

The Alaska Pilot Pre-Kindergarten Project (AP3)

Project Evaluation – Year One



Alaska Department of Education & Early Development

January 3, 2011

Table of Contents

EXECUTIVE SUMMARY	3
RESULTS: STATE AGGREGATE PPVT CHILD OUTCOMES.....	4
DIAL – 3 STATE AGGREGATE RESULTS	5
RESULTS: STATE AGGREGATE ECERS – R PROGRAM OUTCOMES.....	6
PROJECT RESULTS YEAR-ONE	7
INTRODUCTION	9
A BRIEF HISTORY OF EARLY CHILDHOOD INITIATIVES IN ALASKA	9
ALASKA PILOT PRE-KINDERGARTEN PROJECT (AP3)	10
LOCATION & DESCRIPTION OF AP3 PROGRAMS.....	13
DETERMINING PROJECT OUTCOMES	14
DETERMINING CHILD OUTCOMES.....	14
<i>State Aggregate PPVT Child Outcomes.....</i>	<i>15</i>
<i>PPVT Results by District.....</i>	<i>17</i>
<i>DIAL – 3 State Aggregate Results.....</i>	<i>26</i>
<i>Dial - 3 Results by District.....</i>	<i>28</i>
DETERMINING PROGRAM OUTCOMES.....	41
<i>Results: State Aggregate, District, & Site ECERS – R Program Outcomes.....</i>	<i>41</i>
<i>District & Site Results ECERS – R Program Outcomes</i>	<i>43</i>
EED OUTCOMES	49
STATE OUTCOMES	51

Executive Summary

Over the past few decades, participation in preschool programs has become much more common, and public support for these programs has grown dramatically. Child development research, neuroscience, and program evaluations demonstrate that the experiences a child has between birth and age five shape the developing brain's architecture and directly influence later life outcomes, including economic stability, work productivity, and mental health. Positive early childhood experiences also improve developmental and school readiness outcomes, increase K - 12 achievement, and contribute to higher rates of high school graduation.

Positive early childhood learning experiences contribute to the following:

29% higher high school graduation rates

20% higher college attendance

70% lower crime incidence

20% lower welfare dependence

Early childhood policies vary across states, as well as across program options, such as private child care, preschools, Head Start, and state pre – kindergarten. Policy makers face key questions about the value of preschool education, whom it should serve, and which program designs are the best to meet our state's needs.

In addition to its primary purpose of providing project evaluation information on the Alaska Pilot Pre-Kindergarten Project (AP3), this document provides a brief review of some of the last decade's early childhood education initiatives in Alaska, as well as a description of grantee and site selection for this project. An outline of each grantee's approach to the project and the partnerships they have formed to provide for its success is included.

- The Anchorage School District (ASD) provided two new complete classrooms in partnership with Kids Corps Inc. (KCI) Head Start. Both are federally recognized Head Start classrooms being jointly provided by the ASD & KCI in a school district setting.
- The Bering Strait School District (BSSD) project is a partnership among three educational agencies: BSSD, Kawerak, Inc. Head Start, and RurAL CAP Head Start. All four BSSD programs are housed in Head Start settings and jointly provided by the district and either of the two Head Start programs.
- The Juneau School District (JSD) provided two complete classrooms in partnership with the Central Council of Tlingit and Haida Indian Tribes of Alaska (CCTHITA) Head Start.

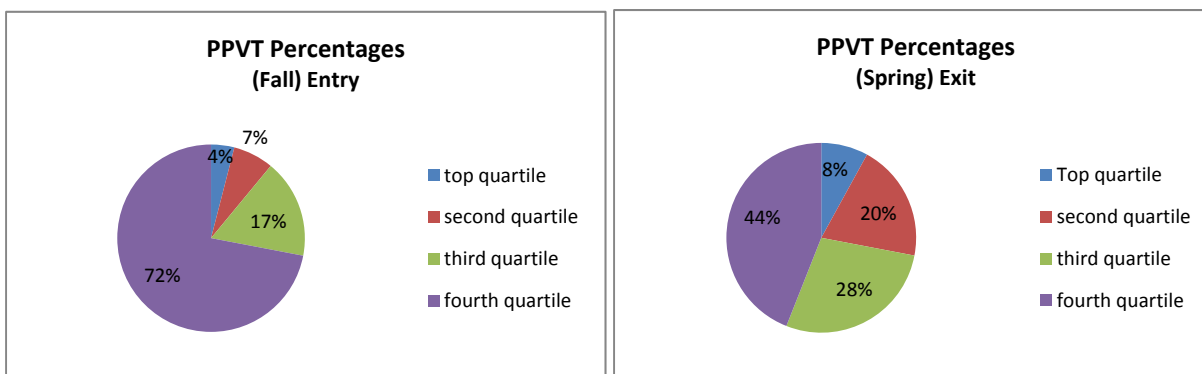
Both are federally recognized Head Start classrooms being jointly provided by the JSD & CCTHITA.

