

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

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Juneau, Alaska 99801-1182
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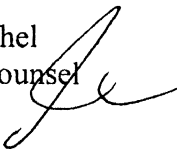
MEMORANDUM

February 28, 2011

SUBJECT: Average daily membership count of pre-elementary students
(CSSB 6() (Work Order No. 27-LS0058\B))

TO: Senator Bettye Davis
Attn: Tom Obermeyer

FROM: Jean M. Mischel
Legislative Counsel



Enclosed is a blank CS that clarifies the optional nature of the public prekindergarten program established in the bill and the inclusion of the students in the average daily membership count. As a follow-up to my memorandum to you dated February 7, 2011, containing an explanation of sections 6 and 7 of version "M," of the above-referenced bill, I found an inconsistency in the existing statutes, passed in 2008. This version amends AS 14.03.060(e) to delete the prohibition on including pre-elementary students in the count under AS 14.17 and provides for part-time inclusion for funding purposes. Decisions pertaining to program curriculum, teacher qualifications, and part-time funding status are all delegated to the department under this version of the bill.

JMM:plm
11-111.plm

Enclosure

27-LS0058\B
Mischel
2/28/11

CS FOR SENATE BILL NO. 6()

**IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-SEVENTH LEGISLATURE - FIRST SESSION**

BY

**Offered:
Referred:**

Sponsor(s): SENATORS DAVIS AND FRENCH

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to prekindergarten programs within a school district; relating to pre-
2 elementary students and pre-elementary schools; and providing for an effective date."

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 * **Section 1.** AS 14.03.060(a) is amended to read:

5 (a) Except as provided in (e) of this section, an elementary school consists of
6 grades kindergarten through grade eight or any appropriate combination of grades
7 within this range, and a prekindergarten program provided by a school district
8 for students four and five years of age.

9 * **Sec. 2.** AS 14.03.060(e) is amended to read:

10 (e) In addition to the grades enumerated in (a) of this section, an elementary
11 school consists of a prekindergarten [PRE-ELEMENTARY] program supervised by
12 the department under AS 14.07.020(a)(8), operated by the department as a head start
13 program under AS 14.38.010, or located in a public school [FOR FEDERAL
14 FUNDING PURPOSES. EXCEPT FOR A CHILD WITH A DISABILITY WHO IS

1 RECEIVING SPECIAL EDUCATION OR RELATED SERVICES UNDER
2 AS 14.30.180 - 14.30.350, PRE-ELEMENTARY STUDENTS MAY NOT BE
3 COUNTED IN A SCHOOL'S AVERAGE DAILY MEMBERSHIP UNDER
4 AS 14.17].

5 * **Sec. 3.** AS 14.03 is amended by adding a new section to read:

6 **Sec. 14.03.065. Prekindergarten program.** (a) A school district may provide
7 a prekindergarten program for students who are four or five years of age and who
8 reside in the district if the program is

9 (1) optional for a student;

10 (2) supervised by the department under AS 14.07.020(a)(8); and

11 (3) consistent with regulations adopted by the board under
12 AS 14.07.165.

13 (b) A student who is enrolled in and attends a prekindergarten program
14 provided by a district shall be counted as a part-time student in the district average
15 daily membership count estimate under AS 14.17.500, except that for the first year of
16 the program the student count estimate used shall be for the current fiscal year.

17 * **Sec. 4.** AS 14.03.080 is amended by adding a new subsection to read:

18 (g) A child who is four or five years of age on or before September 1
19 following the beginning of the school year and who is under school age may enter a
20 public school prekindergarten program.

21 * **Sec. 5.** AS 14.07.020(a) is amended to read:

22 (a) The department shall

23 (1) exercise general supervision over the public schools of the state
24 except the University of Alaska;

25 (2) study the conditions and needs of the public schools of the state,
26 adopt or recommend plans, administer and evaluate grants to improve school
27 performance awarded under AS 14.03.125, and adopt regulations for the improvement
28 of the public schools;

29 (3) provide advisory and consultative services to all public school
30 governing bodies and personnel;

31 (4) prescribe by regulation a minimum course of study for the public

1 schools; the regulations must provide that, if a course in American Sign Language is
2 given, the course shall be given credit as a course in a foreign language;

3 (5) establish, in coordination with the Department of Health and Social
4 Services, a program for the continuing education of children who are held in detention
5 facilities in the state during the period of detention;

6 (6) accredit those public schools that meet accreditation standards
7 prescribed by regulation by the department; these regulations shall be adopted by the
8 department and presented to the legislature during the first 10 days of any regular
9 session, and become effective 45 days after presentation or at the end of the session,
10 whichever is earlier, unless disapproved by a resolution concurred in by a majority of
11 the members of each house;

12 (7) prescribe by regulation, after consultation with the state fire
13 marshal and the state sanitarian, standards that will assure healthful and safe
14 conditions in the public and private schools of the state, including a requirement of
15 physical examinations and immunizations in pre-elementary schools; the standards for
16 private schools may not be more stringent than those for public schools;

17 (8) exercise general supervision over pre-elementary schools **and**
18 **district prekindergarten programs** that receive direct state or federal funding;

19 (9) exercise general supervision over elementary and secondary
20 correspondence study programs offered by municipal school districts or regional
21 educational attendance areas; the department may also offer and make available to any
22 Alaskan through a centralized office a correspondence study program;

23 (10) accredit private schools that request accreditation and that meet
24 accreditation standards prescribed by regulation by the department; nothing in this
25 paragraph authorizes the department to require religious or other private schools to be
26 licensed;

27 (11) review plans for construction of new public elementary and
28 secondary schools and for additions to and major rehabilitation of existing public
29 elementary and secondary schools and, in accordance with regulations adopted by the
30 department, determine and approve the extent of eligibility for state aid of a school
31 construction or major maintenance project; for the purposes of this paragraph, "plans"

1 include educational specifications, schematic designs, projected energy consumption
2 and costs, and final contract documents;

3 (12) provide educational opportunities in the areas of vocational
4 education and training, and basic education to individuals over 16 years of age who
5 are no longer attending school;

6 (13) administer the grants awarded under AS 14.11;

7 (14) establish, in coordination with the Department of Public Safety, a
8 school bus driver training course;

9 (15) require the reporting of information relating to school disciplinary
10 and safety programs under AS 14.33.120 and of incidents of disruptive or violent
11 behavior;

12 (16) establish by regulation criteria, based on low student performance,
13 under which the department may intervene in a school district to improve instructional
14 practices, as described in AS 14.07.030(14) or (15); the regulations must include

15 (A) a notice provision that alerts the district to the deficiencies
16 and the instructional practice changes proposed by the department;

17 (B) an end date for departmental intervention, as described in
18 AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three
19 consecutive years of improvement consisting of not less than two percent
20 increases in student proficiency on standards-based assessments in math,
21 reading, and writing as provided in AS 14.03.123(f)(2)(A); and

22 (C) a process for districts to petition the department for
23 continuing or discontinuing the department's intervention;

24 (17) notify the legislative committees having jurisdiction over
25 education before intervening in a school district under AS 14.07.030(14) or redirecting
26 public school funding under AS 14.07.030(15);

27 (18) assist the Department of Natural Resources in developing and
28 implementing the farm-to-school program established under AS 03.20.100.

29 * **Sec. 6.** AS 14.07.020(c) is amended to read:

30 (c) In this section, "pre-elementary school" means a school for children
31 [AGES] three through five years of age, if the school's primary function is

1 educational, and a prekindergarten program for children four or five years of age
2 that is provided by a school district.

3 * Sec. 7. AS 14.07.165 is amended to read:

4 **Sec. 14.07.165. Duties.** The board shall adopt

5 (1) statewide goals and require each governing body to adopt written
6 goals that are consistent with local needs;

7 (2) regulations regarding the application for and award of grants under
8 AS 14.03.125;

9 (3) regulations implementing provisions of AS 14.11.014(b);

10 (4) regulations requiring approval by the board before a charter school,
11 state boarding school, or a public school may provide domiciliary services;

12 (5) regulations implementing the secondary school student competency
13 examination provisions of AS 14.03.075, including the criteria and procedure under
14 which a governing body uses a waiver to grant a diploma to a student; criteria
15 regarding granting a waiver must include provisions that a waiver may only be granted
16 for students who enter the system late or have rare or unusual circumstances meriting
17 a waiver;

18 (6) regulations for the implementation of a prekindergarten
19 program by a school district using the model curriculum developed by the
20 department under AS 14.07.030(13).

21 * Sec. 8. AS 14.17.905(a) is amended to read:

22 (a) For purposes of this chapter, the determination of the number of schools in
23 a district is subject to the following:

24 (1) a community with an ADM of at least 10, but not more than 100,
25 shall be counted as one school;

26 (2) a community with an ADM of at least 101, but not more than 425,
27 shall be counted as

28 (A) one elementary school, which includes those students in
29 grades kindergarten through six, and, except as provided in (c) of this
30 section, a prekindergarten program provided by a school district for
31 students four and five years of age; and

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(B) one secondary school, which includes students in grades seven through 12;

(3) in a community with an ADM of greater than 425, each facility that is administered as a separate school shall be counted as one school, except that each alternative school with an ADM of less than 175 shall be counted as a part of the school in the district with the highest ADM.

* **Sec. 9.** AS 14.17.905 is amended by adding a new subsection to read:

(c) A school district may not include in the average daily membership of a school students who are four or five years of age if the students are enrolled in a program that receives funding other than funding under this chapter.

* **Sec. 10.** This Act takes effect July 1, 2013.

