*.

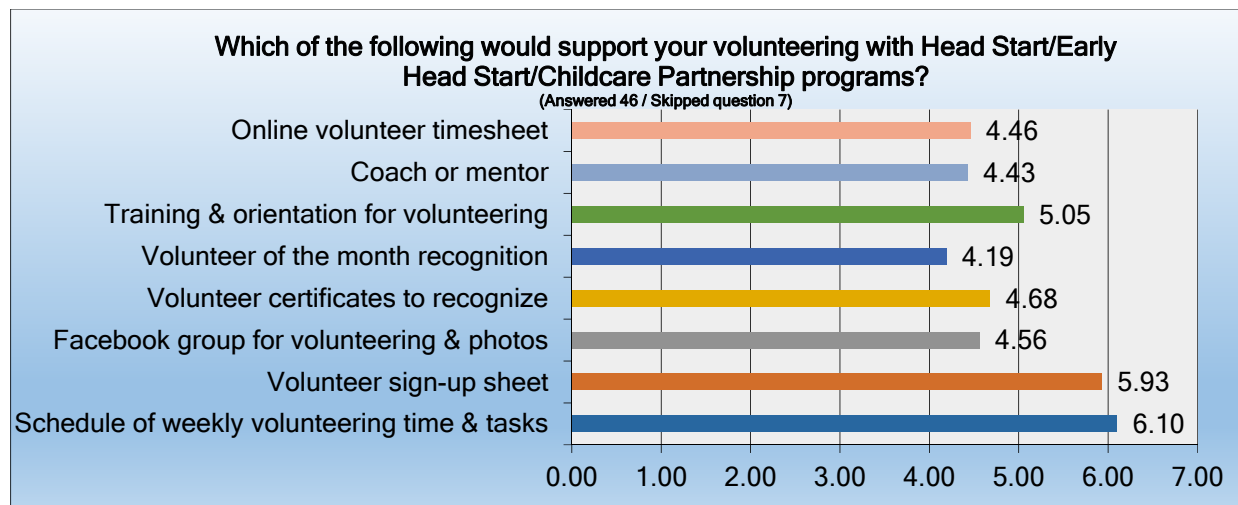


Figure 28: Methods to Support Volunteering with Kawerak Programs

Parent and Family Opinions on Program Impacts with Children and Family

In the survey of parents and family members, 51% (or 25) indicated that Kawerak services make a tremendous difference with their children, and 36.7% (or 18) indicated quite a bit – or combined together 87.7%.

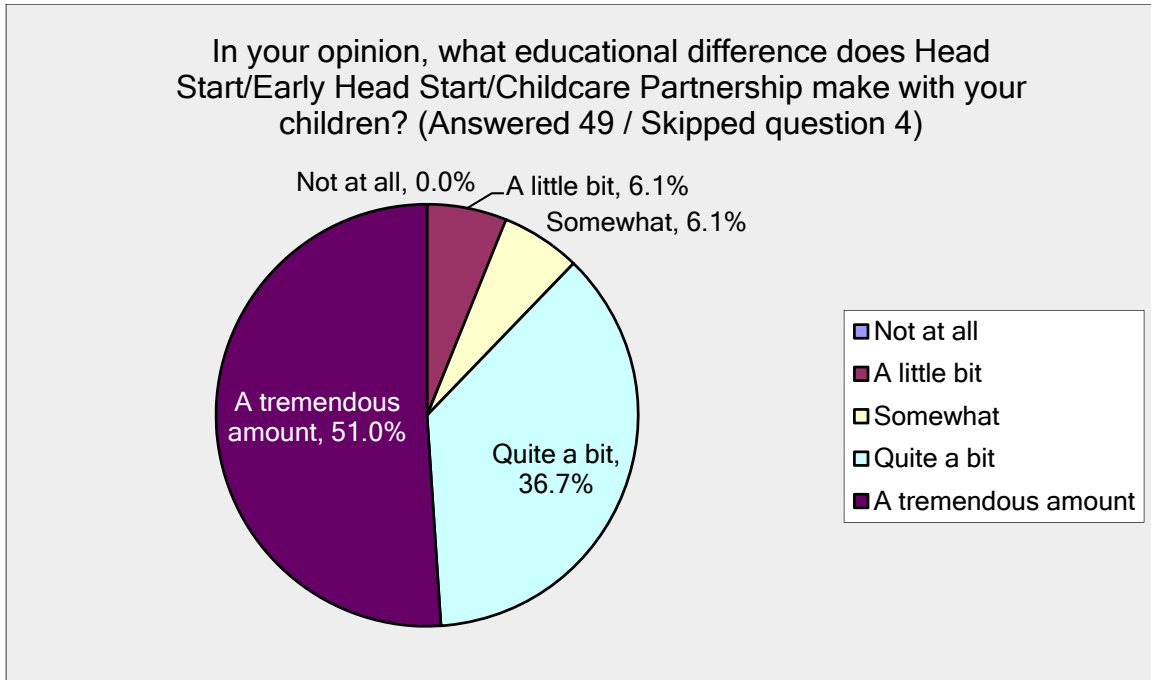


Figure 29: Parent and Family Member Opinions on Education Difference with Children

In regards to program impacts with parents, families and their children, the biggest impacts identified in the survey were (a) *readiness for school* (average rating of 4.35 on a scale of 1 to 5), and (b) *meeting children's learning needs* (average rating 4.24).

Table 81: Parent and Family Survey on Program Impacts

<i>What impact or difference in your life has the Head Start/Early Head Start/Childcare Partnership programs made in the following activities with you as a parent or with your child?</i>							
<i>Answer Options</i>	<i>No impact at all</i>	<i>Slight impact</i>	<i>Somewhat of an impact</i>	<i>Quite an impact</i>	<i>Big impact</i>	<i>Rating Average</i>	<i>Response Count</i>
<i>Meeting your children's learning needs</i>	0	2	4	23	20	4.24	49
<i>Readiness for school</i>	0	1	3	22	22	4.35	48
<i>Outreaching & providing information to parents & families</i>	1	6	15	13	14	3.67	49
<i>Supporting parents & families</i>	1	3	13	19	13	3.82	49
<i>Reflecting Native culture in child's education</i>	2	7	13	14	13	3.59	49
<i>Referring child for services</i>	4	5	17	11	11	3.42	48
<i>Answered question</i>							50
<i>Skipped question</i>							3

Parent and Family Survey Comments on Section One – Satisfaction, Volunteering and Impacts

The following are comments from parents and families regarding the first section of the survey which related to program satisfaction, volunteering and impacts. The comments are grouped into common areas for presentation and reflect 13 responses/answered (40 skipped the questions/comment). Note: The Kawerak program staff reviewed the same summary survey comments and noted that many of the comments and questions in the section relate to outreach.

**Table 82: Survey Comments from Parents and Families
Regarding Program Satisfaction, Volunteering and Impacts**

Survey Comments: Teachers/Classroom

- I am very impressed with Head Start employing a certified Kindergarten Teacher to prepare the children entering kindergarten.
- Teachers should study their lessons plans before attempting to teach students get bored and start to get restless when a teacher reads lessons. Teachers should take the time to prepare to teach-not last minute. It's very ineffective when a teacher is not prepared.
- Children are coming to school knowing less and less each year. We as teachers are needing more time to ready the kids for kindergarten. School all year is almost a must now days for the kids to be kindergarten ready.
- We need to keep our certified teachers in our class rooms.

Survey Comments: Parent & Family Communication

- Newsletters should be clear not a blurry copy.
- When a parent asks a question response should be given-not say it's in the newsletter.
- There have been only a few parents that actually showed up regularly for their children. It would help if more parents showed up more

Survey Comments: Referrals & Partnership Services

- It would be nice if they did a little more effort into referring children that need to be referred

Survey Comments: Culture & Language

- Would be nice to have someone of our culture teach more about it since it's easier to pick up when they're young.
- Community wide native program.
- Would be nice if we had more of a culture in our weekly schedule.

Survey Comments: Early Head Start

- EHS is a great support to families who need childcare. However, there are frequent in-service and vacation days, including a month off in the summer, which is very hard on working families.
- I wish EH/EHS/CP had a closer relationship with ENT and the Special Education Department at the Elementary School. Our teachers knew our children were struggling/sick due to ear infections, strep, and related illness. I think it would make more of an impact for referrals for ENT doctors/appointments from other teaching professionals/organizations and how their illnesses affect them as students.

Staff review note: generally, cannot refer young children to public school special education – EHS-CCP students (ages 0-3) are referred to NSHC Infant Learning. Also, staff noted that EHS-CCP are relatively new programs and can better address and frame parent expectations during orientation – e.g. scheduling, staff development, and referrals.

STAFF SURVEY

The Kawerak HS, EHS and EHS/CCP staff were able to give their input in the assessment via a staff survey. There were 21 questions in the staff survey with opportunities to give open comments. A total of 40 staff participated in the survey: 17.5% (or 7) of responses were from Regional/Core staff, 25% (or 10) of responses were from those in Nome Center, and 57.5% (or 23) of responses were from those staff in the Village Centers. The following summarizes staff participation by community:

Table 83: Staff Survey – Number of Participants by Community

Staff Survey Kawerak Head Start/Early Head Start/Child Care Partnership

<i>Please select the community-center you work in.</i>		
<i>Answer Options</i>	Response Percent	Response Count
<i>Brevig Mission</i>	12.5%	5
<i>Elim</i>	12.5%	5
<i>Gambell</i>	2.5%	1
<i>Golovin</i>	2.5%	1
<i>Koyuk</i>	5.0%	2
<i>Shaktoolik</i>	5.0%	2
<i>Shishmaref</i>	2.5%	1
<i>St. Michael</i>	5.0%	2
<i>Teller</i>	5.0%	2
<i>White Mountain</i>	5.0%	2
<i>Nome center</i>	25.0%	10
<i>Regional or all Head Start centers</i>	17.5%	7
<i>Answered question</i>		40
<i>Skipped question</i>		0

Staff Opinions on the Programs

In regards to staff opinions on HS/EHS/CCP, the survey indicated that staff think children enjoy going to the Kawerak programs – 27% (or 10) a tremendous amount, and 64.9% (or 24) quite a bit – or together 91.9%.

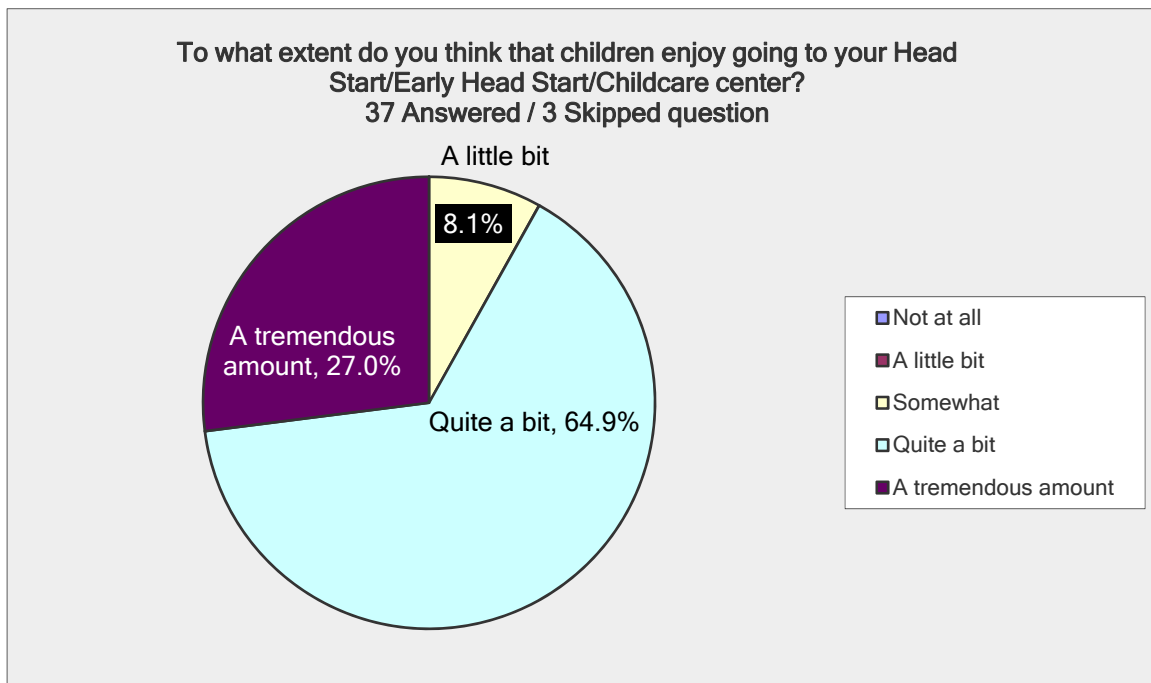


Figure 30: Extent Staff Think Children Enjoy Going to Kawerak Programs

Staff Education Job Requirements with Methods to Support

Considering CDA-AA-BA (college education) job requirements, staff identified the top three ways Kawerak could best help meet education/training goals as (based upon a scale of 1-4 with higher ratings indicating best and most supportive): *(#1) Online Courses, (#2) Summer Intensive Classes, and (#3) Week Intensive Workshops 3-4 Times Per Year*. However, all the education options presented in the survey were closely grouped together by weighted average indicating that staff may want/need many options based upon individual needs and learning styles. The information was reviewed with the staff and the following provides the staff insights on the survey results:

- There is no requirement that education classes be exclusively taken through the University of Alaska, but other schools can be very expensive. The programs need to balance class offerings with ability to budget and accommodate staff training needs.
- Online child certificates and degrees can be difficult to obtain and generally only available through one Alaska school. The staff recognized that the program supervisors will need to collaboratively work with staff in mapping out options that best meet their job needs.
- The University of Alaska should offer a distance delivery BA in early childhood education so HS/EHS staff can work towards college degrees at their local sites.

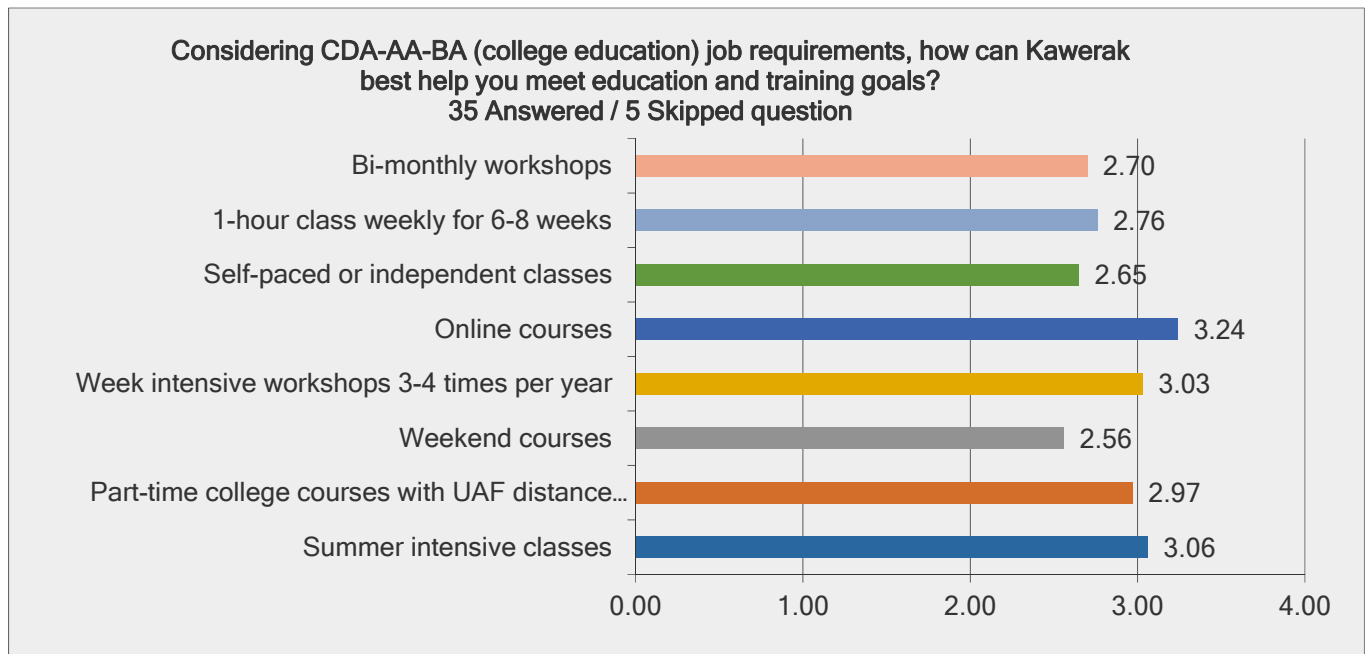


Figure 31: Staff Survey Input on Best Help to Meet Job Requirements for Education and Training Goals

The survey also presented to staff ways Kawerak could support and engage them to complete educational goals successfully. The top three supportive incentives that were identified by the staff as the best were (based upon a scale of 1-4 with higher ratings indicating best and most supportive): (#1) *Considered for Merit Increase Based Upon Position and Completing Certificate/Degree*, (#2) *Additional Employee Health and Wellness (EHW) Days* –

Paid Time Off After Complete Education/Training Goal, and (#3) Two-Hours Per Week Paid Time for Classes and Course Work.

These survey results were reviewed with core staff and the following summarizes the insights:

- Options to adjust the staff work day is an important consideration when taking job education and training, but needs to take into account overtime, budget limits and staffing/scheduling.
- There is support for merit increases but needs to work within the Kawerak policies for personnel evaluations.
- For education requirements, supervisors will need to evaluate the job descriptions for benchmarks that could reward attainment.
- The additional time off with EHW is an effective reward and potentially very doable. This is a good way of recognizing employees with time off for their successful studies.