- The Lower Kuskokwim School District (LKSD) provided services to children in one school-based classroom in Bethel.
- In Nome, the program ran two classrooms: one in the Nome Preschool (a private entity) and the other a Kawerak Head Start. Both are run jointly with the Nome Public Schools.
- Yukon-Koyukuk School District (YKSD) provided two new preschool classrooms. One was a district-run program in Allakaket (building in one additional hour of Athabascan language immersion daily as requested by the community). The other new classroom in Minto was in partnership with Tanana Chiefs Conference (TCC) Head Start. They also worked in Huslia, and Kaltag with TCC Head Start programs.

While the majority of this document evaluates the child outcome data from the first year of the Alaska Pilot Pre-Kindergarten Project, it also provides information on programmatic outcomes from each grantee, Department of Education and Early Development outcomes, State outcomes, and conclusions concerning what we have learned so far through this project.

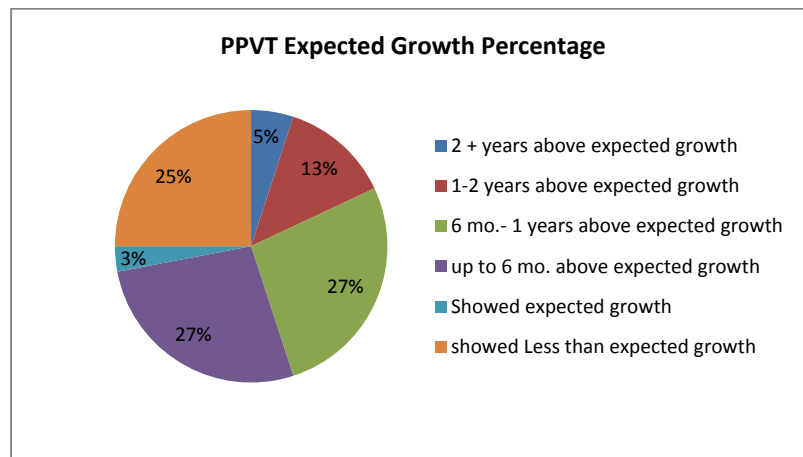
Results: State Aggregate **PPVT Child Outcomes**

The Peabody Picture Vocabulary Test (PPVT) provides information on vocabulary and receptive language development.



The charts illustrate the large numbers of children entering the AP3 program significantly below their same age peers nationally and the numbers of children showing significant improvement in percentile ranking by the end of the year compared to same age peers nationally. 17% of the children have moved from the bottom 2 quartiles to the top two, almost tripling the percentage of children at or above the 51st percentile. 28% of the children have moved out of the bottom quartile.

The PPVT data in terms of Age Equivalence shows a greater depth of growth of the students' vocabulary. The Age Equivalence data shows information on the children's, and the programs', success in closing gaps in vocabulary development.



The chart illustrates children's actual growth compared to the expected growth for the time between assessments.

72% of students have shown above-expected growth.

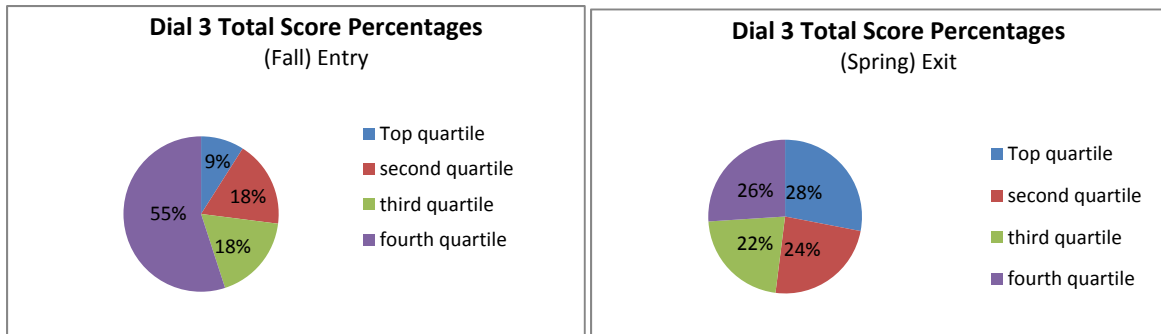
DIAL - 3 State Aggregate Results

The Developmental Indicators for the Assessment of Learning (DIAL -3) provides information on three areas of development in relation to school readiness:

1. Motor Development
2. Concept Development
3. Language Development

A total score based on the scores in all three areas is also given. Dial - 3 data shows how children compare to their peers nationally in terms of percentile.

Total Score Fall & Spring DIAL - 3



The charts above illustrate the large numbers of children entering the AP3 program significantly below their same age peers nationally and the numbers of children showing significant improvement in percentile ranking compared to same age peers nationally.

28% of the children are now in the top quartile, more than tripling the percentage of children at or above the 76th percentile.

29% of the children have moved out of the bottom quartile. Over half of the children who started the program in the bottom quartile have moved up.