CS FOR SENATE BILL NO. 6()

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

~~BY SENATORS DAVIS AND FRENCH~~

Introduced **BY**

Offered:

Referred:

Sponsor(s): SENATORS DAVIS AND FRENCH

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to ~~providing a prekindergarten program~~programs within a school**
2 **district; relating to pre-elementary students and pre-elementary schools; and providing**
3 **for an effective date."**

4 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

5 * **Section 1.** AS 14.03.060(a) is amended to read:

6 (a) Except as provided in (e) of this section, an elementary school consists of
7 grades kindergarten through grade eight or any appropriate combination of grades
8 within this range, **and a prekindergarten program provided by a school district**
9 **for students four and five years of age.**

10 * **Sec. 2.** AS 14.03.060(e) is amended ~~by adding a new section~~ to read:

11 (e) In addition to the grades enumerated in (a) of this section, an elementary
12 school consists of a **prekindergarten** [PRE-ELEMENTARY] program supervised by
13 the department under AS 14.07.020(a)(8), operated by the department as a head start
14 program under AS 14.38.010, or located in a public school [FOR FEDERAL

1 FUNDING PURPOSES. EXCEPT FOR A CHILD WITH A DISABILITY WHO IS
 2 RECEIVING SPECIAL EDUCATION OR RELATED SERVICES UNDER
 3 AS 14.30.180 - 14.30.350, PRE-ELEMENTARY STUDENTS MAY NOT BE
 4 COUNTED IN A SCHOOL'S AVERAGE DAILY MEMBERSHIP UNDER
 5 AS 14.17].

6 * **Sec. 3.** AS 14.03 is amended by adding a new section to read:

7 **Sec. 14.03.065. Prekindergarten program.** ~~A prekindergarten program~~
 8 ~~provided by a~~ (a) A school district must

9 ~~(1) be optional;~~

10 ~~(2) be for a child~~ may provide a prekindergarten program for students who are
 11 four or five years of age and who resides ~~reside~~ in the district; and if the program is

12 (1) optional for a student;

13 (2) supervised by the department under AS 14.07.020(a)(8); and

14 (3) consistent with regulations adopted by the board under
 15 AS 14.07.165.

16 (b) A student who is enrolled in and attends a prekindergarten program
 17 provided by a district shall be funded ~~counted~~ as a part-time student in the district
 18 average daily membership count estimate under AS 14.17.905(a) and (c), 500, except
 19 that for the first year of the program the student count estimate used shall be for the
 20 current fiscal year.

21 * **Sec. 34.** AS 14.03.080 is amended by adding a new subsection to read:

22 (g) A child who is four or five years of age on or before September 1
 23 following the beginning of the school year and who is under school age may enter a
 24 public school prekindergarten program.

25 * **Sec. 45.** AS 14.07.020(ea) is amended to read:

26 (a) The department shall

27 (1) exercise general supervision over the public schools of the state
 28 except the University of Alaska;

29 (2) study the conditions and needs of the public schools of the state,
 30 adopt or recommend plans, administer and evaluate grants to improve school
 31 performance awarded under AS 14.03.125, and adopt regulations for the improvement

1 of the public schools;

2 (3) provide advisory and consultative services to all public school
3 governing bodies and personnel;

4 (4) prescribe by regulation a minimum course of study for the public
5 schools; the regulations must provide that, if a course in American Sign Language is
6 given, the course shall be given credit as a course in a foreign language;

7 (5) establish, in coordination with the Department of Health and Social
8 Services, a program for the continuing education of children who are held in detention
9 facilities in the state during the period of detention;

10 (6) accredit those public schools that meet accreditation standards
11 prescribed by regulation by the department; these regulations shall be adopted by the
12 department and presented to the legislature during the first 10 days of any regular
13 session, and become effective 45 days after presentation or at the end of the session,
14 whichever is earlier, unless disapproved by a resolution concurred in by a majority of
15 the members of each house;

16 (7) prescribe by regulation, after consultation with the state fire
17 marshal and the state sanitarian, standards that will assure healthful and safe
18 conditions in the public and private schools of the state, including a requirement of
19 physical examinations and immunizations in pre-elementary schools; the standards for
20 private schools may not be more stringent than those for public schools;

21 (8) exercise general supervision over pre-elementary schools **and**
22 **district prekindergarten programs** that receive direct state or federal funding;

23 (9) exercise general supervision over elementary and secondary
24 correspondence study programs offered by municipal school districts or regional
25 educational attendance areas; the department may also offer and make available to any
26 Alaskan through a centralized office a correspondence study program;

27 (10) accredit private schools that request accreditation and that meet
28 accreditation standards prescribed by regulation by the department; nothing in this
29 paragraph authorizes the department to require religious or other private schools to be
30 licensed;

31 (11) review plans for construction of new public elementary and

1 secondary schools and for additions to and major rehabilitation of existing public
2 elementary and secondary schools and, in accordance with regulations adopted by the
3 department, determine and approve the extent of eligibility for state aid of a school
4 construction or major maintenance project; for the purposes of this paragraph, "plans"
5 include educational specifications, schematic designs, projected energy consumption
6 and costs, and final contract documents;

7 (12) provide educational opportunities in the areas of vocational
8 education and training, and basic education to individuals over 16 years of age who
9 are no longer attending school;

10 (13) administer the grants awarded under AS 14.11;

11 (14) establish, in coordination with the Department of Public Safety, a
12 school bus driver training course;

13 (15) require the reporting of information relating to school disciplinary
14 and safety programs under AS 14.33.120 and of incidents of disruptive or violent
15 behavior;

16 (16) establish by regulation criteria, based on low student performance,
17 under which the department may intervene in a school district to improve instructional
18 practices, as described in AS 14.07.030(14) or (15); the regulations must include

19 (A) a notice provision that alerts the district to the deficiencies
20 and the instructional practice changes proposed by the department;

21 (B) an end date for departmental intervention, as described in
22 AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three
23 consecutive years of improvement consisting of not less than two percent
24 increases in student proficiency on standards-based assessments in math,
25 reading, and writing as provided in AS 14.03.123(f)(2)(A); and

26 (C) a process for districts to petition the department for
27 continuing or discontinuing the department's intervention;

28 (17) notify the legislative committees having jurisdiction over
29 education before intervening in a school district under AS 14.07.030(14) or redirecting
30 public school funding under AS 14.07.030(15);

31 (18) assist the Department of Natural Resources in developing and

1 implementing the farm-to-school program established under AS 03.20.100.

2 * **Sec. 6.** AS 14.07.020(c) is amended to read:

3 (c) In this section, "pre-elementary school" means a school for children
4 [AGES] three through five years **of age**, if the school's primary function is
5 educational, **and a prekindergarten program for children four or five years of age**
6 **that is provided by a school district.**

7 * **Sec. 57.** AS 14.07.165 is amended to read:

8 **Sec. 14.07.165. Duties.** The board shall adopt

9 (1) statewide goals and require each governing body to adopt written
10 goals that are consistent with local needs;

11 (2) regulations regarding the application for and award of grants under
12 AS 14.03.125;

13 (3) regulations implementing provisions of AS 14.11.014(b);

14 (4) regulations requiring approval by the board before a charter school,
15 state boarding school, or a public school may provide domiciliary services;

16 (5) regulations implementing the secondary school student competency
17 examination provisions of AS 14.03.075, including the criteria and procedure under
18 which a governing body uses a waiver to grant a diploma to a student; criteria
19 regarding granting a waiver must include provisions that a waiver may only be granted
20 for students who enter the system late or have rare or unusual circumstances meriting
21 a waiver;

22 **(6) regulations for the implementation of a prekindergarten**
23 **program by a school district using the model curriculum developed by the**
24 **department under AS 14.07.030(13).**

25 * **Sec. 68.** AS 14.17.905(a) is amended to read:

26 (a) For purposes of this chapter, the determination of the number of schools in
27 a district is subject to the following:

28 (1) a community with an ADM of at least 10, but not more than 100,
29 shall be counted as one school;

30 (2) a community with an ADM of at least 101, but not more than 425,
31 shall be counted as

1 (A) one elementary school, which includes those students in
2 grades kindergarten through six, and, except as provided in (c) of this
3 section, a prekindergarten program provided by a school district for
4 students four and five years of age; and

5 (B) one secondary school, which includes students in grades
6 seven through 12;

7 (3) in a community with an ADM of greater than 425, each facility that
8 is administered as a separate school shall be counted as one school, except that each
9 alternative school with an ADM of less than 175 shall be counted as a part of the
10 school in the district with the highest ADM.

11 * **Sec. 79.** AS 14.17.905 is amended by adding a new subsection to read:

12 (c) A school district may not include in the average daily membership of a
13 school students who are four or five years of age if the students are enrolled in a
14 program that receives funding other than funding under this ~~section~~ chapter.

15 * **Sec. 810.** This Act takes effect July 1, 2013.

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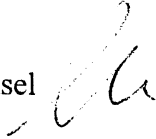
State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

March 25, 2011

SUBJECT: Sectional summary (CSSB 6() (Work Order No. 27-LS0058\B))

TO: Senator Bettye Davis
Chair of the Senate Health and Social Services Committee
Attn: Tom Obermeyer

FROM: Jean M. Mischel
Legislative Counsel 

Section 1. Amends the description of an elementary school to include a prekindergarten program provided by a district.

Section 2. Repeals prohibition on counting pre-elementary students in a school's average daily membership count under AS 14.17 (school financing) and makes conforming changes.

Section 3. Establishes standards for a school district to provide an optional prekindergarten program.

Section 4. Amends the school age to include four or five year olds who attend a district prekindergarten program.

Section 5. Adds prekindergarten program supervision to the duties of the Department of Health and Social Services.

Section 6. Amends the current definition of "pre-elementary school" to include a prekindergarten program provided by a district.

Section 7. Adds a duty of the Board of Education and Early Development to adopt regulations for the implementation of a district prekindergarten program.

Section 8. Amends the determination of the number of schools in a district to include prekindergarten students for state funding purposes.

Section 9. Provides an exception to state funding of prekindergarten students for students four or five years of age who are enrolled in an alternatively funded preschool program at the school.