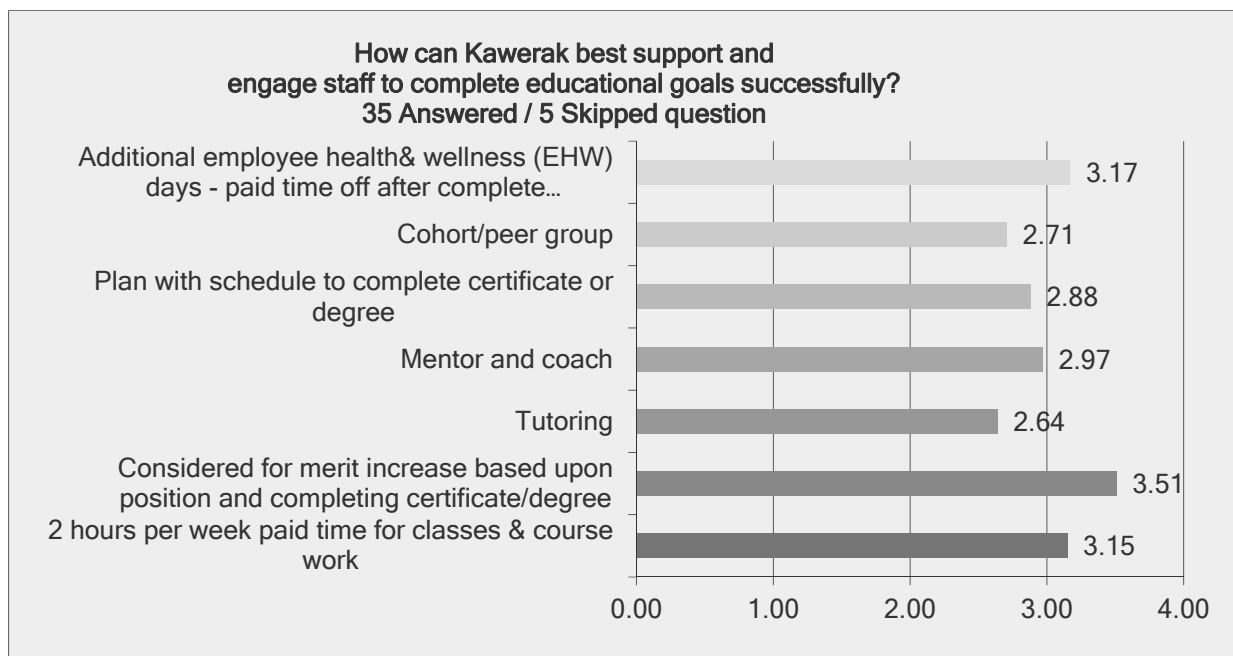


Figure 32: Staff Survey Results for Best Ways Kawerak Can Support and Engage to Complete Educational Goals Successfully

Staff Opinions on the Work Environment and Compensation

In regards to the HS/EHS/CCP work environment, the staff survey indicated that it was good based upon seven factors. The scale for ranking was 1-not at all supportive, 2-ok but needs improvement, 3-good, 4-best and most supportive. The top two ranked work environment factors were: (#1) *Co-Worker Teamwork* and (#2) *Supervisor Availability, Communication and Support*.

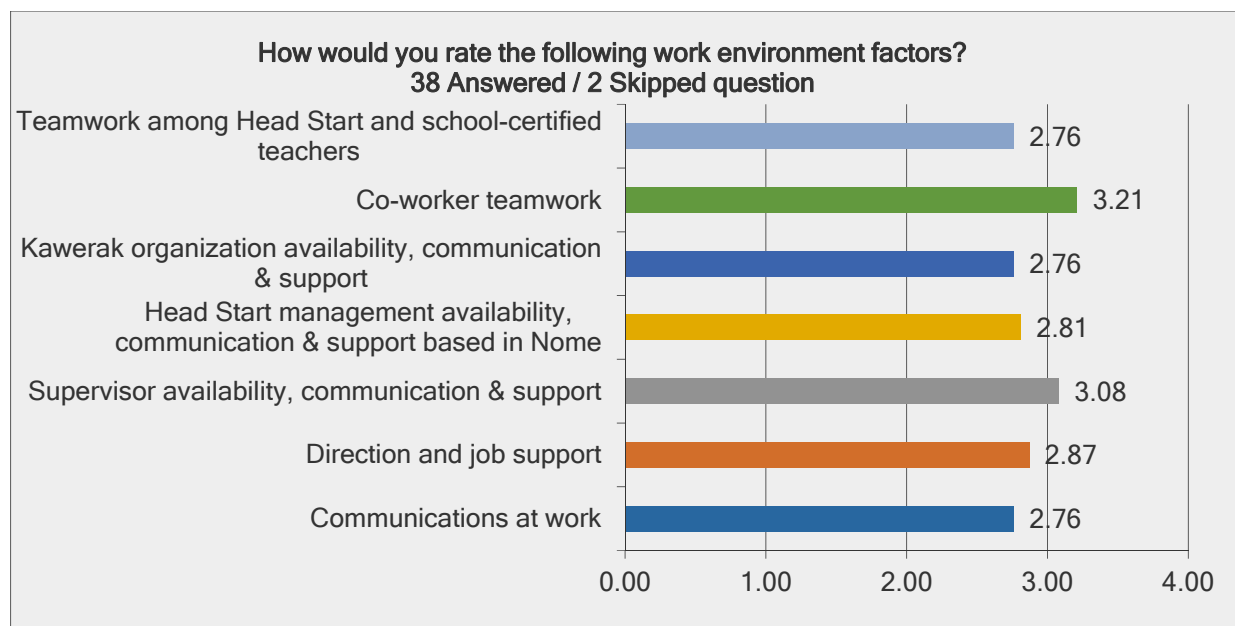


Figure 33: Staff Rating of Work Environment Factors

In regards to compensation, the staff rated six factors that encompassed wages and benefits. The ratings were based upon a scale of 0-10: lower ratings meaning needs the most improvement, middle ratings meaning ok, and higher ratings meaning excellent. The top three rated compensation factors by staff were: (#1) *Benefits*, (#2) *Personal and Subsistence Leave*, and (#3) *Education and Job Training*. During the staff review, program management indicated that cost-of-living increases were recently approved (March 2016) which helped address wages. The staff also felt in the review that Kawerak HS/EHS/CCP programs were a good place to work in regards to compensation and benefits.

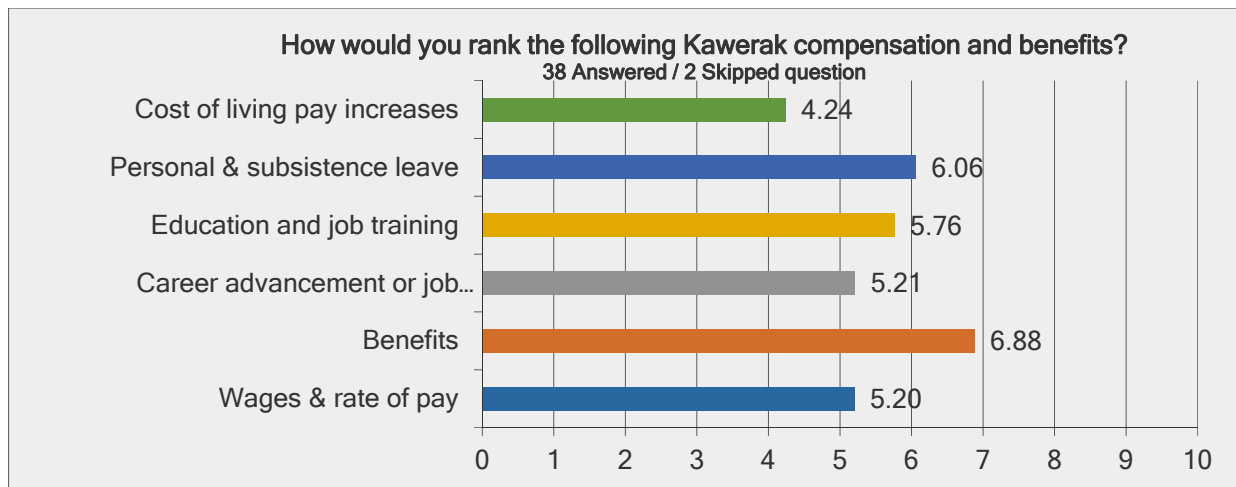


Figure 34: Staff Rating of Kawerak Compensation and Benefits

Staff Comments on Section One of the Survey – Opinions of Programs, Staff Education and Work Environment

The following are comments from staff regarding the first section of the survey which related to opinions of the programs, staff education/training, and work environment factors. The comments are grouped into common areas for presentation and reflect 13 responses/answered (27 skipped the questions/comment).

Table 84: Survey Comments from Staff
Regarding Opinions of the Programs, Staff Education/Training, and Work Environment Factors

Survey Comments: Compensation

- I would like to see Head Start COLAs match what Kawerak is doing so Head Start is not behind. Note: during the staff review, management reported that COLA increases in the past were processed at the end of school year, and subject to Head Start budgets -- affects the timing and perception of increases.
- The pay scale does not reflect the education an individual acquired. Village staff should have a higher pay scale due to the higher cost of living. When HR does recruitment for job openings, why do the Nome positions reflect a higher pay per hour? I also noticed that a cook in Nome is getting a higher pay than I am; when I am required to obtain my CDA, AAS in ECE or BA. I feel that village staff are always lower in the Kawerak pyramid, just because we are isolated in the village does not mean we should be denied the same treatment as Nome staff.
- Teacher's pay needs to increase, especially with all the hard work they do in the classroom with the children. No matter how experienced they are, they should start at the same pay and higher pay than now.

Survey Comments: Compensation

- The rate of pay for working with Head Start is where I feel it is not fair for the amount of work with students, janitor work after the students leave, and all the paper work that needs to be turned in.
- Cost of living increases should be given every year. Why punish the employment team for mismanagement of funds?
- I think they should consider giving raises to the ones that want to become certified teachers that are actually taking classes and the ones that have been with Head Start/Early Head Start for a long time -- they are the ones with experience.
- Head Start employees work hard and jump through the hoops for education and should be compensated for such tasks.

Survey Comments: Education/Training

- Achieving higher education goals - degrees or CDAs - should grant you merit increases.
- Paid time during work hours to "complete" educational goals is a nice perk, but should not interfere with daily work related responsibilities. Some staff are clocking out then returning for paid hours of education, this does not seem fair to other employees whom must be at their work stations (classrooms) then have classes in the evening.
- Overall Kawerak and Head Start have provided support for all employees to receive their education without any financial burden on the employee. BAs, MAs, and Associate Degrees have been achieved by a multitude of employees.
- Cooks will of course have different educational needs than teaching staff.

Survey Comments: Classroom Preparations/Planning

- We could improve by having planning time with Kawerak and BSSD teachers.
- I am a Bering Strait School District employee. There seems to be an unclear understanding of what each job requirement is. As I try hard to understand what my Kawerak coworker's job requirement are, it seems that there remains a lack of understanding what my BSSD job requirements are. We have now been asked to join in on the phone conference on Mondays. That is another one hour and twenty minutes of our time. We also spend 40 minutes cleaning every day. I do lesson plans that are different from the Strategies Gold, yet am asked to help put in lessons into the Strategies Gold plan. Our building conditions are difficult to work under, also.

Survey Comments: Communications

- A regional HS specialist does a great job answering emails and phone calls in a timely and considerate manner. Thanks!
- Communication has improved some this year. It was a rough start, and I can't make many changes in the room, but it has become more pleasant.

Survey Comments: Leave Benefits

- I really wish Head Start employees had a choice on how they'd like to use their subsistence leave. It is unfair that the rest of Kawerak employees get to use their subsistence leave to actually subsist, and HS employees are forced to use it during Christmas vacation.
- Subsistence should be available freely when it fits individuals' needs, not saved for Winter Break. Staff should be responsible for their own leave hours during the required breaks. They don't have it they don't get paid.

Staff Survey Comments on the Overall Staff Survey

The following are comments from staff on the overall survey:

Table 85: Overall Comments on the Staff Survey

Staff Survey Comments: Overall Survey

8 Answered / 32 Skipped question

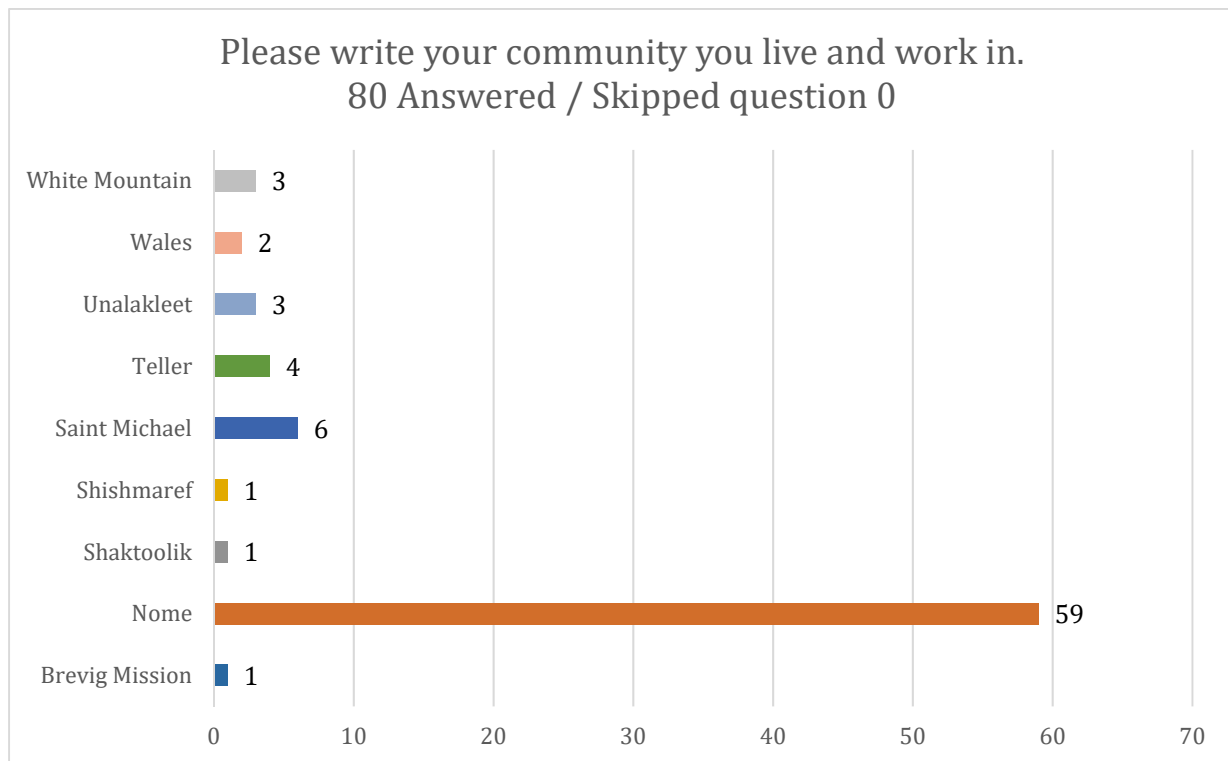
- I am BSSD staff - please compensate our Kawerak partners for all their hard work and dedication to making our programs work smoothly and be supportive.
- Plan real good and build positive grounds for upbringing children in a safe and educational way
- Continue our team efforts with all core staff, and leadership teams. Suggest all core staff attend NISHDA this year and include our retreat within this trip. All HS and EHS specialists and directors need a retreat to brainstorm ideas, and to connect as a team. We truly are Alaska Head Starts A-Team and very proud to be part of this power house group. Common goals and regular communication has pushed us to the next level of care and service.
- Having the Teachers in EHS/CC to become certified teachers
- If my child is in child care, I prefer they are in an environment with other children and they are in an educational setting.

COMMUNITY INSTITUTIONS SURVEY

Community institutions included groups such as tribal council or staff members, nonprofit organization board and staff members, healthcare providers, teachers or education specialists (Pre-K-12 and postsecondary), childcare specialists or providers, and for-profit businesses or corporations. There were 21 questions in the community institutions survey with opportunities to give open comments. In addition to the distribution methods mentioned earlier, the community institution survey was also distributed at a Kawerak Board Committee meeting on March 6, 2016, Nome Child Find event on March 7, 2016, and e-mailed to the Kawerak Head Start Policy Council.

A total of 80 people participated in the survey: 73.8% (or 59) of responses were from those based in Nome (note: regional hub), and 26.2% (or 21) of responses were from those based in villages. The following summarizes participation by community:

Table 86: Community Institution Survey – Participants by Community



For survey participants, the majority identified their role as teachers or education staff (43.8% or 28), board member-tribal council-city council member (20.3% or 13) and non-profit or community organization staff (15.6% or 10). Note: the community institution survey was distributed first and some HS/EHS/CCP staff participated in the survey. During the staff review of the survey results, it was also noted that there may have been some overlap in survey participants (community institution, parent and staff) with people wearing different hats in rural communities and villages. The following table summarizes the self-selected participant role:

Figure 35: Community Institution Survey - Participant Role

What is your role (please select one that best fits)?		
Answer Options	Response Percent	Response Count
Board member, tribal council or city council member	20.3%	13
Healthcare provider or staff	1.6%	1
Teacher or education staff (pre-K-12-postsecondary)	43.8%	28
Childcare specialist, staff or provider	3.1%	2
Nonprofit or community organization staff	15.6%	10
For profit business or corporation	4.7%	3
State agency	0.0%	0
Federal agency	0.0%	0
Other	10.9%	7
Other Description ⁴⁵		12
<i>answered question</i>		64
<i>skipped question</i>		16

⁴⁵ Other descriptions included employee, EPA-IGAP assistant, village based counselor, educator, pre-K certified early childhood SPED teacher at HS, VPSO, academic postsecondary institution, early education facilitator, cook, EHS teacher, tribal staff and parent volunteer.

Participants in the community institutions survey were asked to identify their race. The two largest categories were: (a) 46.8% (or 29) identified as Alaska Native, and (b) 38.7% (or 24) identified as White or Caucasian

Table 87: Community Institution Survey - Race of Participant

Which race/ethnicity best describes you? (Please choose only one.)		
Answer Options	Response Percent	Response Count
Alaska Native	46.8%	29
American Indian	3.2%	2
Asian / Pacific Islander	1.6%	1
Black or African American	0.0%	0
Hispanic American	1.6%	1
White / Caucasian	38.7%	24
Multiple ethnicity / Other (please specify)	8.1%	5
answered question		62
skipped question		18

Other/multiple ethnicity responses: White/Native American, Hispanic and Caucasian, Native, White/Native American/Alaska Native in household, and Combined White/Other.

Community Institution Communication and Engagement with Programs

Among the survey participants, 42.65% (or 29) stated that they meet or communicate with teachers or staff at their HS/EHS Center monthly (13.24% or 9) and/or weekly or more (29.41% or 20). This indicates that the survey was able to obtain feedback from community institution representatives that have become familiar with the Kawerak programs.