Results: State Aggregate

ECERS – R Program Outcomes

The Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) is designed for use in classroom-based early childhood care and education programs aged two to six years. It is organized into the seven scales below:

State Aggregate	Fall	Spring
Overall Score:	3.76	4.69
Space and Furnishings	3.06	4.08
Personal Care Routines	2.64	3.33
Language-Reasoning	4.10	5.43
Activities	3.16	4.33
Interaction	4.54	4.80
Program Structure	4.26	5.41
Parents and Staff	5.44	6.13

Each program is scored on a seven-point scale, with benchmarks established for 1 = Inadequate, 3 = Minimal, 5 = Good, and 7 = Excellent. Programs that pass some of the items that are part of the benchmark for a 3, but not all of them, are scored a 2 on that subscale. Similarly programs that fall between good and excellent are scored a 6.

These scores represent significant programmatic growth. The AP3 programs began the year above minimal and ended approaching good (almost a full point of improvement in less than a year's time).

Project Results Year-One

Year-one data has shown an extremely high need, with the majority of the children coming to the program behind typically-developing peers. High numbers of children in the program 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, leads to the following conclusions:

- The data shows 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. It will be important to see the growth they have accomplished continue through kindergarten, first and second grade so that all our children will have closed the gaps by their third grade assessments.
- Unprecedented levels of cooperation, coordination, and collaboration between Head Start programs and school districts are leading to improved alignment, transition and common planning & training.

While this is a large first step, there is still much more that can be accomplished.

- Year 2 will seek continuous improvement in both child and program outcomes. Child outcome focus will be placed on the children's language and concept development. Program development, beyond the needs expressed in the ECERS data, will also focus on cross-system connections looking to:
 1. Strengthen alignment with and transition to Kindergarten and K-12;
 2. Improve outreach to communities and the programs that serve young children under four years of age;
 3. Share what is working for programs in the AP3 with each other and with other early childhood programs; and
 4. Seek continuation of funding to expand Alaska's AP3 with a focus on both providing for un-served populations and developing better partnerships with a larger number of school districts and/or early childhood programs and systems.

At the state system level we will seek improvement in two directions:

- Within EED to improve integration of early childhood across existing structures:
 1. Teaching and Learning Support;
 2. Assessment;
 3. State System of Support;
 4. Libraries, Archives, and Museums;
- Across departments to:
 1. avoid duplication of services;
 2. integrate data and information on early childhood;
 3. conduct state-wide needs assessments;
 4. assess the capacity and need for professional development.

EED will continue to work to provide support, training, and technical assistance and facilitation to aid program improvement in any and all areas needed.

Introduction

A Brief History of Early Childhood Initiatives in Alaska

In 2001, the Departments of Education & Early Development and Health & Social Services published “Building Blocks” to guide Alaska’s initiative looking at the challenges facing young children and their families in Alaska and developing a framework to help address those challenges. After securing a federal grant, the state established the System for Early Education Development (SEED), the main focus of which was to develop a pathway to credentialing for staff working with children in early care and education settings. The Career Ladder that was created is reviewed and revised regularly and continues to serve the early care and education workforce. SEED also funded assistance to existing early childhood systems to improve the quality of service provided to children and families. Through SEED, Alaska’s Head Start programs increased the number of teaching staff with Associate of Arts Degrees from 13% to just fewer than 40%. Additionally, Head Starts and childcare increased the number of staff members receiving CDA Certificates.

With the creation of No Child Left Behind and Good Start Grow Smart at the Federal level in 2002, Alaska began its efforts to define the state’s expectations concerning the development of young children from birth to kindergarten entry. Gathering Alaskans from around the state to look across all domains of development, EED developed Early Learning Guidelines for the State of Alaska. These guidelines are still in use and are required for all pre-elementary programs in the state that receive state or federal funding. Training is available and being provided around the state on their use in early care and education centers and classrooms, as well as with community groups. Additionally, parent activity booklets have been developed in multiple languages based on the guidelines.

In 2003, EED received a federal grant for the Alaska Community Preschool Project (ACPP). EED provided funding to school districts and encouraged partnerships with existing early childhood care and education providers. This funding allowed districts to choose to work alone or to partner to effect quality improvement in both the district and partner programs. Specific curricula, approaches, and training were required in this project.

Starting in 2004, the Alaska Department of Health & Social Services received a federal grant to support the development of a state Early Childhood Comprehensive Systems plan. The Inter-departmental Early Childhood Coordination Council worked to put the plan together covering the required areas of Medical Home & Health, Mental Health and Social Emotional Development, Early Care and Learning, and Family Support and Parenting Education. The plan was published in 2006 and has been disseminated to the early care and learning field and is available on the Web through the Department of Health & Social Services.

In 2005, the *Alaska Ready to Read, Ready to Learn Task Force* was created. This task force was the beginning of a public/private partnership for Alaska's early childhood investment. The task force focused on developing recommendations for early childhood in the home, out of the home in early care and education settings, and on looking ahead to long-term sustainability for investment from private, nonprofit, foundation, and government sources.