Section 10. Establishes a July 1, 2013 effective date for the Act.

JMM:ljw
11-194.ljw

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MEMORANDUM

February 7, 2011

SUBJECT: Explanation of secs. 6 and 7 (SB 6)
(Work Order No. 27-LS0058\M)

TO: Senator Bettye Davis
Attn: Tom Obermeyer

FROM: Jean M. Mischel
Legislative Counsel 

You have asked about the effect of secs. 6 and 7 in the above bill. Those sections amend AS 14.17.905, pertaining to facilities constituting a school, by including prekindergarten students in the student count for school size purposes. A school size factor is applied under the funding formula under AS 14.17.450. For communities with an average daily membership of at least 101 but not more than 425, only one elementary school and one secondary school may be counted, but the size of the elementary school is affected by public prekindergarten students under sec. 6. That section clarifies the age of students who should be counted as elementary school students to include 4 and 5 year olds who are prekindergarten students at a district school. Since the smaller and larger districts do not differentiate between elementary and secondary students, the same change is not necessary, but the prekindergarten students are also counted in the average daily membership. Sec. 7 provides that no district, of whatever size, may include 4 or 5 year olds in the average daily membership count if the program in which the child is enrolled receives funding that is not provided for in the funding formula for the school under that section.

The context of bill sections 6 and 7 makes them more clear. In each section of the statutes where a description of a public elementary or pre-elementary school appears, the bill amends the description to include the optional district-based prekindergarten program students. Although the bill does not explicitly state that the students will be included in the average daily membership count (consistent with the structure of AS 14.17), if the prekindergarten students are enrolled in a public school, they are counted as such unless they are funded by another source. In other words, if the prekindergarten student is enrolled in a public school district program, by implication, the student is counted along with all other enrolled students. If the program is half day, then the 4 and 5 year olds will be counted as part-time students.

If I may be of further assistance, please advise.

JMM:ljw
11-073.ljw



Head Start

Head Start is a federally (and state) funded early childhood program for children, age three to five, and their families. It is designed to help young children succeed in school and support families. Head Start does this by looking at the whole child, considering the child as part of a family, and as a part of a larger community. Head Start provides group and individual activities for young children that will help them learn, grow, and succeed.

What does Head Start do?

Head Start provides educational services - all services are individualized to each child; Pre-Literacy, Pre-Math, Social and Emotional Development, Language Development, Creative Arts, Physical Health and Development

Head Start also provides family education and empowerment – all services are individualized to each family. Home visits are made by Head Start staff, family goals are set and assistance is given. Family Advocacy is provided for families that need additional assistance. Parent Involvement and Partnership is strongly encouraged (in the classroom and in the home).

Head Start Provides; Health, Dental, Mental Health and Nutritional Services

- Immunizations required
- Physical exam required
- Dental exam required
- Mental health services
- Health services
- Nutrition services
- We are required to follow up on any and all concerns that are identified

The goals of Head Start

- Early Intervention
- Family Involvement and Empowerment
- Developing an Educational Foundation
- Social and Emotional Development
- Addressing any and all obstructions to learning (health, nutrition, transportation, etc)
- SCHOOL READINESS!

Who does Head Start serve?

Who is eligible to attend Head Start?

- Children who are at least three(3) years of age by September 1 of the current year and are not yet old enough for kindergarten, and
- Whose family income is at or below the Alaska poverty income guideline are eligible. Head Start grantees can fill up to 10 percent (49 percent for programs operated by Alaska Native Organizations) of their total enrollment with children whose family income exceeds the Alaska poverty income guidelines.
- Up to 35% of a program's total enrollment may fall between 100 and 130% of poverty if the program can demonstrate that the needs of children and families under 100% are being met.
- 10 percent of the total enrollment must be set aside for children with diagnosed disabilities.

2011 Family Income Guidelines for Alaska

For Families with more than 8 persons, add 4,680 for each additional person

2011 Size of Family Unit	100% Poverty for Alaska
1	13,600
2	18,380
3	23,160
4	27,940
5	32,720
6	37,500
7	42,280
8	47,060

2011 Size of Family Unit	130% Poverty for Alaska
1	17,680
2	23,894
3	30,108
4	36,322
5	42,536
6	48,750
7	54,964
8	61,178

Categorically Eligible

- Families who receive Temporary Assistance for Needy Families (TANF)
- Homeless families
- Children who have a family member that is on Supplemental Security Income (SSI).
- Children in foster care are categorically eligible for Head Start, regardless of their foster family's income

How is Head Start different from other early childhood programs?

- Head Start is a comprehensive program that looks at the entire child (Health, Nutrition, Mental Health, Dental, etc) and also focuses on the child's family.
- Governed by parents (Policy Council) and by the community (Governing Body)
 - Both the parents and the community must approve where services are delivered (in what community or where in the community) and in what way (Center vs. Home Based)
 - Locally designed (within the Performance Standards) to best meet the community's needs.
- In-kind and non-federal share contributions from parents and community
 - Federal Head Start Grants require a 20% non-federal match. This can be cash or in-kind. Many programs rely on in-kind volunteer hours from parents - which also greatly enhances our ability to involve parents and work with parents.
- Head Start has over 45 years of history and continuous improvement behind it. The systems for delivering services, governance, monitoring and reporting are already in place.
- Professional development qualifications/mandates
 - By September 30, 2011, 100% of classroom teachers must have an associate's degree in early childhood education
 - By September 30, 2013, at least 50% of classroom teachers nationwide must have at least: bachelor's degree in early childhood education, or bachelor's degree and coursework equivalent to a major related early childhood education major with preschool teaching experience
 - By September 30, 2013, 100% of Education Coordinators and Curriculum Specialists must have a bachelor's degree
 - By September 30, 2013 100% of teaching assistants must have a CDA and be enrolled in a degree program
- The Head Start Program is designed for at-risk populations which include families at or below poverty level, homeless families, and foster children.

How does Head Start fit into the overall work of the state in early childhood education?

- Head Start provides both home based and center based services for over 3,400 children ages 0-5 in 100 communities throughout Alaska.
- Through the desire and the need to collect comprehensive and meaningful data, the Alaska Head Start Association (AHSA) has worked with the Department of Education and Early Development (DEED) to provide each Head Start child with a state identifier. This number will allow us and DEED to track Head Start children throughout their school career.
- Similarly, AHSA has been working with DEED to create a consistent system for data collection and analysis. For the first time, in any state, all Alaska Head Start programs are using the same curriculum and the same data collection system. This will streamline State reporting requirements as well as provide consistent school readiness data for Head Start children which will align with the State Early Learning Guidelines.
- Head Start serves more pre-k children in the state and therefore partners with all the early learning entities even though we do not have a seamless statewide system of services. Many AHSA members also serve on standing committees across the state regarding early learning issues and projects.
- Local Head Start programs have established working partnerships with other providers in their local communities (including school districts) to insure that children and families are receiving all the services and supports that they need to be successful.



Alaska's Head Start/Early Head Start Programs

Children Served by Community 2010-2011

(The number of children at risk of losing services due to HR 1 are listed in red)

Aleutian Pribilof Island Association (APIA) <i>65 Head Start Children Served</i>		Council of Athabaskan Tribes (CATG) <i>35 Early Head Start Children Served</i>	
King Cove: 15	Unalaska: 17	Arctic Village: 7	Venetie: 8
Sand Point: 21	St. Paul: 12	Fort Yukon: 20	5 children at risk
Association of Village Council Presidents (AVCP) <i>213 Head Start Children Served</i>		Cook Inlet Native Head Start (CINHS) <i>8 Early Head Start and 219 Head Start Children Served</i>	
Akiachak: 20	Nightmute: 8	Anchorage: <u>EHS</u> 8	<u>HS</u> 219
Bethel: 20	Quinhagak: 40	34 children at risk	
Cherformak: 17	Russian Mission: 15		
Kalskag: 18	Scammon Bay: 24		
Kotlik: 31	Tuluksak: 20		
10 children at risk			
Bristol Bay Native Association (BBNA) <i>97 Head Start Children Served</i>		Fairbanks Native Association (FNA) <i>135 Early Head Start & 152 Head Start Children Served</i>	
Dillingham: 35	New Stuyahok: 17	Fairbanks: <u>EHS</u> 135	<u>HS</u> 152
Manokotak: 13	Togiak: 32	43 children at risk	
15 children at risk			
Central Council of Tlingit & Haida Indian Tribes of Alaska (CCT&H) <i>262 Head Start Children Served</i>		Kawerak <i>34 Early Head Start & 240 Head Start Children Served</i>	
Angoon: 14	Petersburg: 18	Brevig Mission: <u>EHS</u> 8	<u>HS</u> 15
Craig: 19	Saxman: 20	Elim: 8	17
Douglas: 17	Sitka: 17	Gambell: 22	
Hoonah: 15	Wrangell: 20	Golovin: 10	
Juneau: 92	Yakutat: 12	Koyuk: 15	
Klawock: 18		Nome: 18	58
30 children at risk		Shishmaref: 32	
		St. Michael: 32	
		Shaktoolik: 15	
		Teller: 9	
		Wales: 7	
		White Mountain: 8	
		58 children at risk	
		Kenaitze Indian Tribe <i>57 Head Start Children Served</i>	
		Kenai, Soldotna, Nikiski, Kalifornsky Beach: 57	
		9 children at risk	
CCS Early Learning <i>60 Early Head Start & 260 Head Start Children Served</i>		Kids' Corps, Inc. (KCI) <i>16 Early Head Start and 361 Head Start Children Served</i>	
Chugiak/Eagle River: <u>EHS</u> 11	<u>HS</u> 50	Anchorage: <u>EHS</u> 16	<u>HS</u> 361
Meadow Lakes: 11	60	81 children at risk	
Palmer: 11	50		
Wasilla: 27	100		
89 children at risk			
Chugachmiut <i>22 Head Start Children Served</i>		Metlakatla Indian Community <i>40 Head Start Children Served</i>	
Nanwalek: 14	Seldovia: 5	Metlakatla: 40	
Port Graham: 3		6 children at risk	
3 children at risk			