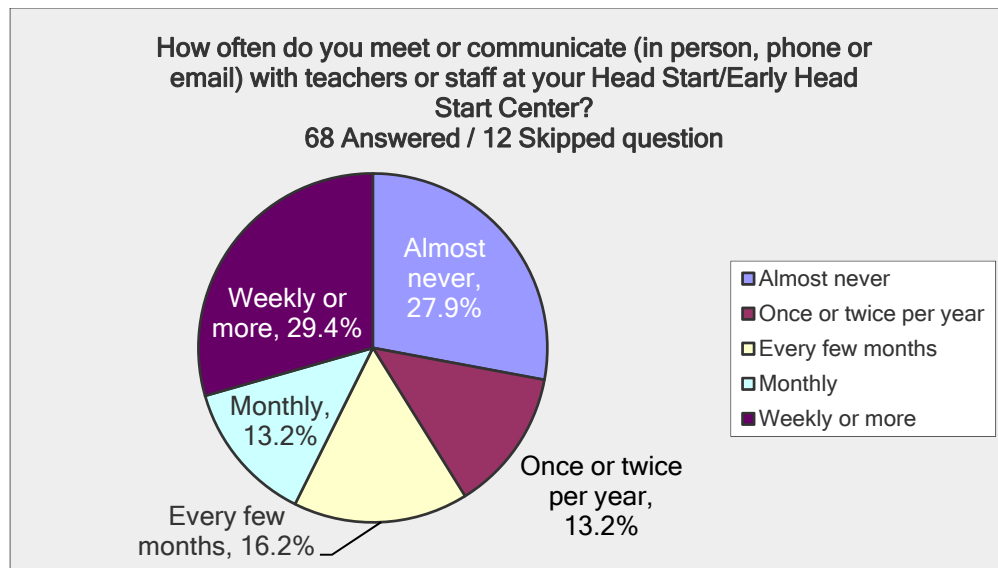


Figure 36: How Often Community Institution Representatives Meet or Communicate with Teachers or Staff

Among the survey participants, 38.24% (or 26) stated that they or their organization has helped out or provided services with Kawerak HS/EHS children and families monthly (13.24% or 9) and/or weekly or more (25% or 17).

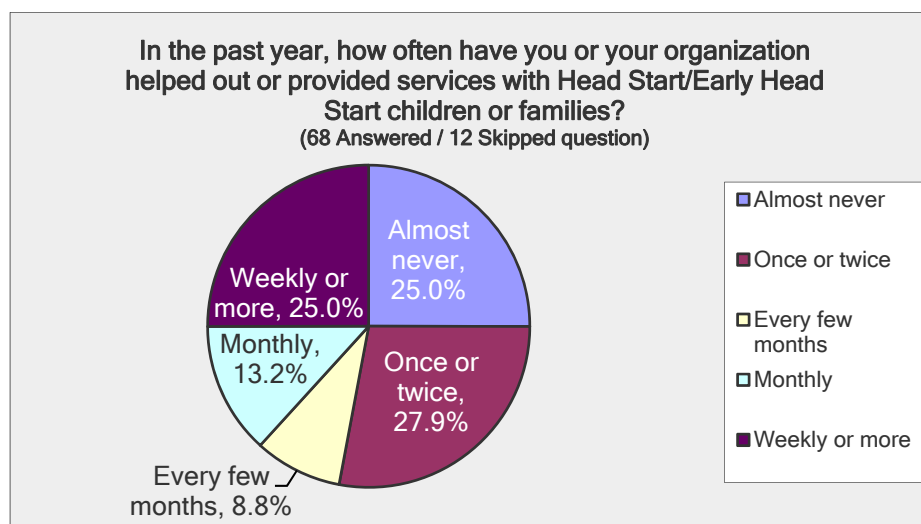


Figure 37: How Often Community Institution Representatives Have Helped Out or Provided Services

Community Institution Opinions of Programs

Community institutions were asked how confident the HS/EHS teachers and staff meet children's learning needs: a majority of 65.67% (or 44) indicated quite (30) to extremely confident (14). Survey participants were also asked how confident the HS/EHS staff provide support for parents and families: 44.77% (or 30) indicated quite (21) to extremely (9). In the staff review of the results, the survey feedback from external representatives was felt to be positive and indicated to the staff that they are doing a good job which is on the right track for supporting student and family learning. The staff also acknowledged the lower confidence in support for parents and families – in the assessment recommendations staff are planning on making new outreach and improvement efforts.

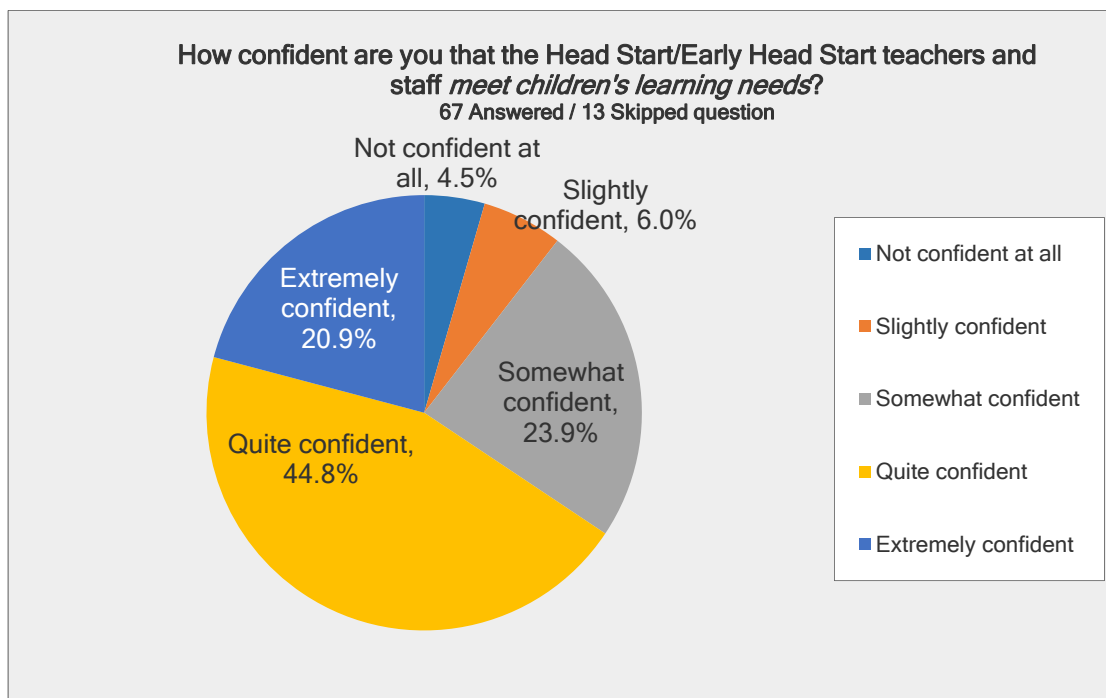


Figure 38: How Confident Community Institutions are that HS/EHS Teachers and Staff Meet Children's Learning Needs

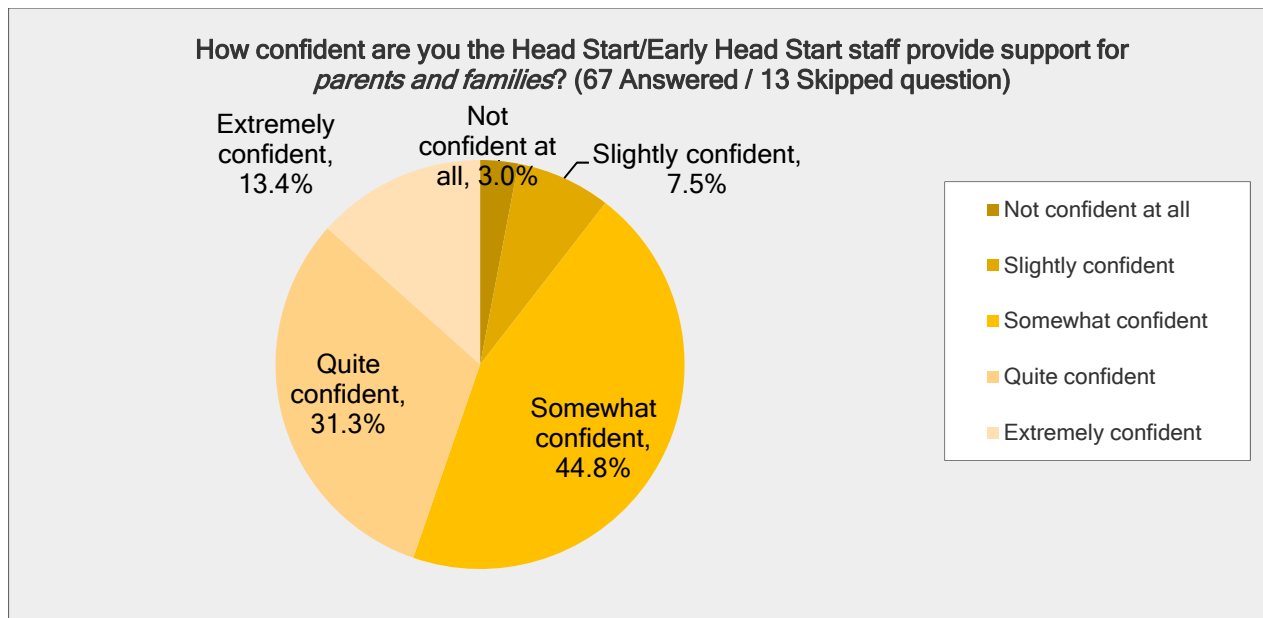


Figure 39: How Confident Community Institutions are that HS/EHS Teachers and Staff Provide Support for Parents and Families

In regards to community institution opinions on HS/EHS, the survey indicated that representatives think children enjoy going to the Kawerak programs – 29.85% (or 20) a tremendous amount, and 56.72% (or 38) quite a bit – or together 86.57%.

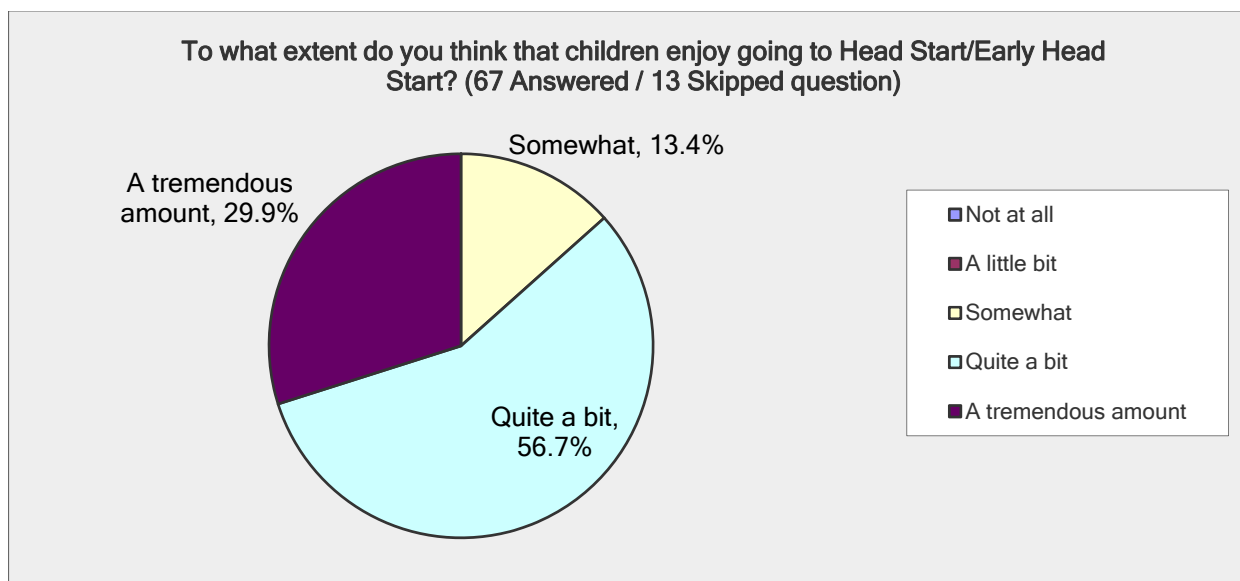


Figure 40: Extent Community Institutions Think That Children Enjoy Going to HS/EHS

Community Institution Opinions on the Educational Differences Made by Programs

In regards to community institution opinions on the educational difference HS/EHS make with children, the survey indicated that representatives think 48.5% (or 33) the programs makes a tremendous amount, and 41.2% (or 28) quite a bit – or together 89.7%.

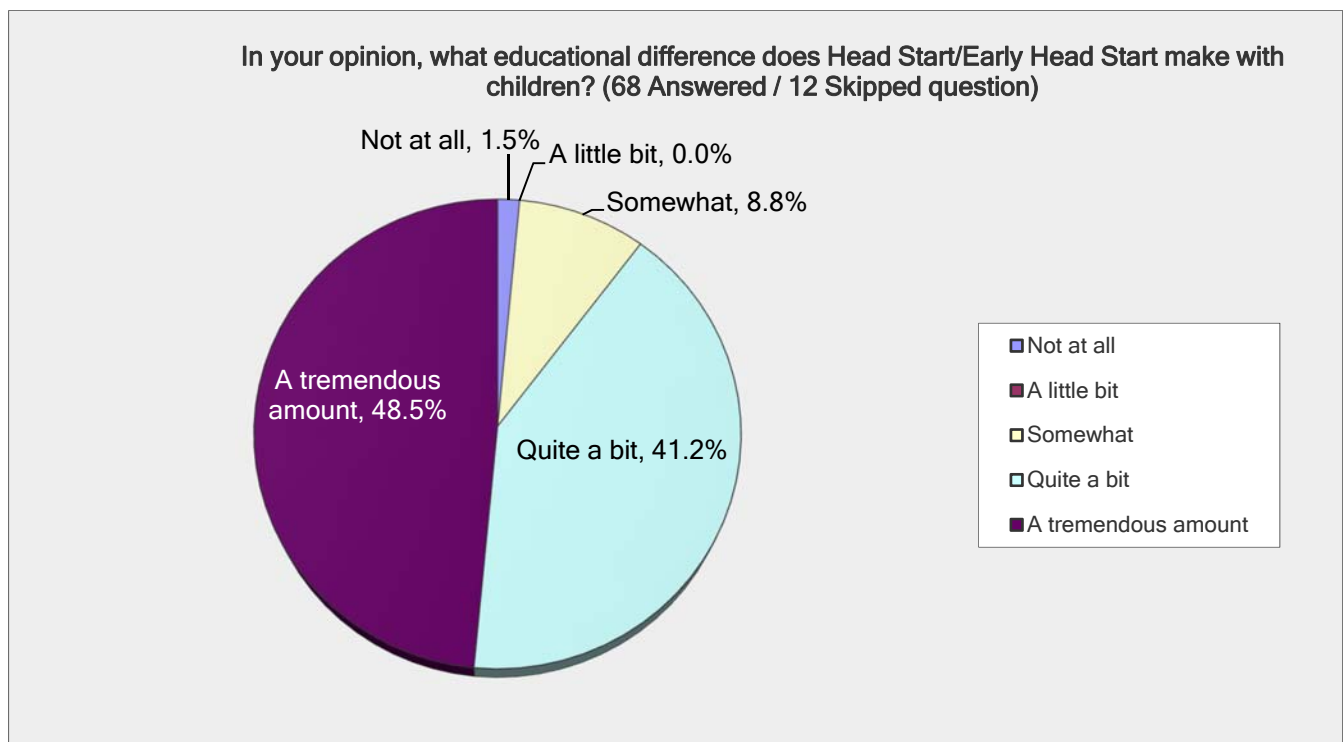


Figure 41: Community Institution Opinions on the Educational Differences HS/EHS Makes with Children

Community Institution Section One Survey Comments – Opinions of Programs, Involvement & Communication

The following are comments from community institutions regarding the first section of the survey which related to opinions of the programs, involvement and communication factors. The comments are grouped into common areas for presentation and reflect 30 responses/answered (50 skipped the questions/comment).

**Table 88: Survey Comments from Community Institutions
Regarding Opinions of the Programs, Involvement and Communication Factors**

Survey Comments: Child Learning and Education Impact

- Thank you Kawerak Head Start Teachers
- I appreciate all that they're doing for our next generation, I appreciate all of their hard work and efforts they provide for the children, I was one of their students when I was in pre-school and they still are amazing.
- I know that Parents do like for their children to attend Head Start, they say that their children learn a lot from the teachers there, and also the children are very sad when they know that there is no school for a few days.
- The children in our community really need a supportive foundation that teaches academically and socially--they need to be ready for Kinder.
- Although it doesn't seem like there is a tremendous amount of outreach, we have 2 children in the program and they are doing very well and enjoy going to school
- Q.3. I live in Unalakleet and Head Start I believe is in BSSD (note this comment is true, Kawerak does not operate a center in Unalakleet and BSSD operates an early childhood education program in the public school).
- The Nome EHS program is mostly excellent. A teeny bit more structure in the afternoon (like gym/outside time EVERY day) would improve it.
- Early education prepares all little ones for the public school setting. Without early education our little people will not be ready for kindergarten. Head Start not only prepares the children but also their parents. This support system for the parents is extremely important for first time parents.
- I teach at the High School and have absolutely no contact with the elementary school. However, my experience with Head Start in the villages in which I have taught (Nulato and Hughes) is that it is extremely effective at helping prepare students for school.
- The children are just getting used to getting up early, I think. That is why our attendance is low at times
- I believe Head Start is the start of a foundation for learning and helps prepare our children for the public school.
- Children who attend pre-K show how it helps when they enter school.

Survey Comments: Child Learning and Education Impact

- Head Start is crucial to the development of our children. It has made an impact on my children and family directly, and is key to establishing strong academic progress early in life. I'm very grateful for Kawerak's Head Start program and staff, and applaud the support given from administrators at Kawerak and through community partnerships.
- Head Start provides a safe learning environment for our children. Head Start partners with Kawerak and Rural Cap to provide quality programs for the students and their parents.
- As a first grade teacher I can see tremendous difference whether a child has attended preschool or not. Our first students are now in 4th grade that we've had a certified teacher in preschool. Those students were more prepared to learn and we made so much gains. When you have 18-24 students in a classroom, we as classroom teachers have to depend on their level of skills to foster their academic growth. If they come more prepared, we can work with them from where they are at to advance their skills and it also gives us more time to help those who need more help. I hope this helps because I truly believe that Head Start and preschools make a HUGE difference in not only the academics, but in life in general. Quyaana for taking the time to read this.

Survey Comments: Staffing

- The Head Start Teaching staff has lesser training but with the mentoring and educational leadership of the PREK certified teachers and Head Start support staff the program is very successful.
- I have been impressed with the NPS teachers who work at the Kawerak Head Start building.
- I think for my student I have difference of opinions in their teaching style.
- Since I am the cook and my interaction is with the teachers here in this building, not the office in Kawerak. Our teaching staff is excellent and am very lucky to have them.

Survey Comments: Partnerships and Resources

- It'd be nice if Head Start and the State OCS had some sort of memorandum of agreement to involve tribes or NCC on the tribe's behalf (if a tribe is in a village and NCC is coordinating visits between children and family) to communicate freely about child's needs or their status.