As the task force completed its work, the public/private partnership began the implementation phase as "Best Beginnings," working to mobilize people and resources to ensure all Alaska children begin school ready to succeed. Using funds from businesses, foundations, nonprofits, government, and individuals, Best Beginnings provides supports for parents as a child's first teacher, advocates for high quality affordable and accessible child care and early learning programs for all families who want them, and works to make early learning a priority for Alaskans. Best Beginnings has also partnered with EED on the development of the parent activity booklets.

In 2008 & 2009, the state funded expansion grants for Head Start. This initiative was focused on utilizing the existing infrastructure of Alaska Head Start programs to maximize the number of eligible families and children served in our federally recognized Head Start programs.

Alaska Pilot Pre-Kindergarten Project (AP3)

In April of 2009, the Alaska Legislature provided EED with \$2,000,000.00 in General Funds for a pilot pre-kindergarten project. EED focused on how the entrance of a new and large player like state-funded school districts coming into the early care and learning field could create a sea of change that would raise the tide of early childhood quality for all boats. The application process was built on the lessons learned in the ACPP model and offered bonus points in the Request for Application (RFA) for partnerships with other entities and for those willing to participate in Department-offered training. EED also required the use of certified teachers with an early childhood background along with specific pre- and post-assessments for outcomes for both the children and the program.

Selection of AP3 Grantees and Sites

Requests for Applications (RFAs) were sent to all Alaska school districts in late April of 2009. 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. The lists of interested districts, those who submitted applications, and those funded are below.

Intent to Apply Forms Received

- | | |
|---|---|
| 1. Alaska Gateway Borough School District | 13. Matanuska-Susitna Borough School District |
| 2. Anchorage School District | 14. Nome Public Schools |
| 3. Annette Island School District | 15. North Slope Borough School District |
| 4. Bering Strait School District | 16. Northwest Arctic Borough School District |
| 5. Chatham School District | 17. Pribilof School District |
| 6. Cordova School District | 18. Southeast Island School District |
| 7. Denali Borough School District | 19. Southwest Region School District |
| 8. Galena City School District | 20. St. Mary's School District |
| 9. Juneau School District | 21. Valdez City Schools |
| 10. Ketchikan Gateway Borough School District | 22. Wrangell City Schools |
| 11. Kodiak Island Borough School District | 23. Yukon Flats School District |
| 12. Lower Kuskokwim School District | 24. Yukon-Koyukuk School District |

RFA's Received and Funded

1. Anchorage School District
2. Bering Strait School District
3. Juneau School District
4. Lower Kuskokwim School District
5. Nome Public School
6. Yukon-Koyukuk School District

RFA's Received but not Funded

1. Alaska Gateway Borough
2. Galena City School
3. Ketchikan Gateway Borough
4. Kodiak Island Borough
5. Northwest Arctic Borough
6. Valdez City School

Each district outlined the specific sites, partnerships, and approaches in its application. Fifteen classrooms were supported in this initial 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 as described on page 50 of this report for a total of 345 students served. 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.

Anchorage School District (ASD) provided two new complete classrooms in partnership with Kids Corps Inc. (KCI) Head Start. Both are federally recognized Head Start classrooms being jointly provided by the ASD and KCI in a school district setting. They worked to measurably and significantly reduce the student achievement gap at two Title I elementary schools, Creekside Park and Willow Crest, by collaborating to provide a high quality, comprehensive pre-kindergarten program for 32 children and their families. ASD and KCI bring complementary funding sources and expertise to the project that creates a higher quality pre-school program than either organization could develop independently. The AP3 project met federal Head Start Performance standards and increased school readiness, as defined by Alaska's Early Learning Guidelines (ELG), for children most at risk for school failure.

Bering Strait School District (BSSD) partnered with three educational agencies: BSSD, Kawerak, Inc. Head Start, and RurAL CAP Head Start. All four BSSD programs are housed in Head Start settings and are jointly provided by the district and either of the two Head Start programs. Building upon existing partnerships with both Head Start Programs through this project, BSSD provided ECE teachers for the Head Start programs in four rural villages. The Head Start programs, which met federal standards, implemented the Success for All Curiosity Corner curriculum and other components that supported the Alaska Early Learning Guidelines. The ECE teachers in Gambell, Shishmaref, St. Michael, and Stebbins worked with the Head Start staff in educating the preschool children. They acted as role models of effective teaching practices, and, together with the Head Starts, they provided and shared in on-going professional development for all staff.