Alaska's Head Start/Early Head Start Programs

Children Served by Community 2010-2011

(The number of children at risk of losing services due to HR 1 are listed in red)

Rural Alaska Community Action Program (RurAL CAP) <i>161 Early Head Start & 664 Head Start Children Served</i>				Tanana Chiefs Conference (TCC) <i>140 Early Head Start & 99 Head Start Children Served</i>		
	<u>EHS</u>	<u>HS</u>		<u>EHS</u>	<u>HS</u>	
Akiak:	20	15	Marshall:	17	Fort Yukon:	15
Alakanuk:		17	Mt. Village:	38	Grayling:	14 10
Chevak:		57	Napaskiak:	18	Holy Cross:	4 13
Emmonak:		30	Nunapitchuk:	30 20	Huslia:	21 11
Haines:		20	Pilot Station:	30 20	Kaltag:	4 9
Homer:		30	St. Mary's:	20 12	McGrath:	12 8
Hooper Bay:	31	40	Savoonga:	20	Ruby:	9
Kake:		16	Selawik:	17	Hughes:	6
Ketchikan:		58	Stebbins:	20	Nenana:	14 12
Kluti-Kaah:		15	Sterling:	40	Nulato:	16 11
Kodiak:		50	Tok/Tanacross:	37	Tetlin:	7 5
Kwethluk:	30	40	Toksook Bay:	17	Tanana:	2 5
95 children at risk						
Thrivalaska <i>16 Early Head Start & 126 Head Start Children Served</i>						
	<u>EHS</u>	<u>HS</u>				
Fairbanks	16	90				
North Pole		36				
32 children at risk				155 children at risk		

**Total estimated Alaskan children who will lose services if
Head Start funding is cut as HR 1 proposes:**

697

Parents as Teachers Alaska

2010 FACT SHEET

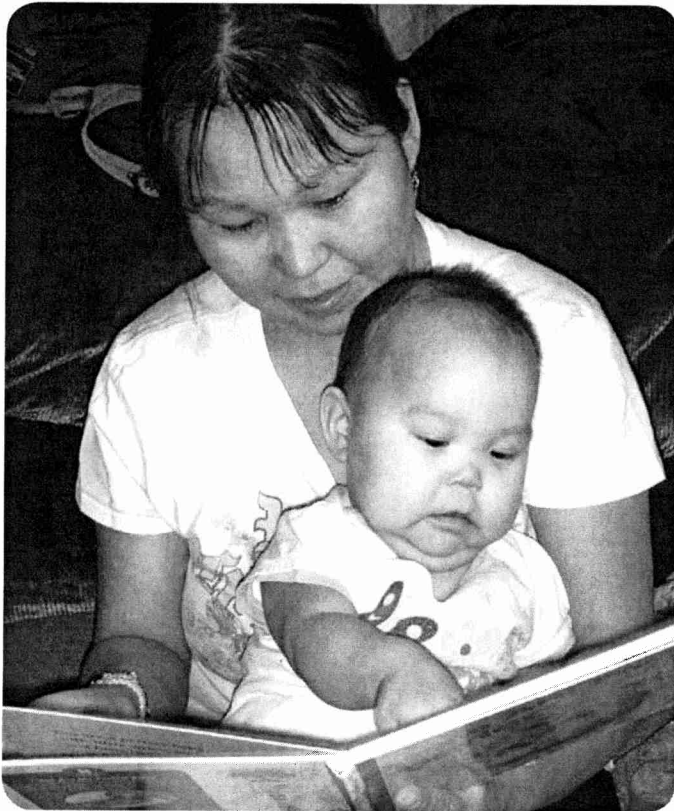


Parents as Teachers
State Office



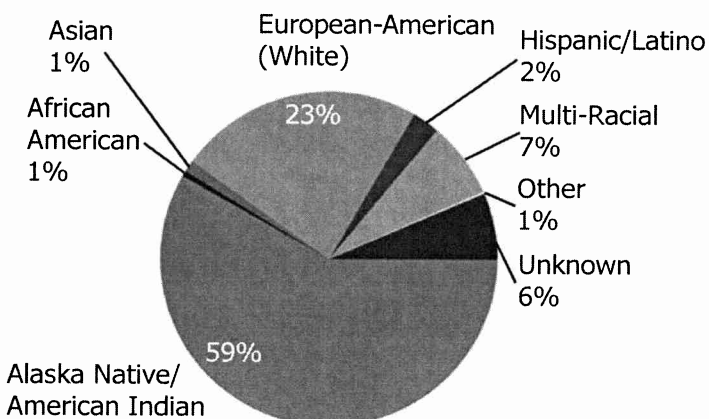
Alaska Parent Information and Resource Center

Parents as Teachers (PAT) is an evidence based international home visitation program dedicated to providing parent education services to families with children prenatal to five years of age through personal visits and group meetings. Families enrolled in Parents as Teachers programs receive personal visits, parent group meetings, and screenings resource referrals.



Esther Rivers reads to her daughter, Goosie, in Chevak.
Photo by Jolene Firmin-Telford

ETHNICITY OF CHILDREN SERVED



2010 HIGHLIGHTS

Services for Children and Families

2009-2010:

- 5,978 personalized personal visits
- 967 children served
- 885 children received developmental screenings with 113 found to need further evaluation
- 781 families served
- 586 Alaska Native/American Indian children served
- 498 parent-child group meetings
- 236 families linked to other services
- 44 prenatal women served
- 39 communities served
- 24 teen parents served

Percentages of Enrolled Children by Agency/Organization:

- 29% school districts
- 71% non-profit organizations

Professional Development:

- Trained and certified 41 Parent Educators and 9 supervisors in the Prenatal to 3 Years Curriculum
- Certified and trained 27 Parent Educators in the 3 Years to Kindergarten Curriculum
- 249 participants from 49 communities attended PAT workshops/training institutes

This information is provided by the PAT Alaska State Office. The PAT Alaska State Office is located within the Child Development Division of the Rural Alaska Community Action Program, Inc. and funded through the Alaska Parent Information and Resource Center. The role of the State Office is to plan and coordinate curriculum training institutes, conduct annual recertification, collate data for statewide reports and provide on-going communication and technical assistance for affiliated programs.

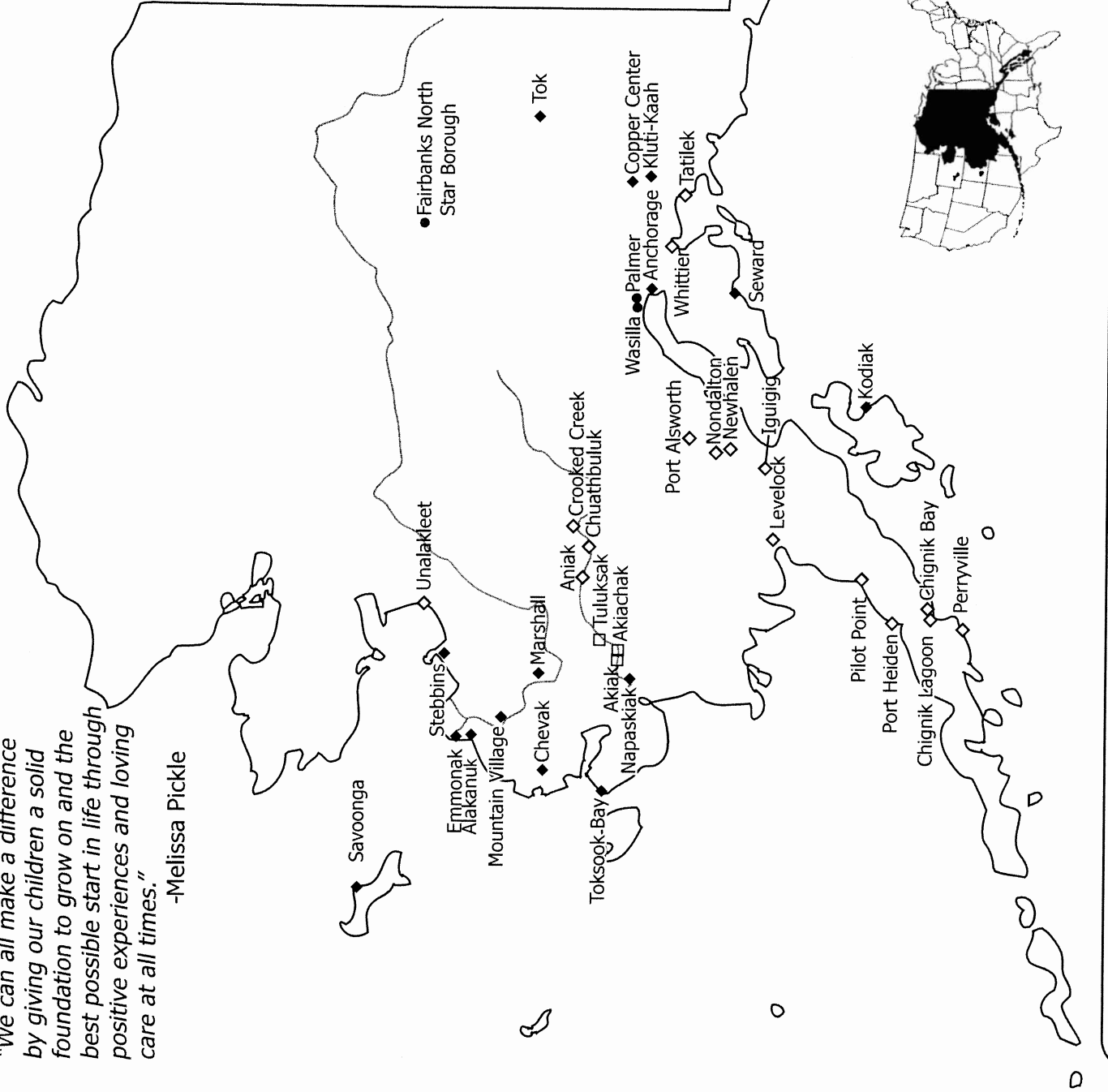
2010 Parents as Teachers Communities in Alaska

"We can all make a difference by giving our children a solid foundation to grow on and the best possible start in life through positive experiences and loving care at all times."