Survey Comments: Funding

- Unalakleet does not have a Head Start program anymore, not sure I should be completing this survey. I support the Head Start program but not the ECE program that Unalakleet has.
- Hope Pre-K funding does not go away. The preschool and Head Start is super important to our community as well as surrounding communities
- It is very important to keep this program in the villages. It is very beneficial to the children that go to school at this early age. I do not think it is being fair to have certain villages, who do not a certain number of children, be cut from the program, it had happened before in Wales, and I feel that was not fair because of the number of children was too few.
- I hope to hear the Head Start will continue to service our kids.

Survey Comments: Program

- Would be nice to have someone to come look at the water pump and boiler system to keep the building running and a hire salary for teacher aides.
- Head Start is a huge waste of money. So much paperwork and nosy questions!
- I think that Head Start offers a lot for our children but I think so many of our children needs are greater than what Head Start can do that the children are still behind when they start kindergarten.

Survey Comments: Other

- I am really uneducated on what activities occur in town and what the response or efficacy are as a result.
- I am not that involved with Head Start/Early Head Start; just guessing on some of these.

The staff reviewed the comments from community institutions with the following insights shared to help frame, understand the internal/operational perspective, and share recommendations for program improvement:

- Good comments on the education and child learning impact – many positive comments
- Regarding funding and resources, the Child Care program has worked with OCS staff here in Nome for developing an MOA/MOU. Unfortunately, the OCS staff are overwhelmed and have not had the time to work through with Kawerak – it is a pending formal agreement and partnership.
- Head Start does have a lot of paperwork for participation – see from community perspective and staff have equal concerns.
- Head Start staffing and certified teachers are reflective on the longevity of employees at each of the 11 sites. It is a team approach and some of Kawerak Head Start staff are more qualified than a paraprofessional – depends upon the site and employees. BSSD teachers may not always see themselves as mentors with staff-turnover and being new in a village – can see role as there to teach classes.

Community Institution Overall Survey Comments

Table 89: Community Institution Overall Survey Comments

Community Institution Comments: Overall Survey

10 Answered / 70 Skipped question

- Thank you to the St. Michael Head start teachers. You do an awesome job.
- We need more activities with children under the age of 3 and also a place for them to have it.
- Interesting to see being worked into for our future children and grandchildren.
- Nome EHS is doing a great job. We are lucky to have this program and facility in Nome.
- Our PREK program in Nome has shown for six years that it is successful but needs financial support to continue to send school ready children to kindergarten.
- I think the HS director does a great job managing the Head Start grants they have. The Nome staff (whom I'm most familiar with) has great teachers that are very good with all their kids. I just wish Head Start could figure out a schedule where they weren't closed for one day a month - really puts parents with multiple children (and foster parents especially) in a bind when there's not adequate secondary care available.
- Head Start is a vital program here. Even more if state cuts its support to pre-school. Head Start needs reach all eligible families.
- We are now hearing of the pre-K teacher asking for parents to volunteer their time in the class room during school hours to help with the children, because there are too many in the classroom.
- Continue to keep Head Start open!

PARENT/FAMILY, STAFF AND COMMUNITY INSTITUTION SURVEY COMMON QUESTIONS FOR COMPARISON

The parent/family, staff and community institution surveys had common questions that are presented for comparison of perspectives among the program stakeholders. These survey questions focused on three main areas of (a) perception of community problems, (b) knowledge, availability, accessibility and adequacy of resources in communities, and (c) program development needs and priorities.

Perception of Community Problems

Each survey included the same ratings of community problems. There were 11-community problems that were rated on a scale of 0-10 with the lower rating indicating low impact, and higher rating indicating high impact. The following summarizes the top three highest impact community problems by survey group, with a filtered sub-set for parents in Nome and villages.

Table 90: Top 3 Highest Impact Community Problems from Surveys

Stakeholder Survey Group	Top 3 Highest Impact Community Problems
<i>Parents & Families – Overall (53 answered, 3 skipped question)</i>	#1 High Cost of Living #2 Loss of Culture and Language #3 Inadequate Housing
<i>Parents & Families – Nome Only (19 answered, 2 skipped question)</i>	#1 High Cost of Living #2 Inadequate Housing #3 Alcohol Abuse
<i>Parents & Families – Villages Only (31 answered, 1 skipped question)</i>	#1 High Cost of Living #2 Unemployment #3 Loss of Culture and Language
<i>Staff (38 answered, 2 skipped question)</i>	#1 High Cost of Living #2 Inadequate Housing #3 Alcohol Abuse
<i>Community Institutions (66 answered, 14 skipped question)</i>	#1 Alcohol Abuse #2 Drug Abuse #3 High Cost of Living

The survey results were shared with the staff and the following provides insights when analyzing and comparing perceptions of community problems:

- Common among all the stakeholders is the high cost of living. Everyone agrees it is costly to live in the region and an impactful problem we all face.
- There are differences in impact of alcohol abuse and child abuse from staff and parent surveys. Staff can see that teachers/staff will see impacts to children, but a family may not see the same impact. Staff are trained to look for issues with children and families.
- Common between both (staff and parents) is that infant mortality is low – perception of impact. A change over time and improvements in our communities.
- Alcohol and drug abuse are perceived to be close – in the parent survey drug abuse slightly higher, in the staff survey alcohol abuse slight higher than drug abuse. Staff can see/smell alcohol abuse with interactions. Drug abuse is harder to detect in smell or observation – often continue to function and don't notice until much later when severe or worst.
- Concern on drug impact is that spice is easier to mail to region. Staff have reported that on some village visits there were residents that have pointed out concerns of use among their community. Nome has seen a growing heroin use including opioid pain killers.
- Family advocates have a role in working with families through problems – helps the teacher sustain child/family relationship.
- Parents are struggling financially – this is the number one problem identified in the parent/family survey. Identified unemployment issues in the region and villages.
- Parents identified community problems with losing culture and would like to see something happen within the programs for the culture to remain. Head Start can make a difference with culture and language.
- In the review of community problems, helps staff to understand the parents' concerns particularly with adequate housing. Staff can better make referrals to the housing authority and could create a partnership with the housing authority for outreaching to parents.
- Among parents, child abuse concerns are higher in Nome than villages. Staff suggested the access to alcohol in Nome and higher abuse of alcohol may be a factor.
- Community institutions see alcohol as the big problem. If the impacts from alcohol are addressed, communities and programs could then focus on or address other problems more easily.

- Staff are aware and knowledgeable of the issues raised. Have been addressing and working on them, but some are “sticky situations” that are difficult to address and take time to work through.
- Community institutions recognize parent accountability and responsibility issues. At the same time, express concerns of parents fulfilling their roles with children and taking the positive role they should.
- Community institutions see the public value of education and contradictions of some parents that don’t implement that value. The value placed on education is an opportunity to implement with parents to support good behavior or change in behavior for supporting a child’s education.
- Addressing child and family behavior is hard. Teachers and parents need to work together so children are successful. This includes instilling respect and good expectations of children – e.g. sleep, behavior, socialization, interactions with other children, etc. Need to have an orientation with parents on children coming to school and expectations at Head Start – e.g. separation at start of school; behavior at school and how a child needs to change at school in socialization from home and family to a center/school setting; and adjusting to center structure with children and parents -- have to remember that parents are dealing with a lot of social-emotional changes when child starts Head Start.

How Well Do Teachers and Staff Address Community Problems with Children and Parents/Families

A related survey question was how well do HS/EHS/CCP teachers and staff address community problems with children and parents/families. The following table summarizes the responses with bold identifying the highest rating per survey group:

Table 91: Survey Ratings of How Well Teachers and Staff Address Community Problems with Children and Parents/Families

<i>Stakeholder Survey Group</i>	Not Well At-All	Mildly Well	Fairly Well	Quite Well	Extremely Well
<i>Parents & Families</i>	16.3%	24.5%	30.6%	20.4%	8.2%
<i>Staff</i>	7.9%	34.2%	31.6%	21.1%	5.3%
<i>Community Institutions</i>	1.6%	26.6%	46.9%	21.9%	3.1%

The survey results were shared with the staff and the following provides insights on addressing community problems in the program:

- For staff, it is hard to learn how to address issues with parents and families. How does one approach without feeling judgmental and prying with low-income families? In rural areas with small communities, can be uncomfortable to approach families on their issues and can affect family participation in Head Start.
- When addressing issues, have to be aware of anger when working with families. Work on building into the staff in-service workshops and networking with NSHC social service worker – similar workshops are held with Health Aides and we could learn from their model.
- Need to build capacity with tribes to work with them collaboratively in interactions regarding community problems, systems for family support, and community resource development. Potentially build relationships with tribal family coordinators and ICWA staff – networking with Head Start/Early Head Start Family Advocates.
- In the future, children's lack of sleep could have been an issue or community problem to rate. Often related to home-life issues.
- Surveys show the program can make more efforts to train and engage our families. Continue to support the family advocates in taking the lead with monthly parent information/training with involvement of staff to ensure the trainings are implemented monthly at each site. Helps parents address issues and supports developing their families and leadership.
- Community institutions see Head Start as working well with parents on community issues and problems. It is a complement.
- Community problems are an ongoing task in operating programs that work with low-income families like HS/EHS/CCP.
- Must work with parents that need the information the most – at-risk or known issues. Must be respectful, but at-risk parents are hesitant to participate or simply do not want to participate. Important outreach issue with at-risk or hard-to-work with parents/families.

How Regularly Do Community Problems Affect Early Childhood Education and Child Care Programs

Stakeholder groups were also asked: how regularly do community problems affect early childhood education and child care programs. The following table summarizes the responses with bold identifying the highest rating per survey group:

Table 92: Survey Ratings of How Regularly Do Community Problems Affect Early Childhood Education and Child Care Programs

<i>Stakeholder Survey Group</i>	Almost Never	Once in a While	Sometimes	Frequently	Almost All the Time
<i>Parents & Families</i>	16.3%	18.4%	44.9%	12.2%	8.2%
<i>Staff</i>	0%	31.6%	28.9%	26.3%	13.2%
<i>Community Institutions</i>	4.5%	10.6%	21.2%	48.5%	15.2%

The survey results were shared with the staff and the following provides insights on the effects of community problems in early childhood programs:

- Community problems in the region do affect early childhood education – impacts our children and how successful they are in the classroom. Impacts show in attendance and if parents are able to provide care for their families – recognize drinking issues/alcohol (#1 from the community survey) impacts education and students.
- The survey perspectives on community problems among the parents/families and community institutions are very different. For example, parents may have become accustom to community problems as a fact of life; and professionals/community institutions see the problems as rated higher. This may be attributed with community institutions generally based in Nome as regional organizations and provide a perspective from “outside” families or village views – they see the high need to address community problems in their work or profession.
- Staff recognize that children act out what they see at home.
- Young children talk and share very honestly and talk about issues often openly. E.g. a child knows when drinking/alcohol abuse in the household, parent is pregnant, when moving, etc.
- Head Start is about the whole family – directly working with child but approach involves the family and community. Often the uncomfortableness is felt in that

approach – however, the longer involvement in the program helps as building relationships and networking with families and resources. Also, easier for staff that have been longer in positions and the program – experience on the job builds that capacity, confidence and understanding. Need appropriate involvement of supervisors that supports staff when dealing with “sticky” family situations.

- Community institutions view issues from the bigger picture – see the problems impacting our communities and programs. Families may not realize how impactful issues are to their lives. Seeing responses from the community institutions makes it evident there is a need to address. Professionals that work in community institutions can see the impact of community problems.

Survey Comments on Community Problems

The following are survey comments from parent/families, staff and community institutions regarding the second section of the surveys which related to community problems. The comments are grouped by stakeholder group.

Table 93: Survey Comments from Parents and Families Regarding Community Problems

Parents/Families Survey Comments: Community Problems
<p>10 Answered/42 Skipped</p> <ul style="list-style-type: none"> • What do these community problems have to do with perceptions of community issues? Personal questions for education system. Focus should be to educate students, not evaluate the community -- that gets to me a little. • I don't know how EHS addresses community problems other than providing supportive childcare to those who need it. • The staff do an excellent job contacting families if students are not in school. • Just a few things that happen affect Head Start like for an example this school year was bed bugs in one family's home. School was closed for 2 days for cleaning. Just small things like that affect our Head Start. • Marijuana use in our community is high, alcohol use is (although rare) a problem for some families. • Again, it'd be nice if teachers could make more referrals to BHS or Tribal Offices to help intervene with families that are struggling with drug and alcohol or behavioral (mental) issues. If there were recommendations or supportive services recommended before legal (Law Enforcement and OCS) intervention is required, I think it'd help keep families together.

Table 94: Survey Comments from Staff Regarding Community Problems

Staff Survey Comments: Community Problems
8 Answered / 32 Skipped

- The items in number 8 [community problems question] determine student attendance. When students don't attend, our programs are not as impactful to children and families.
- Parents/families would benefit more with parent training workshops from staff that attend trainings geared toward family surveys
- Need more family commitment to program and attendance
- Our community seems to value their children's education. I'm impressed at how many work hard at this. I would like to see parents read to their children and work with their numbers and letters of the alphabet at home a little more.
- It's hard to address without making the parents feel like you are judging them, so it's often avoided.
- Poor health and issues?

Table 95: Survey Comments from Community Institutions Regarding Community Problems

Community Institution Survey Comments: Community Problems
13 Answered / 67 Skipped – note groupings adding for review purposes

Alcoholism

- Nome has a bad alcohol problem. The problems we see is more noticeable in our kids.

Family-Parenting Issues

- Family dysfunction is often a problem with the families we see at Head Start.
- I'm not sure how to address question 11 [how well do HS/EHS teachers and staff address community problems with children and parents/families]. I'm not familiar with Head Start staff working with families or children to directly alleviate community problems. I see it happening indirectly by them following their policies to ensure kids are getting their checkups, eating breakfast, lunch, and snacks, getting nap time, free time, and recess time, and most important providing a safe environment for them to just be kids.
- I'm not too sure how to address 12 [how much effort do parents of young children take to address community problems on a regular/daily basis], either. I see young

Community Institution Survey Comments: Community Problems

parents either avoiding what their parents did that they didn't like (i.e. showing more love and affection) or following in foot-steps (irresponsible drinking, lack of supervision, lack of keeping medical care current). I don't know that the latter has more to do with not knowing how to parent versus knowing and showing a lack of care; I think it has more to do with not knowing how.

- Very little parental involvement. Very little support from Kawerak to help us approve subs to keep the doors open and have school on a regular basis.
- I think one of the problems is not valuing education. Everyone says its important but we don't act like it.
- We don't make kids go to school, say its teachers fault, allow bad behavior and not make kids take responsibility.

Facilities

- The city building needs ramps for those who need it due to special needs. The Head Start building is in the city building and we have a child who is in a wheel chair.

Not Sure

- I don't know how accurate my answers are. I don't know how much parents address community problems.
- Each family is different.
- Again--some of these questions are difficult to answer since I am new to the community.
- #10 [rating of community problems] needs a "don't know" box. Actually, this whole section needs that!
- I left #11 [how well do HS/EHS teachers and staff address community problems with children and parents/families] blank cause I do not know the answer.
- For #11, I don't really know.

Knowledge, Availability, Accessibility and Adequacy of Resources in Communities

Each survey included the same rating of resources in communities regarding knowledge, availability, accessibility and adequacy. There were 11-resources that were listed in the survey relating to early childhood services and were rated on a scale of 0-10 with the high ratings indicating high knowledge-availability-accessibility-adequacy, and vice-versa for low ratings. The following tables summarize the weighted averages by survey group, with a filtered sub-set for parents in Nome and villages.

Knowledge of Resources

Table 96: Comparison of Survey Groups Knowledge of Resources

<i>Stakeholder Survey Group</i>	Least Knowledgeable Resource / Weighted Avg.	Most Knowledgeable Resource / Weighted Avg.
<i>Parents & Families – Overall</i> (49 answered, 4 skipped question)	Native language nests (birth to 7 years) / 2.17	Well-Child Exams / 8.3
<i>Parents & Families – Nome Only</i> (18 answered, 3 skipped question)	Native language nests (birth to 7 years) / 3.73	Well-Child Exams / 8.53
<i>Parents & Families – Villages Only</i> (31 answered, 1 skipped question)	Native language nests (birth to 7 years) / 2.54	Well-Child Exams / 8.45
<i>Staff</i> (38 answered, 2 skipped question)	Native language nests (birth to 7 years) / 2.82	Head Start (3-5 Years) / 8.11
<i>Community Institutions</i> (62 answered, 18 skipped question)	Native language nests (birth to 7 years) / 2.03	Free School Meals (Breakfast & Lunch) / 6.93

The survey results were shared with the staff and the following provides insights on the *knowledge of resources*:

- The least knowledgeable across groups are Native language nests. Language nests are not available in the region. It is a potential funding opportunity for Kawerak. Need to learn and know more about the nest model versus the language resources. Language nests are common in New Zealand and Hawaii, and beginning in Barrow and Kotzebue. Shows a new concept to the region and need education/understanding of the topic.
- In regards to the staff survey, our program staff need to know more about culture and language in education – reported low in availability. This is a place we can grow – especially as parents and community expressed support for developing. Indicator of staff training and development -- we do need help to embrace and implement it so can figure out how to accomplish it together.

Availability and Accessibility of Resources

Table 97: Comparison of Survey Groups Opinions on the [Availability and Accessibility](#) of Resources

<i>Stakeholder Survey Group</i>	Least Accessible & Available Resource / Weighted Avg.	Most Accessible & Available Resource / Weighted Avg.
<i>Parents & Families – Overall</i> (49 answered, 4 skipped question)	Native language nests (birth to 7 years) / 2.92	Well-Child Exams / 8.7
<i>Parents & Families – Nome Only</i> (18 answered, 3 skipped question)	Native language nests (birth to 7 years) / 3.73	Well-Child Exams / 8.53
<i>Parents & Families – Villages Only</i> (31 answered, 1 skipped question)	Native language nests (birth to 7 years) / 2.33	Well-Child Exams / 8.79
<i>Staff</i> (38 answered, 2 skipped question)	Native language nests (birth to 7 years) / 2.69	Free School Meals (Breakfast & Lunch) / 8.6
<i>Community Institutions</i> (61 answered, 19 skipped question)	Native language nests (birth to 7 years) / 2.18	Free School Meals (Breakfast & Lunch) / 8.21

The survey results were shared with the staff and the following provides insights on the availability and accessibility of resources:

- Language resources a low availability and accessibility category for all groups.
- Childcare resources were also low in availability and accessibility. Not enough childcare options and it is so needed in the region.
- Child Care Centers are limited resources. Centers have an ability to be open consistently with staffing, but are expensive to operate.
- In regards to childcare services availability and accessibility, it is affected by concerns of quality of childcare – can be hard to put trust into home providers. Home providers are more cost effective to operate, but training and licensing a factor.
- Communities often say need childcare – but the type of childcare is important to understand – in home providers or centers? Building a center doesn't mean all the slots will be full – which is important to the ongoing operation.
- Childcare is tied to the high cost of living in the region. Affordability of care and high expense of care. Often we can see home providers with a high number of children especially if they charge a low amount per hour or per child. Childcare providers with low numbers need to charge more per child, so it is better quality care and economical.
- Do we fully understand the child care availability and accessibility needs of families? Kawerak Head Start conducted a Nome poll that contributed additional insights. Do we really know what each village needs for child care? Families are picky with childcare and their ability to pay for childcare is an issue when families are not paying their bills – reflects high cost of living issues.
- Early Head Start not available at all sites.
- When looking at Nome Head Start availability and accessibility, there is a wait list for families and children. This compares to the village sites where often all children can participate because the community is small and have no wait lists.