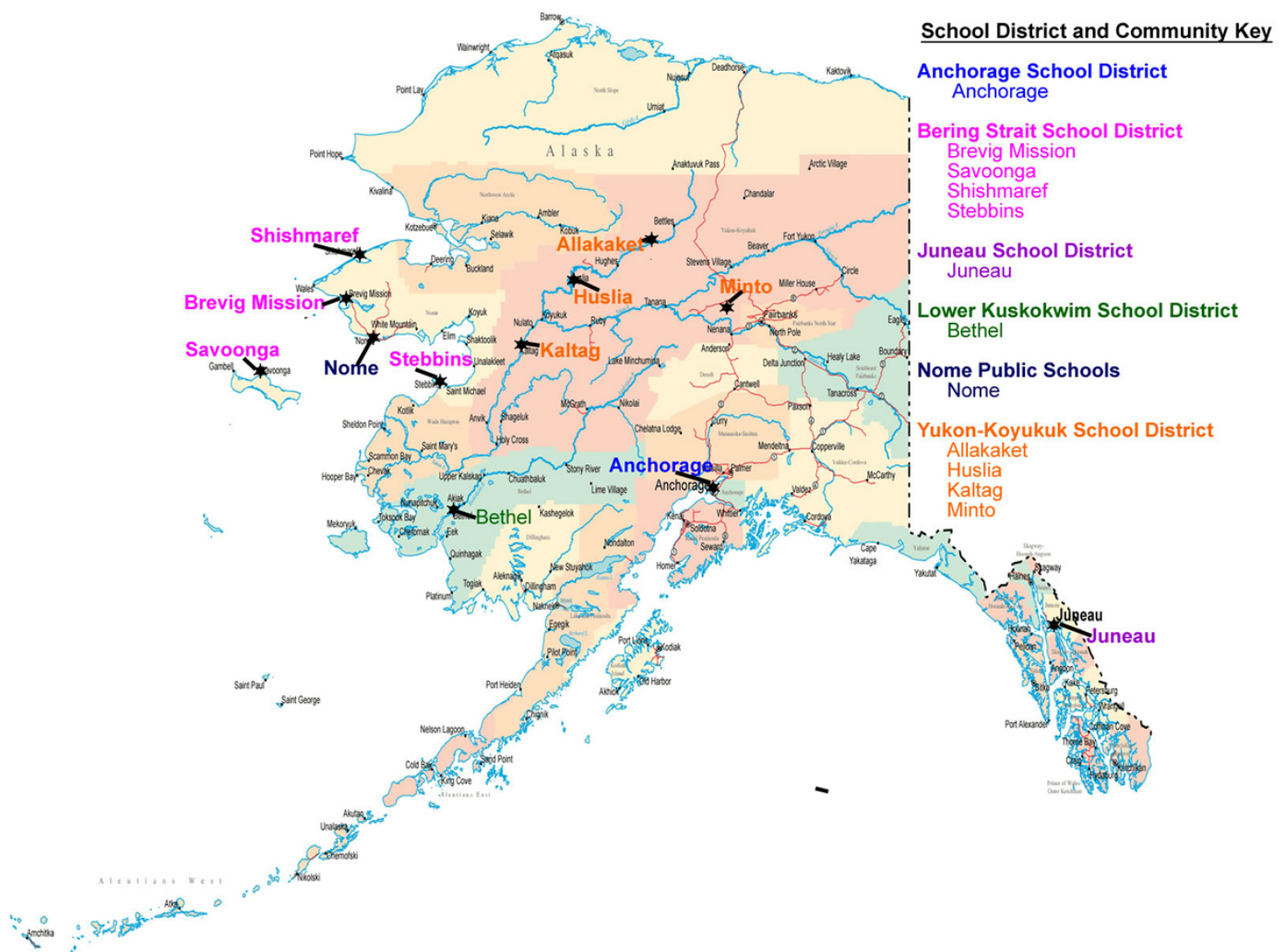
Juneau School District (JSD) provided two complete classrooms in partnership with the Central Council of Tlingit and Haida Indian Tribes of Alaska (CCTHITA) Head Start. Both are federally recognized Head Start classrooms being jointly provided by the JSD & CCTHITA. Tlingit and Haida Head Start is the only center-based preschool provider in Juneau serving low socioeconomic children and families. The project includes two Title I elementary school sites — Gastineau Elementary, where JSD added a full time certified teacher with strong ECE background, and Glacier Valley Elementary School, where the program matches the model at Gastineau Elementary and 20 additional Head Start eligible children were served by opening a preschool there.

Lower Kuskokwim School District (LKSD) provided services to children in one school-based classroom in Bethel. All children and parents had access to a parent resource center, parent meetings, and trainings. The preschool staff was qualified to work with children of this age. In addition they received training, support, and curriculum resources to meet the academic, social, emotional, cognitive, health, safety, and cultural needs of the children. The program blended what is known about brain development and child development with holding traditional child rearing practices with respect, all to the end of meeting each child's needs for safe, healthy, meaningful individual development, as well as, social and kindergarten readiness.

Nome ran two classrooms -- one in the Nome Preschool (a private entity) and the other a Kawerak Head Start. Both are run jointly with NPS. The program's two certified teachers worked with families with eligible children, particularly those who might not otherwise have considered sending their children to preschool. Using comprehensive assessments, the ECE teachers screened applicants to select the children at the highest risk of school failure. In collaboration with existing staff, the certified ECE teachers used supplemental intervention techniques and materials when focusing specifically on the targeted students in small groups. Parent support and involvement, regular home visits, open-door policies, and monthly family nights were key components of the program. They used ongoing assessment across developmental domains and adjusted instruction accordingly.