-Melissa Pickle

- Map Key for PAT Sites**
- ◇ Chugach School District Early Childhood Partnership
 - Fairbanks Native Association Alaska Family Partnership PAT Program
 - Hoonah Early Childhood Education Project
 - Mat-Su Valley School District
 - ◆ Rural Alaska Community Action Program, Inc. PAT Program
 - Yupiit School District

- Benefits of PAT**
- Increased parental knowledge of child development
 - Strong parent-child relationships
 - A better foundation for school success
 - Fewer developmental delays
 - Lower incidence of child abuse and neglect
 - Increased parent involvement in their child's education





Communities We Serve

Alakanuk
907-238-3918

Anchorage
907-632-5627

Chevak
907-858-7005

Copper Center
907-259-1234

Emmonak
907-949-1016

Haines
907-766-2152

Hydaburg
907-285-3105

Kake
907-785-3516

Ketchikan
907-247-7497

Kluti-Kaah
907-822-5841

Kodiak
907-486-6540

Marshall
907-679-6333

Mountain Village
907-591-2600

Napaskiak
907-737-7512

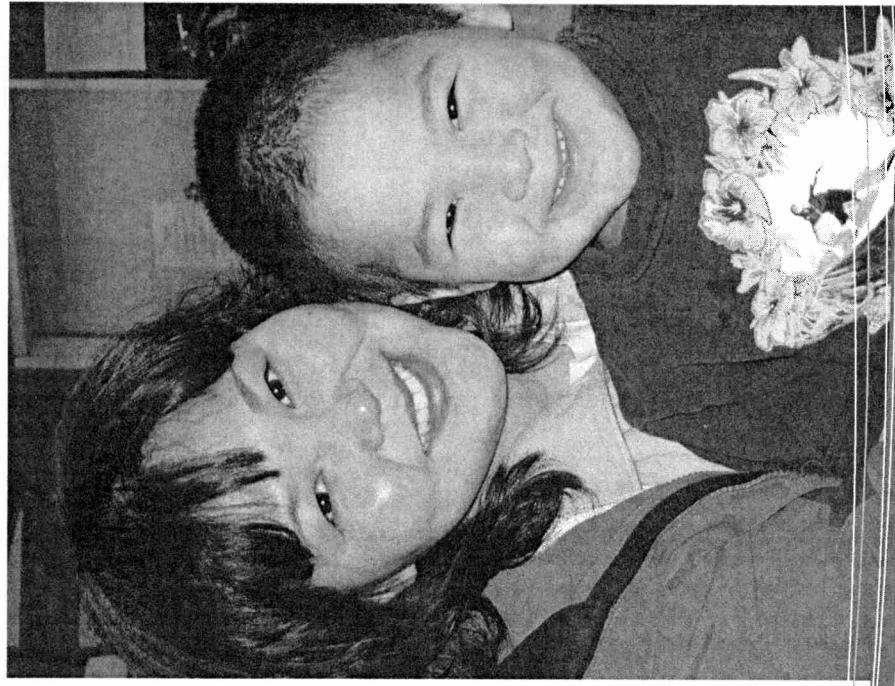
Savoonga
907-984-6464

Seward
907-224-4445

Stebbins
907-934-2047

Tok
907-883-5159

Toksook Bay
907-427-7766



PARENTS AS TEACHERS MISSION

To provide the information, support, and encouragement parents need to help their children develop optimally during the crucial early years of life.

OUR VISION

All children will learn, grow, and develop to realize their full potential.



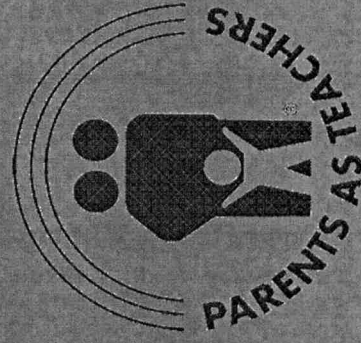
RURAL CAP
Child Development Division

P.O. Box 200908
Anchorage, AK 99520
Phone: (907) 279-2511
Fax: (907) 279-6343
Toll Free Phone: (800) 478-7227
Toll Free Fax: (800) 478-6343
www.ruralcap.com

Healthy People, Sustainable
Communities, Vibrant Cultures

Parents as Teachers

Your baby was born to learn.



Did you know...Studies show that the love and nurturing we give our infants does more than create a strong bond between parent and child. Loving our babies actually helps their brain develop.



OUR SERVICES INCLUDE

- Bi-monthly home visits
- Personalized activities and parenting information
- Developmental screenings
- Health screenings
- Group socialization opportunities for parents and their children
- Resources and referrals to other community agencies as appropriate

WHY WE ARE HERE

We believe that parents are a child's first and best teacher and that the early years lay the foundation for a child's success in school and life.

By understanding what to expect during each stage of development, parents can easily capture the teachable moments in everyday life to enhance their child's language and social development, intellectual growth, and motor skills.

WHO WE ARE

RurAL CAP Parents as Teachers (PAT) is designed to support all families in giving their children the best possible start in life. We provide personal visits to families during pregnancy and children from birth to age 3, or age 5 in selected communities.

WHAT WE DO

Families are supported by a certified Family Visitor trained in a research-based curriculum called *Born to Learn*. Family Visitors provide information to families on brain development and how young children grow and develop.

Family Visitors also provide fun learning activities that families can do in the home.

Comments from PAT parents...

"Understanding how my children develops takes a lot of the stress out of parenting and helps me enjoy my child even more."

"We've never taken care of a baby before. My wife and I are glad PAT can help us give our baby a good start. And we've become friends with other parents we met at the group meetings."

Parents as Teachers



Rural CAP
March 2011

PAT Goals

- **Increase parent knowledge of early childhood development and improve parenting practices**
- **Provide early detection of developmental delays and health issues**
- **Prevent child abuse and neglect**
- **Increase children's school readiness and school success**



Parents as Teachers Program Components

Personal
visits

Screening

Group
connections

Resource
referrals

What does the PAT program do?

- Certified parent educators provide research-based information and utilize evidence-based practices by **partnering, facilitating and reflecting** with families
- Parent educators use the Parents as Teachers Foundational Curriculum in culturally sensitive ways to deliver services that emphasize:
 - Parent-Child Interaction
 - Development-Centered Parenting
 - Family Well-Being

Who Does the PAT Program Serve?

- Families with children **birth to five**
- **Special Populations:** teen parents, children with special needs, culturally & linguistically diverse families, military families, and families referred by OCS
- **Rural & urban communities**
- Families in **intervention school districts**



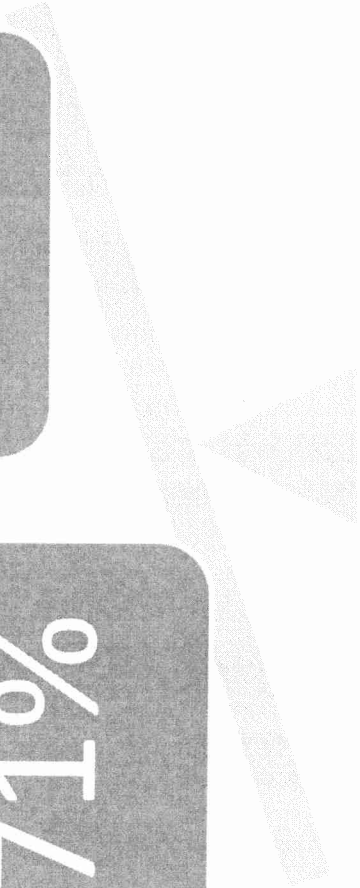
Who Delivers the Program?

School
Districts

29%

Non-Profit
Agencies

71%



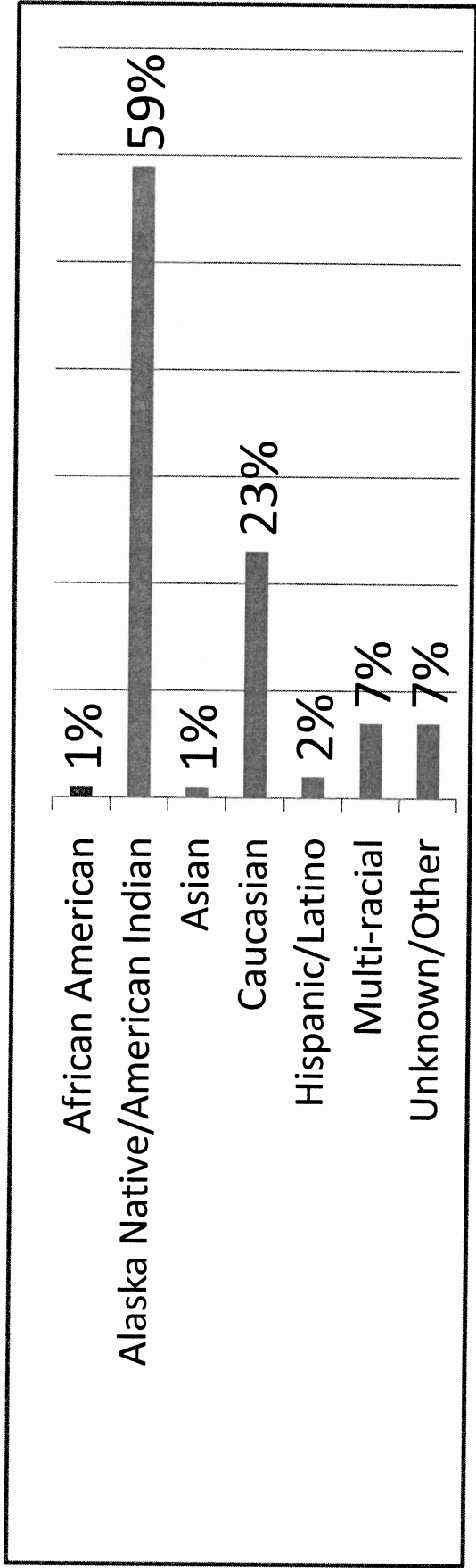
Demographics (2009-2010)

PAT Programs Serve

39 communities

781 Families (3% Teen parents)

Ethnicity of Children Served



How is it different from other programs?