How Adequate Are Resources

Table 98: Comparison of Survey Groups Opinions on How Adequate Are Resources

<i>Stakeholder Survey Group</i>	Least Adequate Resource / Weighted Avg.	Most Adequate Resource / Weighted Avg.
<i>Parents & Families – Overall</i> (48 answered, 5 skipped question)	Native language nests (birth to 7 years) / 3.2	Well-Child Exams / 8.26
<i>Parents & Families – Nome Only</i> (18 answered, 3 skipped question)	Native language nests (birth to 7 years) / 2.81	Well-Child Exams / 8.24
<i>Parents & Families – Villages Only</i> (30 answered, 2 skipped question)	Native language nests (birth to 7 years) / 3.46	Head Start Education / 8.28 & Well-Child Exams / 8.28
<i>Staff</i> (38 answered, 2 skipped question)	Native language nests (birth to 7 years) / 2.45	Free School Meals (Breakfast & Lunch) / 8.14
<i>Community Institutions</i> (61 answered, 19 skipped question)	Native language nests (birth to 7 years) / 2.28	Free School Meals (Breakfast & Lunch) / 7.53

Most Needed Resources in Communities for Early Childhood Education

Each survey included a question for giving input on the resources most needed for early childhood education. The following tables summarize the weighted averages by survey group, with a filtered sub-set for parents in Nome and villages.

Table 99: Surveys Comparison of the Most Needed Resources for Early Childhood Education

Stakeholder Survey Group	#1 Most Needed Resource	#2 Most Needed Resource	#3 Most Needed Resource
Parents & Families – Overall (49 answered, 4 skipped question)	More Culture and Language (8.42)	More Childcare Providers (8.02)	More Space Facilities (7.31)
Parents & Families – Nome Only (18 answered, 3 skipped question)	More Culture and Language (8.61)	More Childcare Providers (8.44)	More Full Day (8 am – 5 pm) Head Start & Early Services (7.56)
Parents & Families – Villages Only (31 answered, 1 skipped question)	More Culture and Language (8.3)	More Childcare Providers (7.77)	More Space Facilities (7.63)
Staff (38 answered, 2 skipped question)	More Culture and Language (8.47)	More Space Facilities (8.0)	More Community Involvement in Education (7.79)
Community Institutions (61 answered, 19 skipped question)	More Early Childhood Funding (8.61)	More Parent Training and Support (8.3)	More Community Involvement in Education (8.17)

The survey results were shared with the staff and the following provides insights on the most needed resources:

- Community institutions recognize community involvement in education – the survey group appeared to be highly involved and see need for more involvement.
- There is Parent and Staff support for culture and language development as a needed resource for early childhood education in communities.
- Staff need more methods and support to coordinate community involvement in our center’s education.

- Home visiting is rated low as a needed resource among staff – it is difficult to implement. Home visiting professionally by workers can feel intrusive to families and staff. Home based programs need to build relationships with families for the first month – short visits at the beginning and comfort to be invited into a family’s home. Being in someone’s home is different than being invited to the home. Home visiting can feel put on the spot for families. It can be good program, but needs to be implemented well and in a way that is culturally appropriate and respectful. A 90-minute home visit is long – can it be split across a week time instead of all at once. Model could approach stay-at-home families, versus working families – working families are hard to schedule.
- For potential full-day and year-round services, staffing for the additional times is a concern with existing duties and paperwork requirements. Would need to hire additional staff for sites with full-day services. Head Start teachers need time for newsletters, lesson planning and center management services like reports and paperwork.
- Would full day services be 5- or 4-day services. Staff best work with a 4-day schedule which allows time for reports and lesson preparations. Families might prefer the 5-day model. Or look at ½ day HS and childcare, or ¾ day model where each day allows for paperwork and preparations.
- Childcare is an issue throughout the whole region. More childcare and full-day classrooms do relate – full day would address childcare needs.
- A year-round or 12-month program in the region would need to be planned and implemented in coordination with summer subsistence and camping.
- For a licensed childcare provider, there are many regulations to meet and address. A challenge for providers going to that level.
- More space/facilities needed – tells us our communities are growing with more children to serve. Program must expand to serve more children. Also, the aging/outdating of the facilities in some of the communities.
- Culture and language – we need to be thinking about hiring people that are very knowledgeable of our cultures and languages. Also a cultural team leader to help with program guidelines, how to integrate lessons and education, and coordination among sites.
- To support culture and language resource development, our teachers and staff need training to improve ability to teach.
- Kawerak has cultural binders at each site/center – it has been developed. Program specialists need an orientation and then help emphasize in the future.

- Work with volunteers in culture and language development and programming—including partner organizations. Partners include our tribes and internally our Kawerak departments like the culture center and Eskimo Heritage Program. Multiple programs can work together for helping to revitalize culture and language in our education approach and programs.
- How can we design volunteering with cultural and language development? Monthly schedule and request for volunteers. Monthly educational themes that could support the volunteer presentation. Flexibility to allow culture and language
- Culture in the classrooms will promote our children and families stepping into school with positive connections to language and community.
- Parents need training in culture and language to support teaching at the center and with children at home. Recognize that parent development helps families and they could become future staff and teachers.
- We have people on staff that are knowledgeable of language and culture. How can we support them to be the advocates in our programs? Can we give them blocks of time to develop culture and language activities for the program?
- Seek mentors in culture and language for our teachers and staff. Could fund their travel for coming together and planning.
- Need to consider Inupiaq, Central Yup'ik and Saint Lawrence Island Yupik. Value diversity and partnership with organizations for culture/language positions, e.g. school districts, tribes, Elders committees, bilingual teachers.
- Long-term staffing development – create a position in each community for culture and language – specific to the village uniqueness, culture and language. Also, create regional team leaders for coordination and development.
- Recognize that some sites are not supportive of culture and language – focus on school readiness. Need to identify sites, ways to support positive attitudes, expectations of the regional program, building community support, and the resources to have group work towards integration of culture and language.
- How can culture and language be developed without grant funds to start? Volunteers, committees at each site, and other ways to start soon. Recognize families naturally network with culture positions – parents, grandparents, aunts, uncles, cousins, etc.
- Newsletter for Child Care program parents – address specific needs and information/education as well as program – work with Child Care Specialist for recruitment/media.

Survey Comments on Resources

The following are survey comments from parent/families, staff and community institutions regarding the third section of the surveys which related to resources. The comments are grouped by stakeholder group.

Table 100: Survey Comments from Parents and Families Regarding Resources

Parent Survey Comments: Resources

10 Answered / 42 Skipped question

- The “not adequate” are programs I don't know knowledge of questions-not sure on childcare subsidy/payment program and Native language nests
- Many people want childcare, but don't qualify for HS or EHS because of income.
- I know there are over 20 students who would like to attend Head Start next year, but not enough staff to provide education for all of the new enrollees. I would like to see funding available so that all 3- and 4-year-olds have access to the wonderful education that Head Start provides.
- Since I live in such a small community it is hard to find a reliable babysitter for many families
- Any individual who is not a parent in the Head Start program should pay for the lunch served after the kids are done eating. Very interesting to see non-parents eating lunch. The public K-12 school does not serve lunch to anyone who is not a student, any community individuals pay, even the staff pay. So how come free lunch for city employees at Head Start expense? Does Kawerak budget in the meal program to feed city employees. I would think the parents of the student would at least be invited to have breakfast or lunch with their child who is enrolled, or does the Head Start cook over cook?

Table 101: Survey Comments from Staff Regarding Resources

Staff Survey Comments: Resources

8 Answered / 32 Skipped question

Childcare

- Child Care for foster children in my care is not always available in a state licensed facility or home. Without it I can't do foster care.

Staff Survey Comments: Resources

- More licensed Quality Home Child Care Services since center based is so limited. More available to those "over income" guidelines who do not qualify for subsidy. Childcare services have not been reliable in Nome, and it is one of the biggest struggles for working moms/families.
- Professional working parents have lost access to child care in Nome. The highest at risk families are paying the most for services (EHS-CC).
- Child Care services needs to be over hauled and made more available and user friendly to families.

Facilities

- We need more storage space, office and work space as well as faster and updated internet.
- More space for facilities: Most sites have wonderful facilities. However, Koyuk is in dire need of a new building. The current building is small and unsafe for children.

Culture & Language

- Native language nests?

Compensation

- To provide a quality program for all students- Kawerak Head Start should start hiring within and paying Lead Teachers wages comparable to school district teachers.

Program Services

- Services for 3's needs to be increased.
- EHS students (all) should have priority placement before opening slots to general public. Continuity of care should be followed as stated in Head Start policies.
- Additional services should be spread out to village sites. Home based and EHS should be more available in village communities.

Table 102: Survey Comments from Community Institutions Regarding Resources

Community Institution Survey Comments: Resources

13 Answered / 67 Skipped question

- Seems like billing for Head Start & Early Head Start Wrap Around/Child Care partnership services needs improvement. One person is in charge of billing and there are a lot of mistakes and discrepancies from what is billed and when they are closed

Community Institution Survey Comments: Resources

(Christmas & Spring Break). Some families are being charged and some are not; so it doesn't seem fair to all families.

- Most needed areas!
- My understanding is that there is space at the EHS center, but only for under income families. I know many over income families who would like to participate in EHS.
- Head Start could use more classroom space and continue to have ECE Certified Teacher leaders in all classrooms.
- Head Start program seems to always have a long waiting list for children to go into the program.
- We badly need regional residential long-term alcohol treatment place.
- Child neglect and abuse and spouse abuse is usually or almost always related to alcohol abuse.
- Single parents, or parents with alcoholism in house, trying to work and raise kids can't have the time to give much to community/school involvement even if they do care.
- Immersion language school should not wait on public school (much talk, no action) but begin at Head Start--hire staff with language ability and offer training in immersion. Just begin, good to get funding from NSEDC and other groups, but make a start.
- Better/more housing is needed in Nome. Families are too crowded, doubling up or can't get family housing at all.
- Mental and behavioral health care is available, however very hard to find (don't market their resources adequately) and very hard to secure an appointment or receive resources (very booked and understaffed). It should never take 2 months to meet with a psychologist or counselor when you have an immediate health related illness...but it does. The process is not easy.
- There is always a waiting list for Early/Head Start/Child care. Great service they provide.
- Dr. Matt Hirschfield, pediatrician has good data regarding adverse childhood experiences in Alaska and the important role of early childhood education and programs.
- I don't think we need more parent training, we need parents to go to the ones offered.
- Kids who attend Head Start comes into the school system with more knowledge.

Parent and Staff Survey Input on Program Development and Priorities

The surveys for the parent and staff surveys provided an opportunity to rank and prioritize future program development. These stakeholders were selected for prioritization based upon their regular engagement in and familiarity with the programs.

Survey Results for Head Start and Early Head Start Priorities

For Head Start and Early Head Start, there were 9-developments that were listed in the survey for ranking. The following tables summarize the weighted averages by survey group, with a filtered sub-set for parents in Nome and villages.

Table 103: Head Start and Early Head Start Priorities by Survey Group

Stakeholder Survey Group	#1 Priority for Future Development	#2 Priority for Future Development	#3 Priority for Future Development
Parents & Families – Overall (48 answered, 5 skipped question)	Culture and Language	Full Day (8 am to 5 pm) Program or Childcare	Renovation or New Facilities
Parents & Families – Nome Only (18 answered, 3 skipped question)	Full Day (8 am to 5 pm) Program or Childcare	Year-Round (12- Months) Program	Culture and Language
Parents & Families – Villages Only (30 answered, 2 skipped question)	Culture and Language	Renovation or New Facilities	Holidays-School Break Activities with Young Children
Staff (38 answered, 2 skipped question)	Renovation or New Facilities	Family Counseling and Support	Language and Culture Curriculum Implementation

Survey Comments on Head Start and Early Head Start Priorities

The following are survey comments from parent/families and staff regarding the fourth section of the surveys which related to priorities. The comments are grouped by stakeholder group.

Table 104: Survey Comments from Parents/Families Regarding HS & EHS Priorities

Parent/Family Survey Comments: HS & EHS Priorities

10 Answered / 42 Skipped question

- Adequate staffing and dependability for Monday through Friday childcare/Head Start delivery is a need for working families.
- Shaktoolik has wonderful Head Start teachers and programs! Keep it up!
- Transportation is a huge problem for our center. We have no bus for our residents at New site that can benefit from it.
- Teachers need to greet each child as they arrive to school to feel welcome, not tense, all teachers! As well as to parents. Not a warm environment for students when there not greeted. Thus child end up unhappy and difficult to teach. No child going to school should feel insecure and not safe.
- Improvements can be made: (1) lesson plans need to be prepared to teach. Teachers can take the time after school to prepare. Back up lessons plan for subs. (2) Greet students faithfully, making them feel welcome and safe. (3) Questionable lunch program now participants of enrolled students free lunch? Parents could be invited occasionally to eat with students enrolled. (4) Newsletters printed clearly before sending home. (5) When parents ask questions, response should be given not redirecting parents to the newsletter. (6) Treat all students with dignity and respect regardless-goal is to educate. We all have our differences-set aside and treat all students with respect.

Table 105: Survey Comments from Staff Regarding HS & EHS Priorities

Staff Comments: HS & EHS Priorities

10 Answered / 30 Skipped question

Program Services

- I think the full day option is only needed in Nome.
- I think parents would really benefit from a full day program considering most families work from 8-5.
- Private pay slots should be available for child care.

Staff Comments: HS & EHS Priorities**Facilities**

- Bigger room and outdoor playground for White Mountain Head Start.
- Our Head Start building needs to be expanded. Our community is growing and will be growing for many years to come. We would like to ask for a gym area inside the Head Start.
- Connex/garage for existing equipment, fuel, trailer, chemicals.
- Village site buildings should have priority of expansion funds.
- Current building was promised kitchen and work space updates, now on hold.
- New building for Partnership will assist with future HS expansion plans.
- For some sites, the facilities are not a concern. For Koyuk and Shishmaref, I would put a new facility at the top of their priority list.

Culture & Language

- Spending valuable resources on language immersion at this age seems pointless. Basic English language/communication skills should take priority.

The survey results were shared with the staff and the following provides insights on the priorities for Head Start and Early Head Start:

- Culture and language are important to our parents. Common in the top 3, but higher among village parents and families.
- Many of the priorities are closely grouped together.
- Facility renovations are needed particularly in the villages. Needed for keeping safety and good environments. Many of the facilities are aging and need maintenance/renovation.
- Develop a parent committee to help with Head Start facilities.
- The topics from the survey give a good starting point for further discussions with families during parent meetings. Will help working with each village to best know how to work in the community.
- Facilities are needed for renovation and improvements. Buildings in villages are a high need.
- Holiday break activities – work with centers by community for designing activities for Christmas, Spring Break, etc. A way to help with parent engagement to work with families. Can be a way to invite families during the class day for activities and still

allow for evening family time. Activities scheduled as a minimum day with an option for participation. Example are carnivals and family nights. Identify collaborating with other programs – e.g. school district, NSHC, tribe, city, village corporation, store. How could the center sites be a host for an early childhood education-fun events?

- Nome has higher priorities for full day and year-round programs – reflects working families in community. Culture in education could be an important factor in the full day and year-round care model development.
- Village facility improvements can be as easy as a storage Connex.
- For facilities, our programs need to give villages priority for funding and improvements – we need to plan for our villages and we are outgrowing some of our sites – more children and more equipment/supplies.
- Opportunities for Head Start to help keep and support families in the region. Focus on those villages with large child counts and growth.
- Important to balance new grants and planning with the assessment information – surveys and data as well as community factors and support – realize timelines for facilities – construction season short and many logistics to put together (year planning).

Survey Results for Childcare Priorities

For Childcare, there were 7-options that were listed in the survey for ranking that would best fit you and your community if they were available. The following tables summarize the weighted averages by survey group, with a filtered sub-set for parents in Nome and villages.

Table 106: Childcare Priorities by Survey Group

Stakeholder Survey Group	#1 Option for Childcare	#2 Option for Childcare	#3 Option for Childcare
Parents & Families – Overall (47 answered, 6 skipped question)	Childcare Center Based	Out-of-Home (at a childcare-babysitter home)	In Home/Family Childcare Services
Parents & Families – Nome Only (18 answered, 3 skipped question)	Out-of-Home (at a childcare-babysitter home)	Blended or Partnership of Childcare and Head Start	Childcare Center Based
Parents & Families – Villages Only (29 answered, 3 skipped question)	Childcare Center Based	School Based	Licensing Options with Childcare Services
Staff (37 answered, 3 skipped question)	Childcare Center Based	School Based	Out-of-Home (at a childcare-babysitter home)

Survey Comments on Childcare Priorities

The following are survey comments from parent/families and staff regarding the fourth section of the surveys which related to childcare priorities. The comments are grouped by stakeholder group.

Table 107: Survey Comments from Parents/Families Regarding Childcare Priorities

Parent/Family Survey Comments: Childcare Priorities

10 Answered / 42 Skipped question

- Nome has several good in-home childcare businesses. However, they are often at capacity. A major benefit of a facility is regularity and space. The current HS/EHS center has nice large rooms, a large indoor gym and a large fenced outdoor playground. Fresh air and room to move are extremely important for child health and development.
- Providing daycare would be fantastic as it is very difficult and expensive to pay for babysitters in the village while I am at work.
- In the villages, childcare is rarely available or reliable.

Table 108: Survey Comments from Staff Regarding Childcare Priorities

Staff Survey Comments: Childcare Priorities

12 Answered / 28 Skipped question

Childcare Rates & Subsidy Plan

- Figure out a more reasonable subsidy plan. Low income families should not be paying more for their child to attend than high income families.
- We need more pay for quality-reliable child care services.