Yukon-Koyukuk School District (YKSD) provided the widest range of models within one partnership in the form of two new preschool classrooms -- one by itself in Allakaket (building in one additional hour of Athabascan language immersion daily as requested by the community), and the other new classroom in Minto was in partnership with Tanana Chiefs Conference (TCC) Head Start. They also worked in Huslia and Kaltag with TCC Head Start providing materials and common assessments to the existing federal Head Start programs. Together YKSD and TCC Head Start worked to implement a comprehensive Pre-K program that integrated activities across the five domains of the Alaska Early Learning Guidelines.

Location & Description of AP3 Programs



Determining Project Outcomes

The AP3 project was designed to effect positive development on a number of levels. Positive outcomes in the areas listed below will demonstrate success. The stronger the growth, the greater the success.

1. Child Outcomes

- On nationally recognized assessments
- Through observation

2. Program Outcomes

- On nationally recognized assessments
- On the use of the data gathered to drive decision-making for both the children and the program
- On the level of collaboration between partners
- On the types of change in how both systems operate

3. EED Outcomes

- The level of outreach, facilitation, training, and technical assistance provided to grant recipients and their partners
- The sharing and dissemination of information to AP3 programs, among AP3 programs, with the early childhood field, with the board, and across EED
- The level of integration of early childhood in the systems and structures of EED

4. State Outcomes

- The sharing and dissemination of information with the Governor's Office, the Legislature, other state Departments, and the public
- The level of integration of early childhood in other state structures and systems

Determining Child Outcomes

The child outcome data for the AP3 sites have been generated through the use of the two following instruments: The Peabody Picture Vocabulary Test and the Developmental Indicators for the Assessment of Learning. General information, reliability, and validity data as reported in the literature about all instruments follows.

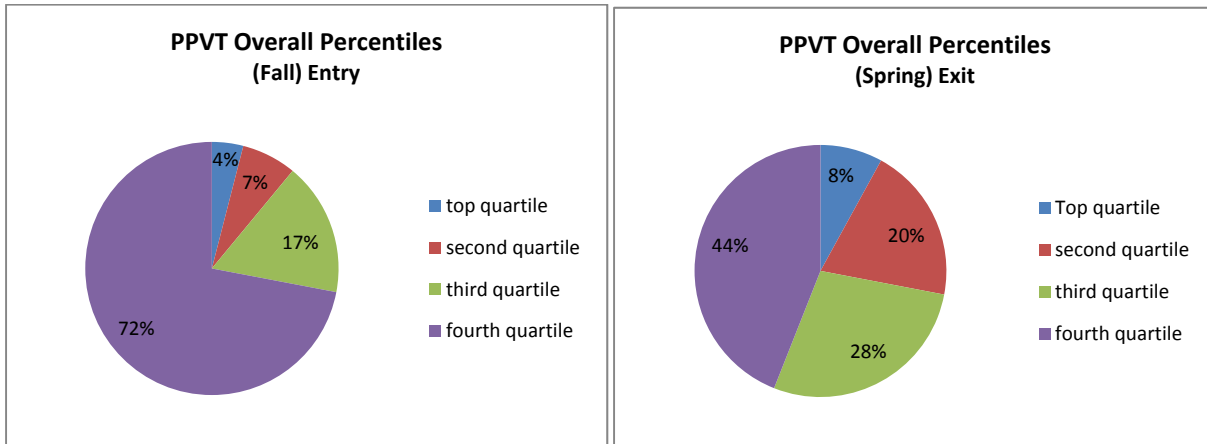
Peabody Picture Vocabulary Test Third Edition (PPVT)

The PPVT is a norm-referenced test designed to assess children's scholastic aptitude in terms of verbal ability from age 2 years 6 months, to age 7 years and 4 months. The PPVT is an English language assessment that has been in use with large numbers of early childhood settings for many

years. It is known for its correlation to later school success. This assessment allows for national comparison and for growth model use in a pre and post methodology.

State Aggregate **PPVT Child Outcomes**

The PPVT provides information on vocabulary and receptive language development.