- Parents as teachers
- Connects parents to other parents
- Incorporates brain development information
- Resources to extend learning opportunities for children in the home



- State Advisory Board
- Certified parent educators
- Modest investment for high returns/outcomes



PAT Results

- PAT parents are **more involved** in their child's schooling
- PAT parents report a higher level of **confidence & engagement** in parenting
- PAT parents engage in more **language & literacy-promoting** activities with their children
- PAT children arrive at their next educational setting **developmentally on target**
- PAT children referred to **early intervention programs** have exited out before age three
- PAT program ensures workforce is **competent & knowledgeable**

Continuum of Early Learning

in communities served by RurAL CAP



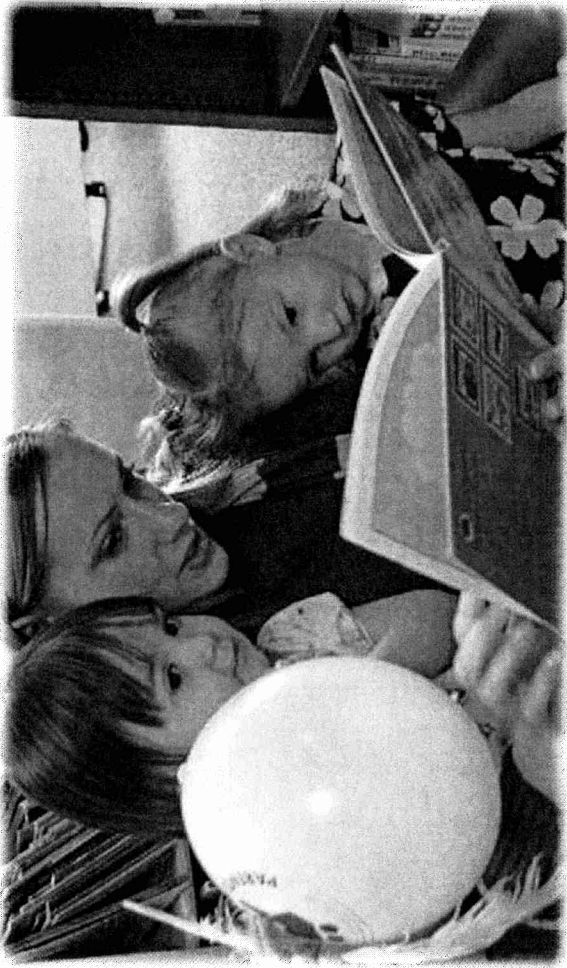
- PAT

- PAT

- Head Start

- Private/Public
Preschool

- School Districts



Thank you for investing in their future...

For more information please contact,

Kristin Ramstad

PAT Program Director

Rural Alaska Community Action Program

kramstad@ruralcap.com

907-865-7207

Information on the Alaska Preschool Pilot Project

Selection of AP3 Grantees and Sites

Requests for Applications (RFAs) were sent to all Alaska school districts in late April of 2009. The RFA required the use of certified teachers with an early childhood background as well as specific pre and post assessments for outcomes for children as well as the program. The application process also offered bonus points for partnerships with other entities and for those willing to participate in EED offered training.

Twenty-four districts submitted letters of intent to EED in early May. Twelve of those districts submitted full applications in late May. In early June a five-person review team comprised of Department staff, University of Alaska staff, and Best Beginnings staff with early childhood backgrounds read, scored, deliberated and debated the merits of the applications. After setting aside \$300,000.00 for use with Intervention districts (as stated in the RFA), EED negotiated amounts with the top six scoring districts to enable the top half of the applicants to receive grant awards.

RFA's were received from the following districts; successful applicants are indicated in bold type:

- Alaska Gateway Borough
- **Anchorage School District**
- **Bering Strait School District**
- Galena City School
- **Juneau School District**
- Ketchikan Gateway Borough
- Kodiak Island Borough
- **Lower Kuskokwim School District**
- **Nome Public Schools**
- Northwest Arctic Borough
- Valdez City School
- **Yukon-Koyukuk School District**

Each district outlined the specific sites, partnerships, and approaches in its application. Fifteen classrooms were supported in the pilot project under these grantees. EED initially projected serving approximately 300 children. However, the actual number served under these grantees was 200. Additionally EED served 145 students in two intervention districts. While there was a large diversity of populations served across the AP3, the main groups of children served were Alaska Native children and/or children near, at, or below poverty level. There were a variety of ethnicities represented as well as children with special needs.

Scoring Rubric

The rubric used to score applications is found on the following pages.

Application Questions with Scoring Guide

A. Need for Project: 30 points

Complete the chart below to provide information on the population to be served by this Alaska Pilot Pre-Kindergarten Project (AP3).

Name of each Preschool	Designation – Title I school/ School Improvement Site	% free or reduced lunch	# of eligible children in need of service by age	# of students to be served	# of family members to be served, if appropriate
<i>Example:</i> ABC Elementary School	<i>Example:</i> Level 3 School Improvement	<i>Example:</i> 54%	<i>Example:</i> 4yr: 15 Young 5yr: 7	<i>Example:</i> 4yr: 15 Young 5yr: 7	<i>Example:</i> 25 adults

Section 2:

In a narrative form:

1. Describe how your program will target the sub-population of students and/or families that are MOST in need of these services.
2. Cite any additional factors that place children at risk of educational failure or how your program attends to other areas of consideration, such as, but not limited to health, nutrition and safety.
3. Summarize results of any assessments based on objective data supporting the need for pre-kindergarten services. (Submit actual data in Appendix A)
4. Describe any other pre-school programs currently serving your target population and how your proposed program will fill particular gaps in services and or supplement existing efforts.

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
A. Need for Project				
Data indicates services aimed at low income populations, at risk children, English language learners, and low-performing schools.	0	2	6	10

Plans are included for inclusion of sub-populations identified most in need of services.	0	1	3	5
Cites community factors that place target population at risk of educational failure or other areas of consideration.	0	1	3	5
Summarize results of an assessment of objective data regarding the need for Pre-Kindergarten programs. Provide actual data in Appendix A	0	1	3	5
Describes other Pre-Kindergarten programs currently serving target population and existing gaps.	0	1	3	5

B. Program Design: 50 points

Provide the following information:

1. Describe goals, measurable objectives and activities that address the needs identified and targeted population. **Funded programs must demonstrate a strong understanding of Alaska’s Early Learning Guidelines, their 17 Guiding Principles, the use of Developmentally Appropriate Practices (DAP), and alignment to the K-2 standards.**

Example:

Goal: All students participating in the Alaska Pilot Pre-Kindergarten Project experience success in school readiness.

Measurable Objective #1: By the end of each grant year 100% of AP3 students entering kindergarten will be socially, emotionally, cognitively and academically ready for school and ready to learn, as expressed by significant gains on the required pre and post assessments, and reflected in the Alaska Revised Developmental Profile.

Activity #1: ABC School will utilize curricula “X” and approaches “Y” in the Pilot Pre-Kindergarten Project.

2. Explain how you will gather and report data around child outcomes in all domains of development as found in the Alaska Early Learning Guidelines including any additional assessments used beyond the instruments listed in standard 3.
3. Provide a narrative description of any Scientifically Based Research that supports your choice of curriculum, instruction & activities, as well as describing how they link to measurable objectives and the needs identified in the Needs Section.
4. Complete a “Schedule of Operation” for each proposed site (See **Appendix B**). If the schedule is the same for each site you may use one form to include all sites.
5. Describe how you will provide or ensure the provision of vision, hearing, health, developmental, and social/emotional screenings.

6. Explain how nutritionally sound meals will be provided.
7. Describe how your program proposes to make contact with eligible children and their families.
8. Explain how you will determine eligibility and manage student enrollment in the pilot.
9. Describe any partnerships and collaborations formed or utilized to provide the services of the project to support, not supplant, existing services.

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
B. Quality of Program Design				
The goals, objectives, and activities are clearly specified, measurable , and address the needs of the target population(s). Focus is on all domains of development.	0	2	6	10
Child outcome reporting aligns to Alaska Early Learning Guidelines and utilizes multiple assessments.	0	1	3	5
Scientifically Based Research is utilized in decision making, curricula, instruction, and activities.	0	1	3	5
A schedule for each proposed site is included in an appendix and reflects focus on identified needs, Balanced Approach, and implementation of ELG's and DAP.	0	1	3	5
Describe ensuring the provision of vision, hearing, health, developmental, and social/emotional screenings.	0	1	3	5
Describe how nutritionally sound meals will be provided.	0	1	3	5
Describes how the program will recruit children and/or their families.	0	1	3	5
Explain how you will determine eligibility and manage enrollment in the pilot program.	0	1	3	5
Describe partnerships and collaborations formed to provide the services of the project that support	0	1	3	5

but do not supplant existing services.				
--	--	--	--	--

C. Parent Support and Involvement: 25

Please provide narrative information for the following:

1. Describe your program activities that link family and child needs and school readiness achievement, including those for parents who choose not to send their Pre-K child to the school based program.
2. Explain how your parent and community involvement component will address the six State Board endorsed standards for parent and family involvement, including how local parent and community councils will interact with your area advisory and school district boards. Please include information on the involvement and support for parents that do not enroll their Pre-K child in the school based portion of the program.
3. Show how you will link families to needed support services (i.e. special education, WIC, housing authorities, health, dental & mental health programs, other needed social services provided Tribally, or by the State or Community).
4. Describe how you will assess the quality of your parent involvement & support efforts, as well as your parent resource material development and dissemination.