Center Based

- If licensed child care is available, I am open to any type of child care but do prefer a child care center.
- Bigger building

Home Based

- Would be nice to have in home/family childcare services for children that cannot attend at the center base due to health issues.
- Home providers should be held accountable for being fully enrolled, and providing the quality and hours of care they promise families. Home Providers are inconsistent

Staff Survey Comments: Childcare Priorities

and only provide care to a select few. Home providers start, get support, supplies (federally funded), client referrals then shortly after they tend to close or change hours.

Qualifications of Providers

- Licensing options with childcare services?
- Highly trained, honest, trustworthy workers are important due to sexually abusive or drugs in order to protect children.

Other

- Childcare services should be a priority in our villages. Parents who work have a very difficult time finding safe, consistent childcare for their children.
- Not sure what would be best.

The survey results were shared with the staff and the following provides insights on the priorities for childcare:

- Could a parent and early childhood summer program be based upon a summer camp model? Participants/students bring their own food as a cook as food expenses are large in a program.
- Nome parents support full day care and year-round care – although program participation currently is not reflective e.g. summer childcare is currently at 6 children with capacity for 24. Could the summer program be designed for ½ day? Accommodate staying up later in the summer. Recognize that many parents use relative/older sibling care in the summer – ease and less expensive than center based care.
- Defining with staff what childcare terms mean – group home and school based – what was meant in the survey results may need to be revisited based upon the terminology.
- Staff know child care services are needed, but what is needed is broad. In the staff survey, no one item came out really high – groupings were close together.
- School based activities for childcare may be like the Nome Public Schools after school programs – e.g. like when Richard Beneville was the Community Education Program Director. Or potentially programs like Boys and Girls Club. In the village schools, many students have after school programs with BSSD and generally open to many ages

with small individual school populations. Researching what the village programs are and how they make it work.

- Nome Eskimo Community had an after school program in the past that was great – change in staffing and programming of funds.
- There is a gap for Pre-K age students – not old enough for Nome Rec Center, after school activities, etc. A gap for eligibility for ages 3-4-5-6 in after school care.
- Building expansions may be more feasible than new buildings – an option to consider.
- Staff concerns with quality of child care providers and the members of the household with home providers. Staff can see the challenge in finding a household without barrier crimes for child care. Also demonstrates overcrowding of village homes and knowing the backgrounds of the household members.
- For Head Start staff, new to understanding childcare regulations, program and options. Good questions and comments in educating and understanding the program to better collaborate with Child Care. Potentially a training with Head Start staff to help understand how to connect with Child Care services – need for outreach to understand the program and options for services. Can focus on Head Start family advocates and Early Head Start home visitors.

Recommendations for Addressing Needs and Improving Programs

The assessment information was reviewed with the Kawerak staff to share the data and facilitate opportunities for making recommendations. Recommendations focused both on addressing needs identified in the assessment and improving programs for cultural competence, equity to reduce disparities, and educational capacity. This process was accomplished by a team approach using a brainstorming format based upon two major areas:

- (1) Review of the assessment needs data with a focus question of: *What are the recommendations for improvement for the Head Start, Early Head Start and the Child Care Partnership Programs?*
- (2) Review of the survey results from the three major stakeholders with a focus question of: *What does the survey tell you?*

The recommendations were then prioritized through a facilitated process with staff ranking those recommendations based upon timeframes, readiness and impact with the overall goal of both addressing needs and improving programs. All the recommendations are presented in priority order by major topic then by sub-topic with a listing of individual recommendations to guide program activities. The priorities are grouped by area: (1) Families and Partnerships, (2) Program and Infrastructure, (3) Core Services, and (4) Growing New Programs for Children Birth to 3.

The following provides an overall top 10 recommendations from the community assessment process which were identified by the management and staff for addressing needs and improving programs.

Table 109: Top 10 Recommendations for Addressing Needs and Program Improvements

Priority

TOP 10 RECOMMENDATIONS FOR ADDRESSING NEEDS AND PROGRAM IMPROVEMENTS

#1	Conduct more surveys at the village/community level to best understand each site and the community needs. For example, further research and understand factors in village population trends, employment and childcare needs, and early childhood education desires of the families in a community.
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Priority
**TOP 10 RECOMMENDATIONS
FOR ADDRESSING NEEDS AND PROGRAM IMPROVEMENTS**

#2	Develop a parent and family member volunteer training and orientation that could be included with the family orientation and parent committee meetings. Schedule during the evenings as more people available for the information and volunteer training.
#3	Renew the HS/EHS/CCP MOAs with regional agencies and utilize the assessment information to show needs.
#4	Seek funding for language nest planning, development and piloting with Kawerak Early Head Start and Head Start. Language nests are currently not available in the region and the surveys show concerns for loss of language and culture.
#5	Advocate for changes to the federal HS/EHS/CCP income guidelines to be adjusted for the high cost of living in the region.
#6	Review the job requirements and wage scales for all positions. Need to evaluate our salaries and pay ranges to encourage staff to have financial incentive for attaining teaching positions. Concern in the staff survey on the topic of teacher aides and cooks -- that teachers have higher requirements but compensation may not be comparable to those positions. Consider a pay scale that recognizes that teacher aides and teachers have education/certificate requirements that take longer to achieve and impacts compensation in comparison to cooks.
#7	Evaluate and determine needs to change program services. For example, number of hours operated, updated/new performance standards, etc.
#8	Network with our Native speakers for sharing and finding the champions to work with Head Start/Early Head Start/Child Care Partnership.
#9	Organize and conduct Child Finds in the villages by partnering with BSSD. Expansion of the Nome model to the villages using HS centers as the host space.
#10	Partner with multiple agencies to develop childcare centers and programs. There are families that cannot be served by Head Start/EHS/CC and there is community need. Head Start/EHS/CC are for low-income families as the most needed, funded for, and designed for tribally enrolled at-risk families. Any over income programs cannot weaken services for those most at-risk and needy. Child care centers are multiagency efforts – hard to burden one organization in a rural community with the expense of operations. Partners could include NSHC, Sitnasuak, BSNC, BSRHA, Nome Community Center, and Kawerak private parent pay or employer pay system – help with expenses. Or supporting home providers – now more home providers. Nome Preschool more full with over income parents served and not taken by a childcare center.

Families and Partnerships

1.1 PARENT AND FAMILY INVOLVEMENT AND COMMUNICATIONS

A. Communications with Parents and Families for Program Updates, Information and Feedback

1. Conduct more surveys at the village/community level to best understand each site and the community needs. For example, further research and understand factors in village population trends, employment and childcare needs, and early childhood education desires of the families in a community.
2. Ensure regional and center staff use a multi-media approach with our program newsletters – verbal announcements with parents, bulletin board in the entry, printed newsletter, e-mail distribution, and staff meetings.
3. Assess the distribution of parent and family information via student cubbies. Papers can stack up and need to look at better usage methods.
4. Expand the parent newsletter to 2-pages with 1-page for certified teachers and 1-page for staff/regional administration. Second page for developing a Kawerak management and Head Start regional staff section.
5. Develop a policy with staff for text guidelines. Ensure the sending and responses to texts for keeping it professional and accounting for costs/fees.
6. Implement a supervisor text group for sharing of information.
7. Develop group texting by center – a group for staff and parents-staff. This recognizes that younger parents text more. This can help outreach like a phone tree except as a text system. Process will need to include methods for signing up and opting out.

B. Staff Training and Systems to Help and Encourage Volunteers at Centers

1. Develop teachers and staff training to promote parent volunteering and involvement – how to include them in the classroom, how to welcome parents and invite, and how to give feedback for improvements.
2. Work with teachers to build in volunteers into the weekly curriculum and lessons plans – where parents and family members can fit in and help.
3. Develop a parent and family member volunteer training and orientation that could be included with the family orientation and parent committee meetings. Schedule during the evenings as more people available for the information and volunteer training.

C. Supporting Parent, Family and Community Volunteers for Engagement in Early Childhood Education

- 1 Develop a background check process for parents that want to be in the classroom short- and long-term. For long-term/ongoing volunteers, need to complete background checks and TB tests. For short-term volunteers, need to consider faster background checks that are cost effective, e.g. state sex offender registry and court view. Include the processes in the volunteer orientation/training.
- 2 Survey or interview/ask each parent to identify their individual strengths in volunteer tasks – classroom, plumbing, snow shoveling, artist, sewing, language, subsistence, dancing, etc. Potentially update the parent-family interest survey and/or initial home visit questions.
- 3 At each center site, weekly post requests for volunteers on doors for information and sign-up. The survey indicated that parents may want to volunteer more, but need to know what could do with specific activities.
- 4 For field trips or other large center events, provide more notice for volunteer tasks as parents may need to request time off from work.
- 5 Create a committee for community involvement in early childhood education. The committee can support staff in organizing and recognizing monthly volunteers. Volunteers could include health aides, VPSOs, tribal coordinator, ICWA workers, village corporation board members, and regional nonprofit board members.

D. Utilizing Social Networks for Communicating Program Information and Volunteer Opportunities

1. Develop Facebook guidelines for staff to share program information, promote involvement and gain feedback. The policy should include personal account usage for work and keeping it professional. This recognizes that many young parents communicate regularly with Facebook and generally don't use e-mail accounts.
2. Utilize social media for regular posting of program information and volunteer opportunities – there could be a Head Start parent-family-staff Facebook page that is a “closed-group” based on invitation for participating. In the parent survey, using Facebook among parents was identified for families particularly in Nome.
3. Enhance communications with Kawerak board members and HS policy council members in the communities on programs, needs and opportunities for involvement and support.
4. Share assessment and parent survey information with parent committees. The information from the parent and family survey can give a good starting point for further discussions with families during parent meetings. This will help working with each village to know how to best work in the community.

5. Teachers and staff work with the new Kawerak Public Relations position (in administration) on each site's needs and opportunities for parent volunteers.
6. Partner with other early childhood agencies for a monthly Nome Nugget column and other outreach on the radio and agency newsletters (Kawerak, NSHC, SNC, BSNC).

1.2 ORGANIZATION PARTNERSHIPS AND COMMUNITY INVOLVEMENT

A. Expand Partnerships and Communications with Regional Organizations for Networking Together

1. Renew the HS/EHS/CCP MOAs with regional agencies and utilize the assessment information to show needs.
2. Regularly attend the Regional Interagency/Providers Meeting (generally held every two months) – participate to give updates with program and learn of other regional/agency activities. Also, help stay “in-tune” with other agencies offerings and events so can take advantage of opportunities to participate and work together.
3. Continue involvement with the Norton Sound Education Workgroup for networking and supporting. Focus on two subcommittees: Education Early Childhood Education and Growing Our Own Teachers. See if more HS/EHS/CCP staff would like to join these two sub-committees.
4. Extend invitations to community agencies and organizations with HS/EHS/CCP open houses and activities. Help with resources and sharing of information.

B. Support and Engage in Community Events for Outreaching to Families in Need

1. Partner with the new Kawerak Public Relations position (in administration) to improve use of social media and online communications with families.
2. Coordinate with NSHC for participation in health fairs – early childhood education program booth and immunizations with families.
3. Develop school holiday break activities with each center/site in partnership with families and organizations. Design early childhood activities during portions of Christmas and Spring Break. A way to help with parent engagement to work with children. Can be a way to invite families during the day for activities and still allow for evening family time. Activities scheduled as a minimum day with an option for participation. Example are carnivals and family nights. Collaborate with other programs such as the school district, NSHC health aides/CAMP, tribe, city, village corporation, and store. Potentially the center sites could be a host for an early childhood education-fun events.

4. Coordinate with Kawerak EET for participation in career/job fairs for HS/EHS/CCP – recruitment for program enrollment, substitutes and other job recruitment, childcare.
5. Create an online/webinar resource fair to network organizations and families across the region.
6. Participate in communities' resource fairs with organizations. We serve the same people and help outreach together to best assist students, parents and families. Fairs are an opportunity with agencies at each village/center site.
7. Work with Kawerak Tribal Family Coordinators and Tribal Coordinators, NSEDC community liaison, NSHC health aides and VBCs, and BSSD teachers/staff.
8. Coordinate Family Fun Nights via partnerships with agencies and parent committees.

1.3 DEVELOPMENT AND EXPANSION OF PROGRAMS FOR SUPPORTING FAMILIES AND MEETING NEEDS

A. Create a Funding Strategies for Coordinating and Best Utilizing Resources to Support Early Childhood Programs

1. Balance planning and writing for new grants with workloads, needs and assessment information. The assessment has great needs data and surveys that need to be factored in with community support when seeking new grants and community/village level programs.
2. Work internally organization-wide to enhance partnerships among the different divisions/programs for supporting early childhood programs to work within existing grants, funds, compacts and/or rules. An opportunity to maximize existing resources within the same organization of Kawerak.
3. Develop collaborative organizational relationships in the program funding strategies so when looking at priorities can best use resources for expansion and supporting families/children. Find common goals such as parents and families need support for child education and childcare for employment. This will help when looking for resources like Head Start that funds the education, childcare that funds care, and employment programs that funds career development.

B. Update Home Visiting Methods for Effective and Culturally-Appropriate Implementation

1. Adapt to a different model that could better approach stay-at-home families, versus working-families – working families are hard to schedule a meeting time with. 11

models to select and adapt from such as Parent as Teachers, Early Head Start, Family Nurse Practitioner, Child First, Durham Connects, Early Intervention Program, etc. Potentially some organizational partners to help with training of our home visiting staff/teachers.

2. Update the home-based program to focus on building relationships with families for the first month. By scheduling short visits at the beginning this will promote comfort to be invited into a family's home. Being in someone's home is different than being invited to the home. Home visiting can feel put on the spot for families. It can be good program, but needs to be implemented in a way that is culturally appropriate and respectful.
3. Review the scheduling of home visits to best fit individual families. For example, a 90-minute home visit is long for some families – instead could the time be split across a week time.

C. Develop Language Nests with Early Head Start and Head Start Centers for Revitalizing Our Early Childhood Language Acquisition Resources

1. Research and learn more about language nests and program development resources. Indigenous language nests are common in New Zealand and Hawaii, and beginning in Barrow and Kotzebue – we can learn from these early childhood education programs. A new concept to our programs, the region and need education/understanding of the topics to successfully develop and implement.
2. Seek funding for language nest planning, development and piloting with Kawerak Early Head Start and Head Start. Language nests are currently not available in the region and the surveys show concerns for loss of language and culture.
3. Create staff training in language nests to grow skills and capacity for successfully implementing. A place we can grow – especially as parents and community expressed support for developing. Recognize that our staff need to embrace, lead and implement it – we can figure it out, learn collaboratively and work together.

D. Expand Head Start Centers Based Upon Population Increases for Meeting Early Childhood Education Needs

1. Develop the opening of a third Nome classroom that could provide more services to 3-year old children. This is dependent upon Head Start and other funding.
2. Plan for the expansion opportunities for Head Start by focusing on villages with large child counts and growth. Head Start is a vital program that helps keep and support families in the region.

E. Implement Full-Day Early Childhood Education Programs for Communities that Support and Need

1. Identify full day service options that could be implemented. For example, full-days could be available as 5- or 4-day services. A 4-day model would support teachers and staff to complete reports and preparations; however, families might prefer a 5-day model. Or research model of ½ day HS/EHS with the other ½ day as childcare where each day allows for paperwork and preparations.
2. Research and secure the funding to expand the Nome Center with full-day care. In the parent and family survey, it was prioritized as #3 for program development for those in Nome –reflects working families in the community.
3. Develop culture in full day model development as an important factor and use of the full day. Update our work-office culture to support – e.g. using Native languages in all our offices and work settings.
4. Identify the additional staffing necessary for sites with full-day services. Head Start teachers and staff do need time for newsletters, lesson planning and center management services like reports and paperwork.

F. Develop Appropriate Year-Round Early Childhood Education Programs for Best Meeting Individual Communities' Needs

1. Identify a 12-month year-round program in the region that would include culture, language, summer subsistence and camping. Potentially a summer season program could be ½ day (accommodate staying up later in the summer), 3-days per week, or other options that would best fit a specific community. Recognize that year-round services in village communities would be different than a program in Nome.
2. Explore an early childhood summer program based upon a summer camp model. Bring own food/snacks – this will make it more affordable as it is expensive to budget for a cook to provide food in a program.

1.4 PROGRAM CHANGES FOR SUPPORTING FAMILY PARTICIPATION

A. Update Program Applications for Coordination and Ease of Paperwork

1. Review the Head Start paperwork for ease of participation and coordination for eligibility with other programs such as Child Care or General Assistance. There is a lot of paperwork and need to see from community perspective for concerns.
2. Develop online applications for families to complete to improve accessibility and allow transfer into staff programs/databases.

B. Work Towards Tribal Self-Governance with the Federal Head Start, Early Head Start, and Child Care Partnership Programs

1. Advocate for more program and administration flexibility in the Federal Head Start and Early Head Start grant to best operate the programs with families. Such as seasonal and year-long programs, budget modifications, program reports, etc.
2. Kawerak and our tribal leaders work with Office of Head Start for increased self-governance with our EHS-CCP programs. EHS-CCP have many federal requirements that are challenging to managing the program in tribal and rural areas.

C. Work with the Office of Head Start to Update Income Guidelines for Rural Alaska

1. Advocate for changes to the federal HS/EHS/CCP income guidelines to be adjusted for the high cost of living in the region.

Program and Infrastructure

2.1 PROGRAM OPERATIONS FOR A POSITIVE WORK ENVIRONMENT

A. Review and Update Staff Wages and Benefit Systems for Fair and Competitive Compensation

1. Review the Kawerak employee seasonal laid off policy and update for some hours that can be saved for the next year. The staff survey identified leave concerns of 9-month/seasonal employees and the process of personal leave cash out.
2. Review the job requirements and wage scales for all positions. Need to evaluate our salaries and pay ranges to encourage staff to have financial incentive for attaining teaching positions. Concern in the staff survey on the topic of teacher aides and cooks – that teachers have higher requirements but compensation may not be comparable to those positions. Consider a pay scale that recognizes that teacher aides and teachers have education/certificate requirements that take longer to achieve and impacts compensation in comparison to cooks.
3. Compare Kawerak HS/EHS/CCP compensation to Bering Strait School District positions for market wages and benefits.
4. Review village staff compensation and wages compared to Nome staff. In the staff survey, concerns that village staff are compensated less and need to recognize the geographic and cost of living differences from Nome to the villages. Also, consider if village job descriptions (each site is different) should be updated to reflect the extra duties that may support increasing compensation: e.g. janitorial, fuel delivery, etc.