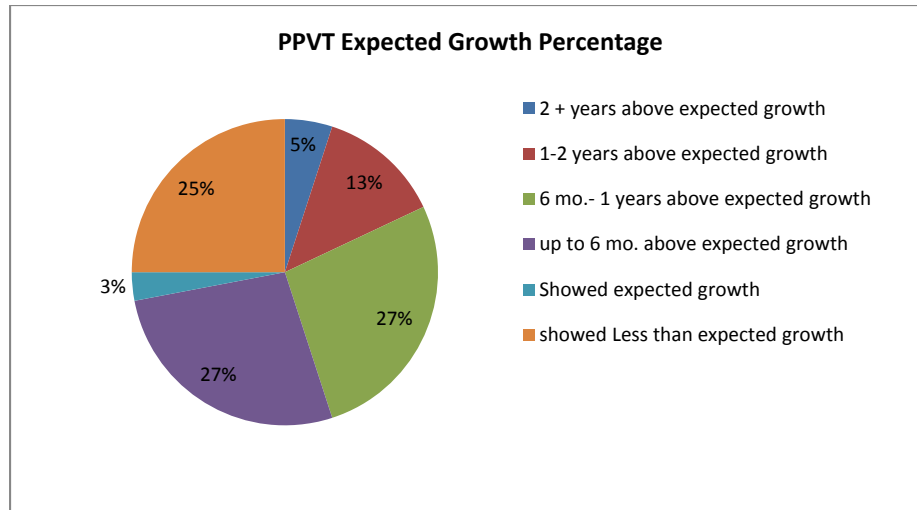


The charts illustrate the large numbers of children entering the AP3 program significantly below their same age peers nationally and the numbers of children showing significant improvement in percentile ranking compared to same age peers nationally.

17% of the children have moved from the bottom 2 quartiles to the top two, almost tripling the percentage of children at or above the 51st percentile.

28% of the children have moved out of the bottom quartile.

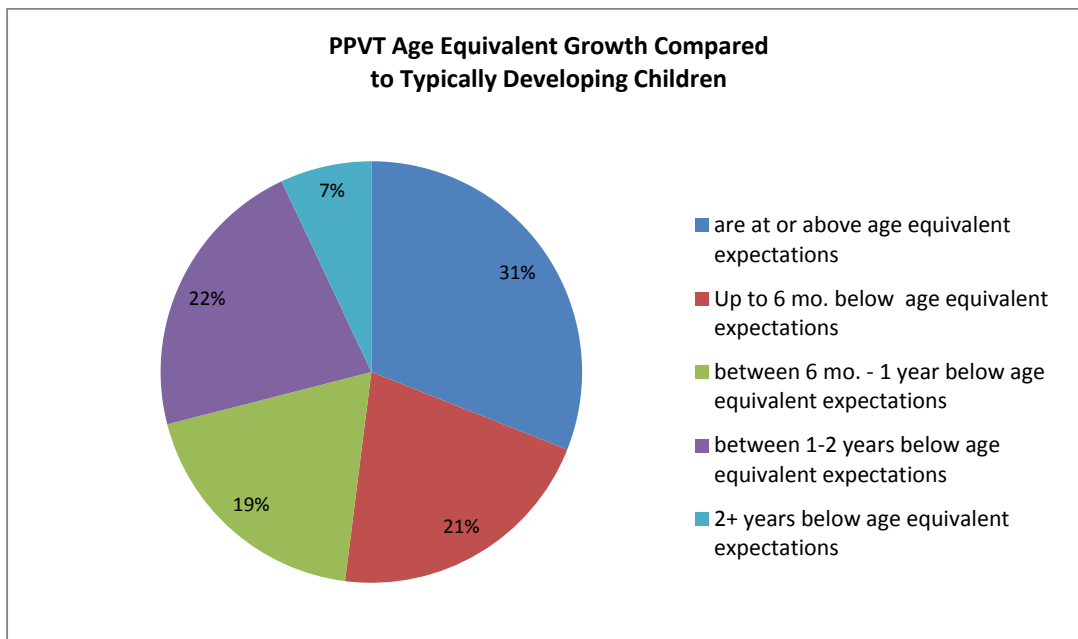
In terms of Age Equivalence, the PPVT data shows greater depth of growth of the students' vocabulary. The Age Equivalence data shows information on the children's (and the programs' success) in closing gaps in vocabulary development.



The chart above illustrates children's actual growth compared to the expected growth for the time between assessments.

72% of students have shown above-expected growth.

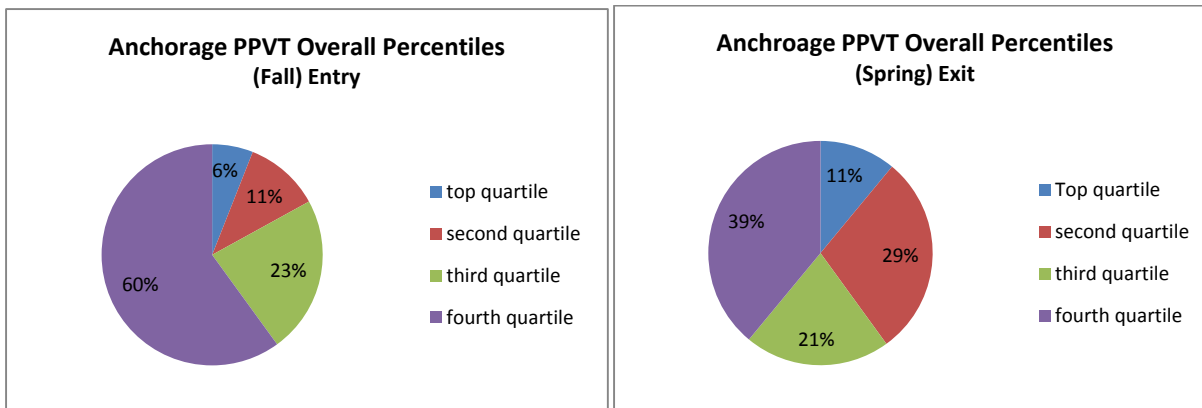
Additional pre and post PPVT analysis:



This final analysis illustrates the students' growth in relation to an age-equivalent typically-developing child on a national level.