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
C. Parent Support and Involvement				
Describe your program activities and how they are linked to family and child needs and school readiness achievement.	0	2	6	10
Explain how your parent and community involvement component will address the six State Board endorsed standards for parent and family involvement, including how local parent and community councils will interact with your area advisory and school district boards.	0	1	3	5
Show how you will link families to needed support services, including for those who choose not to participate in the school based program.	0	1	3	5
Describe how you will assess the quality of your parent involvement &	0	1	3	5

support efforts, as well as your parent resource material development and dissemination.				
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D. Adequacy of Resources: 20 points

Show that appropriate resources and personnel have been carefully allocated for the tasks and activities described in your application. Successful projects describe the role and responsibility of all key staff, and provide resources for ongoing staff development and training.

1. Describe the staffing for proposed programs and services, including the student-to-staff ratios. (Include in your description whether staff are certified or non-certified.) *It is required that the program is taught by a certified teacher trained in early childhood development and early childhood education. Ratios must not be more than 1:10.*
2. Describe the organization of the project team. Include job descriptions and credentials of key project personnel in *Appendix D* of your proposal. If staff are not current employees, provide a plan for recruitment.
3. Describe the types of professional development that will be offered, how often, when and to whom. *Consider: Orientation, Issues of culture & individual differences, working with, supporting, and strengthening families, developing family, community and systems collaborations, fostering positive behavior, regularly scheduled staff meetings for program development, how to help with cognitive development, Reflective Supervision, linking to standards and Early Learning Guidelines*
4. Describe how you will leverage existing school & community resources to carry out your activities. Document a commitment of these resources in a Memorandum of Agreement (to be included in *Appendix E*) for each Pre-K that is signed by the principal of the school being served.

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
D. Adequacy of Resources				
Describes staffing for proposed programs and student-to-staff ratios based on guidance in RFA.	0	1	3	5
Attached job descriptions and credentials describe essential staff roles and requirements, including planning for staff not yet hired.	0	1	3	5
Describes the types of professional development that will be offered, how often, when and to whom.	0	1	3	5

MOA describes how existing resources will be leveraged to support program services and documents support from staff.	0	1	3	5
--	---	---	---	---

E. Management Plan: 25 Points

Charts and timetables are particularly helpful in describing the structure of your project and the procedures for managing it successfully.

1. Describe your organizational structure and how it will result in effective management of the AP3. Include information indicating the percentage of time the Grant Director will spend overseeing the requirements of this grant; the percentage of time site administration will spend collecting data and overseeing each Pre-Kindergarten; and the percentage of time any other administrative staff (such as secretarial support) will spend with grant duties.
2. Describe how the District will provide oversight at the classroom level.
3. Include a timeline for program implementation for the first year including professional development and parent & community involvement activities.
4. Include information on management materials for your program including developed or planned development for the collection of student data for reporting purposes, production of parent materials, registration forms, handbooks, policy information etc.
5. Describe the plan to disseminate information about your program to the community in a manner that is understandable and accessible.

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
E. Quality of Management				
Describes the organizational structure and how it will result in effective management of the Alaska Pilot Pre-Kindergarten Project.	0	1	3	5
Describes how the Grant Director will provide oversight at the classroom level.	0	1	3	5
Includes a timeline for program implementation and continued planning.	0	1	3	5
Includes information on management materials with key	0	1	3	5

elements defined.				
The plan to disseminate information to the community is understandable and accessible.	0	1	3	5

F. Program Evaluation: 20 points

For your local evaluation requirements, submit an evaluation plan for the project. The plan should include program objectives and outcome measures to assess impact on participants.

1. Describe your evaluation process and how the information will be used to improve programming, provide feedback to stakeholders and project staff, and inform future project direction.
2. Refer back to your list of measurable objectives. List what types of data and when it will be collected, as well as, which objectives it will address. Please see section D, Page 6 concerning required child outcome domains and assessment tools.
3. Identify who will be responsible for the evaluation component and include qualifications.
4. Describe how you will assess the quality of your intervention efforts, including information on any self-assessment tools you will use.

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
F. Quality of Program Evaluation				
Describes how the evaluation information will be used to improve programming, provide feedback to stakeholders and staff and inform project direction.	0	1	3	5
A list of what types of data, when it will be collected, and which objectives they address is included.	0	1	3	5
Describes who will conduct the evaluation and their qualifications.	0	1	3	5
Describes how the proposal will assess the quality of intervention efforts, including information on any self-assessment tools that will be used.	0	1	3	5

G. Previous Success/Promise of Success: 15 points

If available, provide a brief description that demonstrates prior successful experience in providing Pre-Kindergarten Programs. Evidence that the majority of goals and objectives of the program were met, partnerships were solidified, children entering school showed greater readiness socially, emotionally, cognitively and academically, public funds were well utilized and some aspects of the sustainability plan were achieved should all be addressed.

If previous successes are not available please provide information that demonstrates promise of success in providing these services.

Please note: The score reflected in the rubric below is weighted in the scoring system –the score will be multiplied by 3 for a final score.

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
G. Previous Success/Promise of Success				
Provides information that demonstrates prior successful experience in providing after school programs through the elements mentioned OR demonstrates promise of success in providing these services.	0	1	3	5

H. Budget/Budget Narrative: 25 points

Section 1: Using the state forms for budget/budget narratives referenced in the form sections of this application, provide the following information:

Include a detailed budget and budget narrative that itemizes how you will use grant funds as well as funds from other sources, including other revenues and in-kind donations, if applicable. Indicate in both the budget and the budget narrative the purpose by line item for each of the expenditures, paying particular attention to the following categories:

- Certified and Non-Certified Staff:
For each position, describe the services to be provided, the duration of services, and the unit rate of pay (salary, per hour or per day)
- Professional/Technical:

Describe proposed subcontract agreements with community agencies and other allowable contractors including the cost. It should reflect your Memorandum of Agreement/Contract accurately.

- **Staff Travel:**
Indicate the event, amount of time and cost.
Staff Travel Required: Include travel and expenses for a team for the State provided training in Anchorage - dates TBA.
- **Supplies/Materials:**
Please provide specific information on supplies and materials requested and their costs per site.

Section 2: Provide a brief narrative describing the following:

1. Indicate the estimated cost per participant and provide information regarding cost justification in your communities.
2. Identify federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources (e.g., Title 1, Childcare Scholarship Funds, etc.). These should be identified as “in-kind” on your budget form.

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
H. Quality of Budget				
Provides a detailed budget and budget narrative that align with program activities, including those for parents regardless of the child’s participation in the school based program.	0	2	6	10
Funds requested are reasonable for proposed services.	0	1	3	5
Staff travel is included.	0	1	3	5
Detailed materials budget is included	0	1	3	5

Other Application Requirements

1. Describe how existing Pre-Kindergarten programs were consulted in a timely and meaningful manner during the design and development of this program. Attach supporting documentation in **Appendix E**.

Discuss how you will ensure that students travel safely to and from your program and get home from school-based and/or off-site programs.

Curricula Used by Alaska Preschool Pilot Sites

Curricula	Anchorage	Bering Strait	Juneau	Lower Kusko-kwim	Nome Public Schools	Yukon Koyukuk
All Curriculum Areas						
Creative Curriculum						
Literacy						
Curiosity Corner (Success for All)						
Open Court						
Zoo phonics						
Houghton Mifflin (early literacy)						
Language Links (early literacy)						
Math						
Everyday Math						
Constructivist Math						
Social/emotional and self-regulation						
Sharing and Learning Place						
Conscious Discipline						
Second Step						

Preschool Pilot Project Outcome Data

Year-one data has shown an extremely high need, with the majority of the children coming to the program significantly behind typically-developing peers. As a result of participation in the program, high numbers of children have exceeded expected growth, and there has been significant or higher program growth.

The data, coupled with the observations, facilitation, and training provided by the Department as well as anecdotal information from the field shows:

- There is a significant need for quality early childhood programs.
- While the pre-k children are making large strides in their development and a large number have closed the gap, there are still children performing below expectations.
- Unprecedented levels of cooperation, coordination, and collaboration between Head Start programs and school districts are leading to improved alignment, transition and common planning & training.

State Aggregate Data

Assessment	Fall		Spring		% Growth Bottom to Top
	Bottom Half	Top Half	Bottom Half	Top Half	
Peabody Picture Vocabulary Test (Overall)	89%	11%	72%	28%	17%
Developmental Indicators for Assessment of Learning Dial-3 (Total)	73%	48%	27%	52%	25%
Developmental Indicators for Assessment of Learning Dial-3 (Motor)	38%	62%	17%	83%	21%
Developmental Indicators for Assessment of Learning Dial-3 (Concept)	80%	20%	65%	35%	15%
Developmental Indicators for Assessment of Learning Dial-3 (Language)	87%	13%	65%	35%	22%

When looking at the state aggregate data:

- On the Peabody Picture Vocabulary (Overall) in the fall 89% of children scored in the bottom two quartiles. By the spring 17% of the children had moved from the bottom two quartiles to the top two quartiles.
 - 72% of children showed more months of growth than the number of months between assessments
 - 31% of children ended the year at or above a typically developing peer on a national level.