B. Support Staff Development and Training for Sustaining Compliance and Growing Capacity

1. Support a Kawerak and regional employer employment approach that opens jobs to village based workers with technology to work from their community – support village employment instead of centralizing in Nome. Providing more job opportunities at the village level recognizes that there are higher levels of unemployment and lower wages/income in villages.
2. Work with each teacher and staff position in identifying education needs and mapping out options that best meet their needs. Training investments and opportunities with our staff are important for building skills that helps staff feel better about positions and jobs. Training will also help with both staff retention and program capacity.
3. Work with the University of Alaska and Northwest Campus to develop and offer a distance delivery BA in early childhood education. Our staff should be able to continue education in their field to support their early childhood program and career.

4. Create a program career ladder that incorporates Kawerak's salary schedule and Human Resource policies. Create a system that benchmarks staff attainment of training certificates, education and degrees as a way to salary increases, promotions and/or supports program needs. Develop incentives for staff to complete necessary and required education/training based upon job descriptions. In the staff survey, additional time off with EHW was identified as an effective reward – a way of giving employees some time off in recognition of successfully completing training.
5. Succession planning with staff that are nearing retirement so can continue high quality services with programs.
6. Seek more funding to offer expanded training with HS/EHS/CCP staff.
7. Take advantage of the Growing Our Own Teachers trend in the region to build up our early childhood teachers. There is broad regional support with funding opportunities via NSEDC.
8. Develop a HS/EHS/CCP mentoring program that promotes long-term employees helping new employees learn the program and early childhood education methods. Many village staff have longer terms of Kawerak employment and could help the Nome center which has higher turnover.
9. Develop summer classes and training with our staff in the region for advancing training needs.

C. Expand Staff Communications for Continuing Effective Teamwork

1. Work with centers to annually clarify roles of all staff at the site. For example, BSSD-NPS teachers at Kawerak HS/EHS/CCP centers. Sometimes staff can be unclear of their responsibilities – need to communicate the responsibilities among all employees for good team work.
2. Develop collaborative staff planning processes in centers and regional core staff. For the centers, focus on lessons and classroom activities. Important for the planning process to define responsibilities, but also to foster cooperative team work – important when have centers are staffed by both BSSD-NPS and Kawerak.
3. Ensure that employees in villages feel treated equal to Nome employees. In the staff survey, there is a perception of inequality that is felt by employees. With distance supervision and support, some things are out of control but do need to help with those items in our control. Working on equality will make sure that feelings “don’t eat away at the program.”

4. Update the communication processes for joint Kawerak and BSSD/NPS supervision that supports coordination and regular flows of information while balancing the amount of time needed. Ensure it also provides for supervisor interactions to include the positive and not only negative/corrective issues.
5. Continue to improve staff communications which is very important for a regional program with 11-sites and over 50 employees. Provide regular opportunities for management to explain and communicate policies, processes and management issues with staff to understand budgets, administrative policies and other items that can seem arbitrary but have reasons. At the same time, provide time for employees to share management concerns for addressing.

2.2 FACILITIES, TRANSPORTATION AND PROGRAM INFRASTRUCTURE RECOMMENDATIONS

A. Site Planning to Improve Facilities for Supporting Quality Early Childhood Education

1. Update facilities plan for maintenance, renovation and replacement. The plan needs to address our villages that are outgrowing some of our sites – more children, more programs and more equipment/supplies. The plan will need to accommodate the timelines for facilities in rural areas – construction season is short and many logistics to put together (year planning). In the parent and family survey, more space/facilities were identified as a need – tells us our communities are growing with more children to serve. Also, the aging/outdating of some facilities in the communities.
2. Network with facility funders to work on priority early childhood facilities projects. NSEDC community benefits and assistance, Bering Strait Development Company, BSRHA, Rasmuson Foundation, and others.
3. Coordinate construction planning of new HS/EHS/CCP facilities with tribal and city governments to consider limited lots as well as flood plains and transportation. For example, if new facilities are located a distance from existing homes this can create a need for transportation to/from the site.
4. Develop parent committees to help with Head Start facilities. Roles could include volunteering with maintenance work, representing at city and tribe meetings to ask for help, and planning with staff to prioritize facilities.
5. Assess storage facilities at center sites to improve and plan for renovation or construction. Some short-term facility improvements can be as easy as adding a storage Connex.

6. Regular testing of drinking water at the center sites. Option for home childcare center water testing. Based upon the results, consider water filtration systems at center sites.
7. Utilize the assessment information to document the regional costs of construction and maintenance in our proposals and grants. There are high facility costs as demonstrated in the housing and infrastructure data, and this helps explain the funding needs for our costs to maintain, renovate and construct program facilities.
8. Update communications infrastructure plans for each site for upgrading Internet service. For example, Nome will have a significant change in the coming 1-2 years with Quintillion fiber optic and GCI Terra expansion infrastructure. Village Internet service is important to assess as some staff report taking 3 hours to download a video or inability to participate in webinars for continuing education.

B. Complete Infrastructure Upgrades for Sustaining Programs and Enhancing Services

1. Complete storage spaces at each center.
2. Add outdoor playgrounds and indoor gross motor activities spaces at all the 10 village centers (Nome currently has).
3. Expand the village centers to provide space for expanding and operating Early Head Start.
4. Complete five kitchens at village center for improving quality control of food services. Five needed centers: Shaktoolik, Shishmaref, Golovin, White Mountain, and Koyuk.

C. Transportation Planning and Services for Safety and Well-Being of Students

1. Update transportation plans for our centers. Include new housing developments in villages and Nome – particularly as new housing can be further from the HS/EHS/CCP center and require transportation.
2. Educate Head Start officials that the current transportation standards are prohibitive to village methods for transportation. The Head Start standards were created to apply to urban areas and are very difficult, do not make sense in village Alaska, and are very costly to apply to rural Alaska villages despite the high need among centers and children. Request the federal Head Start standards be adapted to villages – buses are generally not available.
3. Transportation at the village level is needed, but need to look at partnerships with the school district and/or changing federal regulations on Head Start transportation or special approval for a village transportation method that is appropriate to the community and cost effective.

Core Services

3.1 PROGRAM ADAPTATIONS TO ADDRESS OUR SERVICE POPULATION DEMOGRAPHICS

A. Adapt to Population Trends for Meeting Community and Family Needs

1. Evaluate and determine needs to change program services. For example, number of hours operated, updated/new performance standards, etc.
2. Utilize the assessment to identify where we can consider expanding or providing additional program services – population growth trends and the number of children ages under 4 among service area for HS/EHS/CCP
3. Continue the outreach and recruitment with Alaska Native populations as an Alaska Native/American Indian HS/EHS grantee.
4. Use the community needs assessment data for helping to update or negotiate the Family Partnership Agreements/MOAs with agencies – particularly showing the population growth and estimated numbers of families to be served in the future.
5. Frame program information and parent training to the needs and interests of the median age in the communities which is generally in the mid-20s. This will help in presenting information to relatively young parents and make it relevant as well as interesting.

B. Recognize and Address Economic, Income and Poverty Levels/Needs of Students and Families

1. Recognize that Nome economic statistics and numbers often make it hard for Nome families to receive assistance or qualify for HS/EHS/CCP with higher household incomes. Request the federal Head Start/Early Head Start/Child Care Program income guidelines factor in cost of living – the statewide Alaska income guidelines for a family in Anchorage is not comparable or fair to a family in Nome.
2. As parents identify family goals with staff/teachers, provide training with staff so the program can adapt approaches with village families to meet the realities of the mixed-economy. Utilize the assessment to support the mixed-village economy and better understand the early childhood needs of village families. For example, in the villages many mothers are working and need childcare – high number/percentage of female workers. Also, it is estimated in villages that fathers can be active in subsistence or employed seasonally. This can be a challenge in showing need for childcare in definition of a dual working family – subsistence is work and contributes to the family but sometimes is not counted in assistance and census/labor data. The mixed economy is active in the region, but village median household incomes are the lowest and the most expensive to live.

3. Develop training with parents on cost saving strategies. In the parent and family survey, the community problems indicate that parents are struggling financially – number 1 problem identified. Survey also identifies unemployment issues in the region and villages. Training can include cost savings methods like Amazon ordering, budgeting, cooking with bulk foods, cooperatives for subsistence expenses and sharing, village realities for banking, creating thrifty and healthy food plans for families, subsistence food cooking, and cooking for a week. Resource organizations include BSRHA, UAF-Cooperative Extension, WIC and public assistance.
4. Share information with families in options for ordering needed foods, goods or supplies using alternatives to credit cards. For example, prices are less expensive for online orders with Amazon.com or with store orders from Nome and Anchorage; however, ordering among low-income families is affected by limited availability of banking and credit/debit cards. Quyaana Card is a good location option as a debit card. Recognize that village economy can rely on trade – e.g. arts, subsistence foods, etc. – and need alternative ways to order with an increasing “cashless” transaction systems.
5. Organize an outdoor gear (coats, boots snow-pants) and child clothing swap with Head Start families – these are needed but expensive to provide.
6. Help families expand their income opportunities when developing plans and goals. For example, helping families sell arts and crafts can be a valuable activity. The limited income levels in villages indicate that residents and families need assistance and that the village economy is different. Online access could improve family income opportunities for selling arts and craft.
7. Network with Kawerak small business program to support parents with opportunities. The early childhood programs can invite small business staff into staff meetings and parent trainings to help with family-parent goals.

C. Encourage Safe and Affordable Housing with Families for Supporting Basic Needs

1. Reword the housing questions on our applications and/or surveys to better identify housing needs – e.g. instead of “are you homeless” to “are you living with another family,” etc. This recognizes that people in the region do not like to be counted as homeless. Also, then educate our families and program staff what homelessness is (how to ask) and how it helps with securing funding/assistance for current and future housing. Understand that the average household size is high in villages – particularly in Brevig and Gambell. Helps to identify overcrowding issues among families and understand when working with students, parents and families in housing needs and options.

2. Improve the staff training in family development planning when it includes housing – staff can be more aware of the factors and potentially be doing more to help them with referrals to appropriate housing agencies and programs. Working with families can help identify the needs with cost burden in housing and networking with regional assistance programs.
3. Share resources with HS/EHS/CCP identified “homeless” (according to federal definition) families to help with housing and living. The assessment helps us see how expensive it is to live in our region – Nome and villages. One can understand the common saying that many Americans are three paychecks away from homelessness.
4. Train our families to connect with housing programs for assistance and options. Develop a stronger partnership with Bering Regional Housing Authority and Alaska Housing Finance Corporation to understand agency programs for housing assistance, home buying classes, and build knowledge of our staff regarding resources. Overall, share information with families on housing opportunities from acquiring foreclosures; to support in keeping their homes (in case they are the ones in foreclosure), and application/eligibility impacts of criminal background for housing assistance.

3.2 CULTURE, LANGUAGE AND SUBSISTENCE IN EARLY CHILDHOOD EDUCATION

A. Leverage Culture and Language Resources and Partnerships to Advance Early Childhood Education

1. Partner with the Kawerak Eskimo Heritage and Katrivik Programs to help brainstorm and plan for culture and language development/advancement. Outreach to our regional organization departments and resources for collaboration and development.
2. Network with our Native speakers for sharing and finding the champions to work with our Head Start/Early Head Start/Child Care Partnership programs.
3. Work with the tribes on the resources they have for language. E.g. NEC has a number of books and HS/EHS/CCP could purchase some of the same books for center reference and usage.
4. Build on the strategies from the April 2016 Inuit Circumpolar Council (ICC) Alaska report which was based upon a meeting in Nome – From Decolonization to Conscientization: Implementing the Alaskan Inuit Education Improvement Strategy.
5. Share plans for culture and language with the Norton Sound Education Work Group which has identified cultural relevancy of education as one of their initiatives. The Work Group will help work with agencies and create partnerships.

6. Work with the Bering Strait School District (BSSD) and Nome Public Schools (NPS) in compiling language resources with their bilingual programs. Network and share information.

B. Nurture Opportunities with Parents, Elders and Community Members for Involvement in Early Childhood Culture, Language and Subsistence Education

1. Incorporate how we can have Elders in the classrooms for teaching cultural knowledge, language instruction, and subsistence skills development with students and parents. Elders are needed to help teach and support the next generation. Network with programs to work with and involve Elders in the classroom. Staff recognize they need options for Elder compensation -- honorariums may cause over income issues for some Elders that receive various public assistance/benefits. Also, research resources in the region and villages to help pay for culture and language community members.
2. Find ways to utilize our subsistence hunters and gathers talents/traditions to share with our children in classrooms. E.g. stories, tracking animals and the tracks they leave, etc.
3. Create subsistence activities in the Head Start classrooms with students. Centers can ask parents/community members to donate fish/birds/rabbit/reindeer/caribou/seal – etc. Then teachers can work with Elders, parents and students to learn about the animals, fish and plants – how to cut/process, make into food, indigenous language names of parts, look under microscope to study, etc. Afterwards, the subsistence foods made can be donated to families or used for community potlucks that highlight that it was made with students – build pride among our students in their learning and sharing with the community.
4. Update the parent orientation to promote subsistence activities with children and explain these are considered excused absences – update the parent handbook – helps encourage families to include/involve children.
5. Design volunteering with cultural and language development activities. Then create a monthly schedule and request for volunteers. Monthly educational themes that could support the volunteer presentation with flexibility to advance culture and language.
6. Develop parental support and training in culture and language to support the teaching in the centers with children at home. Recognize establishing at the centers will help parents promote development with families and some could become our future staff and teachers.

C. Integrate Our Indigenous Languages with Teachers, Children and Parents for Culturally Relevant Early Childhood Education Programs

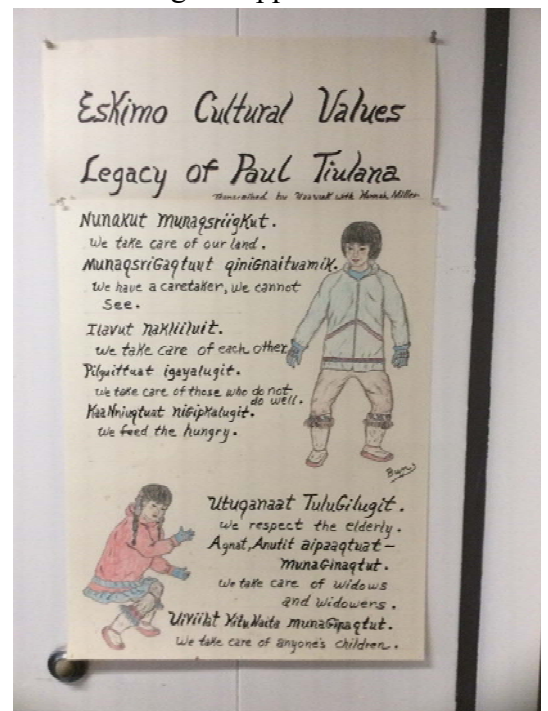
1. Our programs can work to help support language education in our classrooms with students and parents. Staff recognized that our current generation really wish they had fluency in the language as bilingual speakers – some families do, but the majority do not. The Kawerak programs can provide educational leadership in the region as an example for others – lead the way. Revitalizing our languages in our centers can support the broader community and make a lifelong difference in the lives of students and families.
2. Work to create classroom environments with signs, posters and visual learning materials in classrooms that reflect the community's cultural identity. When children, families, staff and community members step into our centers they can then immediately make connections to culture, language and community.
3. During the program enrollment of families, update the application to include the identity of children and Inuit name – Inupiaq, Central Yup'ik and St. Lawrence Island Yupik (e.g. question like how does your family mainly identify?). Help in collecting data for supporting language teaching in Nome with a majority of students. A way to move forward with language revitalization in Nome.
4. Organize teacher and staff discussions about language usage at centers. Hold during the teacher/staff in-service training in order to develop a guiding plan to help develop at each center/site. Recognize that some sites are not supportive of culture and language – focus heavily on school readiness. Need to identify sites, create ways to support positive attitudes, build expectations of the program, enhance community support, and have group work towards integration of culture and language.
5. Staff training to help overcome being scared of language speaking and teaching due to a lack of ability and confidence in our indigenous languages due to loss. These fears include speaking correctly and getting corrected in the classroom/public.
6. Develop a parent and community presentation that addresses language attitudes of English only versus developing bilingualism. Partner with agencies and programs. Past federal and state policies of termination have affected our communities and need to recognize internationalization of negative social policies that can be validated and then move forward with new policies of revitalization and tribal self-determination among communities.
7. Begin culture and language development that can be done without grant funds to start soon. This can establish a starting point to then build grants to support advancement. Find volunteers and consider culture-language committees at sites. Identify supportive

family members (parents, grandparents, aunts, uncles, cousins, etc.) and community members to work with our programs.

8. Compile resource materials for indigenous language teaching with early childhood programs. There are limited resources and many Elders/fluent speakers are being lost – can feel like burden. Important to provide resources to centers, teachers and staff to have the support to implement effectively.
9. Adopt an early childhood education learning model for indigenous language acquisition for use with Kawerak programs and then provide teacher/staff learning to support.
10. Develop and implement Head Start/Early Head Start/Child Care Partnership teacher training in our indigenous languages for program development and effective implementation. Recognize that our teachers and staff need capacity building and development in our indigenous languages and second language teaching methods.
11. Develop a teacher and staff mentor program for culture and language that includes fluent speakers and Elders for support and learning from one another. This should include travel funds for helping bring staff and mentors together at the beginning, middle and end of mentor program.

D. Grow Centers and Staff to Expand Our Education of Cultural, Language and Subsistence with Strong Curricula, Lesson Plans and Teacher Resources

1. Ensure the *Kawerak Head Start Cultural Activities Binder* aligns with monthly subsistence and cultural activities. Regional/core staff and program specialists work with the centers to ensure teachers emphasize and incorporate the binders into their teaching with children and families.
2. Update lesson plans as part of the daily center schedule for cultural activities – ensure activities are included regularly. Our communities have issues with losing culture and our programs can make changes to support and retain indigenous cultures. Throughout the school year, take advantage of the opportunity for center field trips to learn about subsistence with students. For example, in the early fall bring back roots and plants to the classroom to study them, teach indigenous language and how to use traditionally today.



3. Revisit, update or supplement curriculum to ensure best fitting with our villages, cultures, subsistence skills/knowledge, and indigenous languages. We have three main languages and each community is unique that would need to tailor curriculum to the specific village.
4. Utilize our existing staff that are knowledgeable of language and culture. Develop ways to support them to be the language advocates with our programs. Allow them units of time to develop/advance culture and language activities with the programs.
5. Update job descriptions that incorporates preferences in hiring people that are very knowledgeable of our cultures and languages. This will help build our capacity.
6. Budget and create three (3) regional cultural-language team leaders to support our early childhood education development. The positions, one for Inupiaq, Yup'ik and St. Lawrence Island Yupik, can work on program guidelines, how to integrate into lessons and education, teacher training and support, and provide coordination among sites.
7. Budget and create culture-language teacher positions at each center site. This may be a long-term goal, but will help with specifics to the village uniqueness, culture and language. Explore potential partnerships with village organizations for culture/language positions, e.g. tribes, school district bilingual teachers, Elders committees, NSEDC, Bering Strait Foundation, etc.

3.3 HEALTH AND FAMILY CARE RECOMMENDATIONS

A. Support Health Education with Staff for Promoting Wellness and Good Role Models

1. Provide health education with our staff for improving their wellness and well-being. Our teachers and staff are role models to the parents and communities – e.g. tobacco cessation, exercise, wellness. Emphasize even small steps staff can take to make differences. Health education will allow a forum to talk about issues and work as an example for families. Resources could be guest speakers from NSHC for staff and parents – common resource.

B. Expand Health Education with Families for Promoting Safety and Wellness

1. Training on injury-accident prevention with families to reduce mortality rates of children. Topics relevant to the region could include safe touch, water safety, ATV safety, transportation of babies/children on snow machines/ATVs, and pedestrian training. Safety practices that can protect children and update HS/EHS curriculum to

the region needs. For example, if parents are co-sleeping with children advise to sleep on couch when drinking, methods to reduce second hand smoke exposure, safety for children with reflective tape for clothing, limit number of children on an ATV, helmets for children (could work with NSHC, BSNC, NSEDC to give out helmets to HS children during health fairs).

2. Provide more parent education on tobacco usage and smoking with health impacts to selves and families – diseases and its effects to children including SIDS. Partner in presentations with NSHC CAMP and NCC Tobacco Prevention Program – help to present it well with their resources available. Build awareness to be healthy and stories of those that quit smoking to be free of tobacco. Recognize how smoking started – stories of beginning, e.g. when drinking, social smoking, adverse childhood experiences, etc.
3. Education and information with families on preventing and getting rid of bed bugs. This is an issue right now in the region – how to deal with them in the household. Also, ensure protocols with centers to ensure it does not spread at Head Start – include in parent education. Opportunity for joint parent training/information with the following agencies for resources: BSRHA, NSHC, School Districts, and BSNC/BSD.

C. Improve Disability Services in the Region for Improving Screening, Diagnosis and Services

1. Organize and conduct Child Finds in the villages by partnering with BSSD. Expansion of the Nome model to the villages using HS centers as the host space.
2. Program staff track the number of HS/EHS/CCP referrals for disability screening. Help track those in the referral process as the disability screening can take a year for final diagnosis.
3. Advocate for more federal funding for regional disabilities services, screenings and staffing. Currently, the region only has one person staffing the federal part C program and children generally have to wait a year for screening and diagnosis that impedes the provision of services and working with children early in HS and EHS.
4. Collaborate with BSSD and NPS to expand school district special education services with HS/EHS/CCP – how can we best serve young children before they start public school.
5. Develop and offer training with parents on working with children with disabilities. Topics include services available both within and outside of the public system and private resources; share resources and programs with parents; and Medicaid funded

services. Overall, help build awareness among parents of the service options available whether a child is diagnosed, pending, or unqualified but need help.

D. Outreach to Young Parents for Supporting and Networking

1. Recruit prenatal teen mothers in Head Start/Early HS – partnering with Healthy Start at NSHC.
2. Special outreach to enrolled young parents – support group, Face Book, conference.
3. Education for our expecting and young mothers – training opportunities that recognize they will continue to have children. Partnership with NSHC maternal case manager and public health nurses on family planning. Update the EHS home-based visiting curriculum with staff development to implement – as staff deal with touchy subjects while visiting families.

E. Host Family Planning Discussions for Informed Choices

1. Work with KNOM radio for public service announcements (PSAs) on healthy families – e.g. past PSAs on waiting two years between pregnancies by NSHC – example of public health education.
2. Parent information on the options of birth control at NSHC and village clinics. Mothers/fathers (gender) discussion of options, health checks needed (e.g. pap smear), family planning and availability at the village level.
3. Parent discussions on STDs as CT rates are very high in the region. STDs can also be discussed among genders of parents (coordinated with family planning/birth control). Discussion group with parents with a third-party facilitator – Head Start/EHS could bring the audience and NSHC could bring the health practitioners.

3.4 NUTRITION RECOMMENDATIONS

A. Promote Healthy Nutrition Choices with Our Programs and Community Entities

1. Work with our cooks to re-evaluate the HS and EHS center/site menus for nutritional values and including more healthy options available. For example, some cooks and staff have a mindset of cost effective over nutrition which often emphasize canned foods.
2. Regular staff training with cooks on healthy choices available within the HS/EHS programs for better menus and better support for nutritional foods that are more like home cooking.

3. Encourage all Kawerak programs and village organizations (tribes, cities, village corporations) to serve healthy foods at meetings – no pop, healthy snacks. Help support healthy choices with families.
4. Request a donation or discount from Full Circle Farms or other vendors for the HS/EHS programs to provide fresh fruits and vegetables. Also, request a discount for parents in HS/EHS/CCP programs and provide to families as an option for fresh foods.
5. Identify ways to use old/surplus Kawerak HS/EHS freezers and refrigerators in villages that support community food programs. For example, donate the old freezers/refrigerators for use in the Food Distribution Programs on Indian Reservations (FDPIR) in Elim, and/or pledge for FDPIR development in Gambell and Brevig Mission.

B. Support Subsistence Among Families for Health Benefits and Fresh-Locally Available Foods

1. Support families in subsistence activities and diets. Subsistence is a positive in the assessment – the abundance of subsistence foods which are very healthy.
2. Encourage young families to use subsistence foods and minimize processed, frozen and convenience foods like frozen pizza and dinners. Unfortunately, village stores often stock frozen convenience foods which are less healthy for children and families. Promote subsistence foods as cultural and healthy for growing children.

C. Share Food Benefit Programs Information with Families to Ensure Adequate Nutrition Resources

1. Education with families on the various food and assistance programs – who qualifies, differences in programs, when can receive food stamps and other benefits concurrently, and the application processes including who to contact for help.
2. More education with parents on WIC participation and benefits. Annually survey families for WIC participation and if eligible refer with an application. Help advocate with families.
3. Share information with families on which stores allow WIC ordering – e.g. Nome AC, Anchorage Fred Meyers, Nome Hanson's, or will WIC send foods to villages/communities.
4. Training on how to maximize benefits and cook with WIC foods – e.g. beans, canned apple juice, etc. Recognize that families eating patterns may not match WIC foods and village stores may limit availability of WIC foods.

3.5 SOCIAL SUPPORT RECOMMENDATIONS

A. Encourage Teacher and Staff Outreach for Supporting Families Most In-Need or At-Risk

1. Develop “go-to” staff people for working with families and resources in each community/village with a Kawerak program support system at the regional level. The staff recognize that teachers need to be able to continue positive relationships with parents and children. Family advocates have a role in working with families through problems – helps the teacher sustain child/family relationship.
2. Develop an orientation with parents and families that outlines how Kawerak Head Start is about the whole family – working with child but approach involves the family and community. This can address the uncomfortableness that can be felt in that approach – longer involvement in the program often helps as building relationships and networking with families and resources. Also, prioritizing those most at-risk.
3. Ensure that outreach by teachers and staff is prioritized for those most in need and at-risk. Outreach must be respectful, but those parents are hesitant to participate or simply do not want to participate. Outreach can be difficult with “hard-to-work” with parents.

B. Update Program Policies and Protocols for Guiding Child and Family Interventions

1. Expand relationships with tribal family coordinators and ICWA staff at each site to network with Head Start/Early Head Start family advocates. Joint meeting with staff to work through protocols to refer and how to best involve the tribes in issues with families appropriately – could be cc’d with an OCS report, develop a MOA with Head Start and tribes by village that recognizes that some tribes have capacity and some need to build capacity in family support and child protection.
2. Develop or update program policies and protocols in how to work with families in rural and small communities in domestic violence, alcohol-drug abuse and child abuse. Guidance with staff in how to approach without creating feelings of being judgmental and prying, how to handle within the program professionally and culturally appropriately that must operate in small-rural villages. For example, approaching families when staff may be related or life-long friends, or talking with parents about potential abuse that opens dialogue.
3. Update systems for staff to recognize/document social risk factors among families in attendance. A policy update and/or system for tracking that allows flexibility for excused absences and ways for staff to make referrals for addressing family social needs.

4. Develop a reporting process that utilizes our tribal systems for interventions – like Central Council of Tlingit and Haida Indians Tribes guidelines for calling a number to report to the regional organization.

C. Enhance Staff Training for Effective Counseling and Social Support Systems with Families

1. Develop a supervisor training addressing the support needs of staff in family counseling: appropriate involvement role of supervisors and dealing with “sticky situations” with families. Build in peer-to-peer learning as experienced staff that have been in positions longer and programs can help the build supervisor capacity, job confidence and understanding.
2. Develop and implement staff training in how to deal with social issues, resources and sensitivity training – particularly regarding women and child violence. Staff training and guidance to maintain relationships with families and support through difficult situations. The teacher relationship with student and families is very important to consider and maintain – can be easy to get too involved in a very small village.
3. Organize a staff training to identify and recognize drug abuse such as heroin use and pain killers – it can be harder to detect in smell or observation compared to alcohol abuse. Recognize that many drug abusers often continue to function and observers don’t notice signs until much later when severe or worse. Include staff education on village drug usage and trends – for example spice is easier to mail and some residents have pointed out concerns of use among their community.
4. Enhance the staff mandatory reporting and policy review in-service workshop by networking with NSHC social service worker – they have similar workshops with Health Aides (could learn from their model). When addressing issues, have to be aware of anger and deflection when working with families. Provide guidance on how staff can handle situations prior to mandatory reporting so it does not create an “us versus them” mentality among teachers/staff and families – staff recognize that this can negatively affect participation in Head Start.

D. Forums with Parents and Families for Discussing Community Problems and Solutions

1. Annual parent training and orientation regarding child coming to school and expectations at Head Start. Topics include separation anxiety (both parent and child) at start of school, good behavior expectations at school, how a child needs to socialize at school and adjusting to center structure with children and parents (have to remember that parents are dealing with a lot of social-emotional changes when child starts Head Start).

2. Design the upcoming year of parent trainings (held monthly) to include three trainings on the top 3 community problems identified in the parent and family survey: (1) high cost of living, (2) loss of language and culture, and (3) inadequate housing. Coordinate with lead family advocate on newsletter articles for support and creating the agendas for parent training topics. Update the parent training sessions to include looking back at parent and family survey results from the assessment on community issues/problems and identifying ways families can cope with solutions. Support the sessions with resources (more than brochures) and a guest speaker (local guest or regional staff travel).
3. Parent training, presentation and discussion group on developing good child behavior. Discuss how teachers and parents need to work together so child is successful – instilling respect, cultural values and good behavior of children. Topics include ensuring children get good sleep, healthy diet, appropriate video games, and develop positive interactions with others, etc.

E. Support Expansion of Family and Child Counseling Services for Promoting Good Behavioral Health

1. Develop better relationships with Village Based Counselors (VBCs) to meet the needs of students and parents. Available NSHC resource in communities and can partner to make more available.
2. Support the expansion of family counseling options with parents and children. In the staff survey, this was in top 3 priorities that shows staff can have issues with child behaviors and need assistance when working with families. BHS and mental health providers in the region are limited – can take months for appointments and assessments, and providers can change in the course of counseling services. Need to expand counseling services for promoting good behavioral health.
3. Support alcohol treatment programs in region that will address community problems and research the referral process for families. It is a big issue in communities where NSHC has programs, Kawerak HS/EHS could support and get updates on the developments.
4. Support the development of the regional FAS/FAE clinic and services.
5. Create and fund a Kawerak HS/EHS behavioral and mental health position to work with parents and children/youth.

Growing New Programs for Children Birth to 3

4.1 CHILD CARE PARTNERSHIP

A. Outreach to and Communication with Families for Understanding and Supporting the Child Care Partnership Program

1. Create a training with Head Start staff to help understand how to connect families with Kawerak Child Care Partnership and services. Outreach to the staff for understanding the programs, services and options for eligibility and referral process. The training can focus on Head Start family advocates and Early Head Start home visitors.
2. Create community presentations on EHS-CCP as it is a new program.
3. Coordinate open houses at HS centers/sites where parents could meet CCP teachers for building comfort levels. Group interaction for getting to know the styles of each teacher and sharing of resources with parents.
4. Create a newsletter and calendar for the EHS-CCP program parents to address specific needs and share information/education. Ensure to notify parents through the newsletters of upcoming teacher/staff training dates that includes the topics.

B. Support Foster Parents with Training and Resources

1. Within EHS-CCP, support foster parents with resources. The EHS-CCP supports foster parents with educational and cost effective support while meeting admissions eligibility. Connections to available resources include WIC, clothing vouchers, tribal family coordinator, and respite care through other agencies.
2. Develop a MOA with the Office of Children Services and CCP for outlining cooperative relationships and expectations with foster children including transitions back to families.

C. Expand the Child Care Partnership Program for More Served Children in the Villages

1. Utilizing HS/EHS centers, develop an extended day for CCP or childcare services, as needed.
2. Additional wrap around HS-EHS-CCP sites/villages based upon community needs and funding requirements.

4.2 CHILD CARE SERVICES

A. Support Development of Licensed Providers in the Region for Quality Childcare Services

1. Partner with multiple agencies to develop childcare centers and programs. There are families that cannot be served by Head Start/EHS/CC and there is community need for similar services. Head Start/EHS/CC programs are for low-income families and the most in need. The Kawerak programs are federally funded for and designed for tribally enrolled at-risk families. Any over income programs cannot weaken services for those most at-risk and needy. Child care centers are multiagency efforts – hard to burden one organization in a rural community with the expense of operations. Partners could include NSHC, Sitnasuak, BSNC, BSRHA, Nome Community Center, and Kawerak private parent pay or employer pay system – help with expenses. Or supporting home providers – now more home providers. Nome Preschool more full with over income parents served and not taken by a childcare center.
2. Support current child care providers to seek state licensing with support of the Kawerak Child Care program. In the parent and family survey, childcare was seen as an issue throughout the whole region. More childcare needs could be answered by longer day services. At the same time, this could provide village employment opportunities.
3. Help home providers that do have openings to advertise within the community. Many families assume there are no openings when there are spaces available – perceptions often different than operating level.
4. Expand training sessions with unlicensed childcare providers to learn about licensing. There are many regulations to meet and address – which is a challenge for new providers going to that level.
5. Conduct village/community childcare surveys and focus groups so we can fully understand the child care needs of families. The surveys will help identify specific topics and unique needs of each village. Staff recognized that families are “picky” with childcare and ability to pay for childcare is an issue when families are not paying their bills – reflects high cost of living issues. Also need to identify the specific types of childcare – in home providers or centers? Building a center doesn’t mean all the slots will be full and need to survey parents on costs willing to use and pay.
6. Create child provider support groups in Child Care Partnership communities for improving the overall quality of childcare. The groups can help improve care and recognize that for many parents it is hard to put trust into home providers. Home providers are more cost effective to operate, but do need training and resources to improve the quality of care.

7. Outreach to and training with HS/EHS/CCP parents for building interest to become licensed childcare providers as a career or small business.

B. Support Foster Homes in the Villages and Rural Alaska for Serving Children in Need

1. Encourage recruitment for more foster homes in the villages and other rural Alaska regions. There is a need and currently many foster children are in Nome and utilize the HS/EHS/CCP services.
2. Support dual licensing of foster homes – state licensed a) childcare provider and b) foster home.
3. Educate officials and agencies on the issue for increasing the OCS childcare monthly payment amount that supports in-region foster families. For example, for state foster care OCS limits childcare to \$700/month and only if it is state licensed. This is a significant consideration for childcare centers and providers, especially as rural areas are expensive to operate. In-region state licensed providers have been frustrated with the payments and processing of payments, as the rates are low and payments are often untimely.

C. Advocate for Sufficient Child Care Payment Resources for Increasing Availability and Quality of Care

- Advocate for increasing the state child care rates with geographical cost differential as a rural area and increasing the overall payment rates to providers.

D. Expand After-School Activities for Young Children and Families/Child Care Providers that Supplements Child Care

1. Work with Nome Public Schools, Nome Eskimo Community and/or Nome Boys and Girls Club on after school programs for serving children 0-12 and their families or childcare provider.
2. Work with Bering Strait School District and tribes in the village schools on after school programs for serving children 0-12 and their families or childcare provider. Generally, village after school programs are open to many ages with small individual school populations – need to research what the village programs are and how they make it work.

E. Support Licensed Childcare Providers with Center Resources for Improving Quality of Care

1. Work to build CDA training in high school education institutions – e.g. NACTEC with a CDA training. Many high school students do childcare and help create a workforce that is ready to be employed in early childhood program when graduating from high school.

NACTEC Students could do intensive days with Kawerak when in Nome and complete other hours in the village centers.

2. Open HS/EHS/CCP training to licensed child care providers – schedule for their involvement at different times to alternate when providers temporarily close to attend.
3. Work with licensed childcare providers to schedule gym and playground time at the Head Start centers for child play. Opportunity to grow the childcare partnership, support providers and improve playtime for children.

4.3 EARLY HEAD START

A. Expand EHS into More Communities for Meeting Needs and Improving Early Childhood Education

1. Expand EHS to more communities in the region – only operate in 3 communities. EHS for village parents can be an important option for parents to begin to look for work – especially with the subsidy.
2. Expand the home visitor EHS programs in villages by utilizing office spaces in centers (some village sites too small).

B. Coordinate EHS Transition into HS for Coordination and Continuation of Early Childhood Education

1. Work on the EHS and HS transition and coordination. Currently participation in EHS does not guarantee a spot in a HS center. HS admission is based upon a point system on income and needs (disability, foster care, etc.) and currently does not account for EHS participation.

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Contact Information

DEB TROWBRIDGE
HEAD START/EARLY HEAD
START DIRECTOR



Tel (907) 443-9050
hs.pd@kawerak.org

JESSICA FARLEY
CHILDCARE DIRECTOR



Tel (907) 443-9073
childcare.dir@kawerak.org

Organization Information

Kawerak, Inc.
PO Box 948
Nome, AK 99762
Tel (907) 443-5231
www.kawerak.org



Community Assessment Consultant & Report Prepared by

Ukallaysaaq Tom Okleasik, Principal Consultant
Northwest Planning & Grants Development/ Nome, AK
www.nwplanning.net