- On the Developmental Indicators for Assessment of Learning Dial-3 (Total) the fall testing showed 73% of the children scoring in the bottom two quartiles. By the spring 25% of the children had moved from the bottom two quartiles to the top two quartiles.
- On the Developmental Indicators for Assessment of Learning Dial-3 (Motor) was a strong area for Alaska's children both in the fall and spring. By spring 21% of the children moved from the bottom two quartiles to the top two quartiles.
- On the Developmental Indicators for Assessment of Learning Dial-3 (Concept) In the fall 80% of the children entering the program scored in the bottom two quartiles. The spring assessment showed that 15% moved from the bottom two quartiles to the top two quartiles
- On the Developmental Indicators for Assessment of Learning Dial-3 (Language) 87% of the children entered the program in the bottom two quartiles. 22% moved from the bottom two quartiles to the top two quartiles by spring.

District Level Assessment Data

Year one data for the pilot districts shows great promise using a variety of curricula. Differences in results can be seen between hub communities versus remote sites using the same curricula for a variety of factors including the availability of print material through libraries, or for sale in the communities, formal and informal opportunities for extended language interactions around the community, access to ongoing health care (an ill-timed or untreated ear infection can lead to speech/language, and concept development delays), and formal or informal family support systems.

- On the PPVT children in Yukon-Koyukuk made the highest percentage of growth. 31% scored in the top half on the assessment.
- Both Nome and Juneau saw 38% of children moving from scoring in the bottom half to scoring in the top half on the DIAL-3 Total Assessment.
- Motor development was Alaska's children's strongest area on the DIAL-3 both in the fall and spring. Nome showed the greatest growth with 35% of the children in the project moving from scoring in the bottom half to scoring in the top half when compared to their same-aged peers nationally.
- Juneau showed the most growth in Concept Development on the DIAL-3 with 27% of the children moving into the top half from the bottom half in scoring.
- With a 43% change from scoring in the bottom half in the fall to scoring in the top half in the spring, Nome made the most growth on the DIAL-3 in Language Development.

The charts on the following pages illustrate the district level assessment information.

**Alaska Pilot Pre-K Peabody Picture Vocabulary Test, 4th Ed.
Participating Districts
2009-2010**

AP3 School Districts	Overall PPVT Assessment							Expected Growth		Age Equivalent	
	Fall		Spring		% Changed Bottom to Top	At or Below	Above	Below	At or Above		
	Bottom Half	Top Half	Bottom Half	Top Half							
Anchorage	83%	17%	60%	40%	23%	33%	67%	61%	39%		
Bering Strait	98%	2%	94%	6%	4%	26%	74%	94%	6%		
Juneau	78%	22%	57%	43%	21%	21.5%	78.5%	47%	53%		
Lower Kuskokwim	86%	14%	68%	32%	18%	47%	53%	68%	32%		
Nome	95%	5%	73%	27%	22%	17%	83%	72%	28%		
Yukon-Koyukuk	95%	5%	64%	36%	31%	30%	70%	55%	45%		

**Alaska Pilot Pre-K Developmental Indicators for the Assessment of Learning, 3rd Ed.
Participating Districts
2009-2010**

AP3 School Districts	Total DIAL-3 Assessment						Motor Development DIAL-3 Assessment					
	Fall		Spring		% Changed to Top Half	Fall		Spring		% Changed to Top Half		
	Bottom Half	Top Half	Bottom Half	Top Half		Bottom Half	Top Half	Bottom Half	Top Half			
Anchorage	67%	33%	41%	59%	26%	42%	58%	22%	78%	20%		
Bering Strait	78%	22%	62%	37%	15%	30%	70%	11%	89%	19%		
Juneau	77%	23%	39%	61%	38%	41%	59%	19%	81%	22%		
Lower Kuskokwim	71%	29%	50%	50%	21%	41%	59%	25%	75%	16%		
Nome	81%	19%	43%	57%	38%	45%	55%	10%	90%	35%		
Yukon-Koyukuk	62%	38%	45%	55%	17%	34%	66%	20%	80%	14%		

AP3 School Districts	Concept Development DIAL-3 Assessment						Language Development DIAL-3 Assessment					
	Fall		Spring		% Changed to Top Half	Fall		Spring		% Changed to Top Half		
	Bottom Half	Top Half	Bottom Half	Top Half		Bottom Half	Top Half	Bottom Half	Top Half			
Anchorage	75%	25%	52%	48%	23%	80%	20%	44%	56%	36%		
Bering Strait	93%	7%	84%	16%	9%	96%	4%	73%	27%	23%		
Juneau	75%	25%	48%	52%	27%	88%	12%	71%	29%	17%		
Lower Kuskokwim	82%	18%	70%	30%	12%	76%	24%	80%	20%	-4%		
Nome	86%	14%	71%	29%	15%	95%	5%	52%	48%	43%		
Yukon-Koyukuk	62%	38%	55%	45%	7%	76%	24%	65%	35%	11%		

Department of Education & Early Development

Prepared by School Finance

Prepared 3/29/11

Pre-K Pilot Program through Foundation Formula & Pupil Transportation

District	Pre-K ADM	FY11 State Funding based on Pre-K ADM	FY11 Pupil Transportation Cost	FY11 Pre-K Grant Funding
Anchorage	35	\$ 222,998	\$ 14,245	\$ 167,684
Bering Strait	49	\$ 813,787	\$ 2,352	\$ 362,828
Juneau	33	\$ 243,049	\$ 18,348	\$ 201,073
Lower Kuskokwim	23	\$ 248,745	\$ 4,807	\$ 337,732
Nome	38	\$ 257,174	\$ 14,820	\$ 219,539
Yukon/Koyukuk	31	\$ 343,925	\$ 9,269	\$ 325,445
TOTAL		2,129,678	63,841	1,614,301
Lower Yukon				\$ 150,000
Yupiit				\$ 150,000

**Lower Yukon and Yupiit were funded \$150K each for Pre-K services without implementing a Pre-K program competitively awarded through the grant process. The cost per student is not compared to funding through the Foundation Formula.*

ALASKA EARLY CHILDHOOD COORDINATING COUNCIL

The purpose of the AECCC is to promote positive development, improved health outcomes, and school readiness for children prenatal through age eight by creating a culturally responsive, comprehensive, and accessible service delivery system that links service providers, empowers families, and engages communities. The AECCC shall support the creation of a unified, sustainable system of early care, health, education, and family support for young children and their families.

This Council will address the integration of multiple early childhood initiatives at the local, state and federal level such as the IDEA Part C, Part B, and Part B-619 requirements, the Early Childhood Comprehensive Systems (ECCS) Program plan, the Head Start Collaboration needs assessment and plan, the State Child Care and Development Fund plan, the Alaska Pilot Pre-kindergarten Project, early childhood health and nutrition initiatives, and Best Beginnings priorities to name just a few. The creation of this council also fulfills the requirements of the *Improving Head Start for School Readiness Act of 2007, Sec. 642 B*: “The Governor of the State shall designate or establish a council to serve as the State Advisory Council on Early Childhood Education and Care for children from birth to school entry”.

The work of the Council during the first year includes development of:

- A statewide **Early Childhood Needs Assessment** that includes data on:
 - the status of Alaska’s children;
 - current programs and services;
 - opportunities for, and barriers to, collaboration and coordination among Federally-funded and State-funded early childhood programs.
- A **Statewide Strategic Report** that includes recommendations for
 - increasing the overall participation of children in early childhood programs for those seeking access;
 - supporting planning and coordination of local, regional and state partnerships;
 - improving professional development for early childhood professionals;
 - improving State early learning standards;
 - establishing a unified data collection and monitoring system; and
 - facilitating the integration and alignment of services, planning efforts, resources, policy development and funding.
- **Goals and Targets** for increasing the number of children entering kindergarten ready to learn.

This Council will support the creation of a unified, sustainable system of early care, health, education and family support for young children and families. The first meeting will be held in Anchorage on May 2, 2011.

HISTORY

- The Early Childhood Comprehensive System (ECCS) Plan was developed by public and private partners across the state and published in 2006. The Plan was updated in 2009. This plan as a “framework” to guide early childhood efforts. The ECCS Plan included

recommendations for a “governance structure” that could help to bring together an early childhood comprehensive system.

- The *Improving Head Start for School Readiness Act of 2007, Sec. 642 B* included a requirement that, “The Governor of the State shall designate or establish a council to serve as the State Advisory Council on Early Childhood Education and Care for children from birth to school entry”.
- Governor Sean Parnell issued an Administrative Order on October 6th, 2010 designating the Interdepartmental Early Childhood Coordinating Council (IECCC) as the Advisory Council on Early Childhood Education and Care. This Council previously included only state representatives. The Council includes 11 private sector members and will operate within a slightly different structure.
- An MOA was signed by the previous Commissioners of DHSS and DEED clarifying roles and responsibilities for the Council. The Council will be jointly facilitated by the Department of Education and Early Development and the Department of Health and Social Services.

STRUCTURE:

- The Council includes members from both the public and private sector.
- Public sector represented by:
 - Staff from the Governor’s office,
 - Appropriate department staff
 - The University of Alaska
- Private sector represented by:
 - Best Beginnings
 - Alaska Childcare Resource and Referral Network
 - Alaska Chamber of Commerce
 - Associations including: Superintendents, School Boards, Infant Learning Programs, Head Start
 - Alaska Native Health Provider
 - Mental Health Provider
 - Faith-based community
- The co-chairs are the Commissioner of the Department of Education & Early Development and the Commissioner of the Department of Health and Social Services
- As proposed the Committee Structure includes the following committees:
 - Executive/Steering
 - Early Care and Learning
 - Health & Access to Medical Homes
 - Mental Health & Social Emotional Development
 - Family Support and Parent Education

All but the Executive Committee would include non-Council members to incorporate the involvement of important stakeholders. Committees would be co-chaired by public and private members.