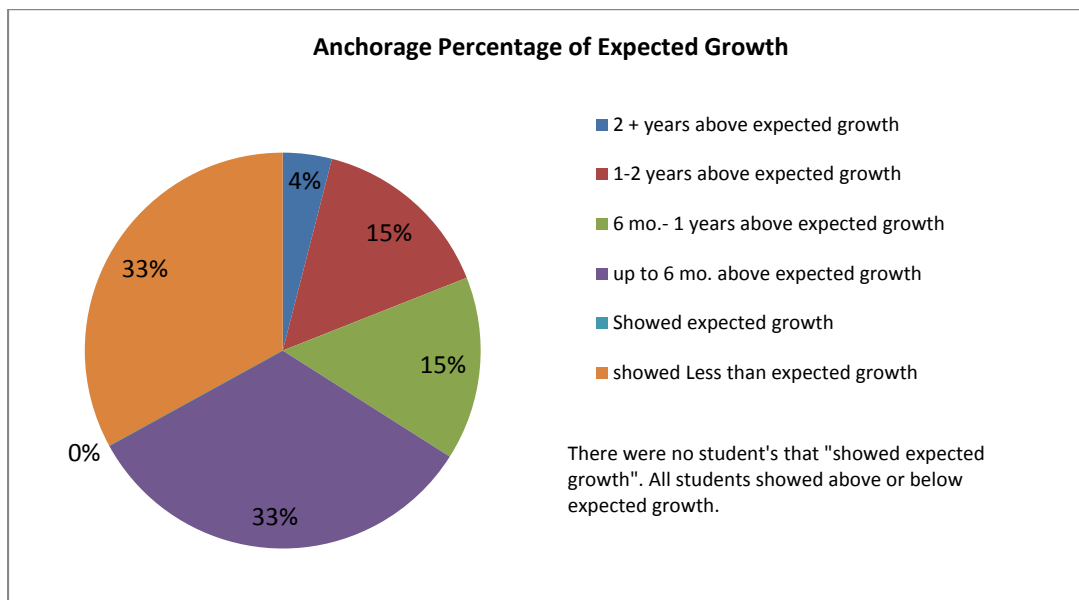
PPVT Results by District

Anchorage School District



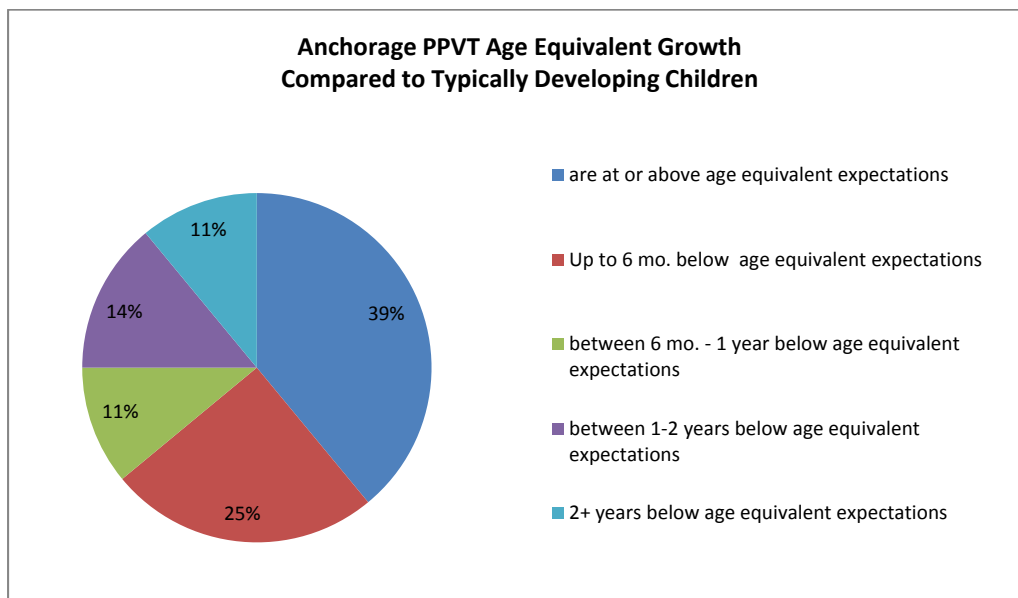
23% of the children have moved from the bottom 2 quartiles to the top two.

Age Equivalence data below shows information on the children's (and the programs' success) in closing gaps in development.

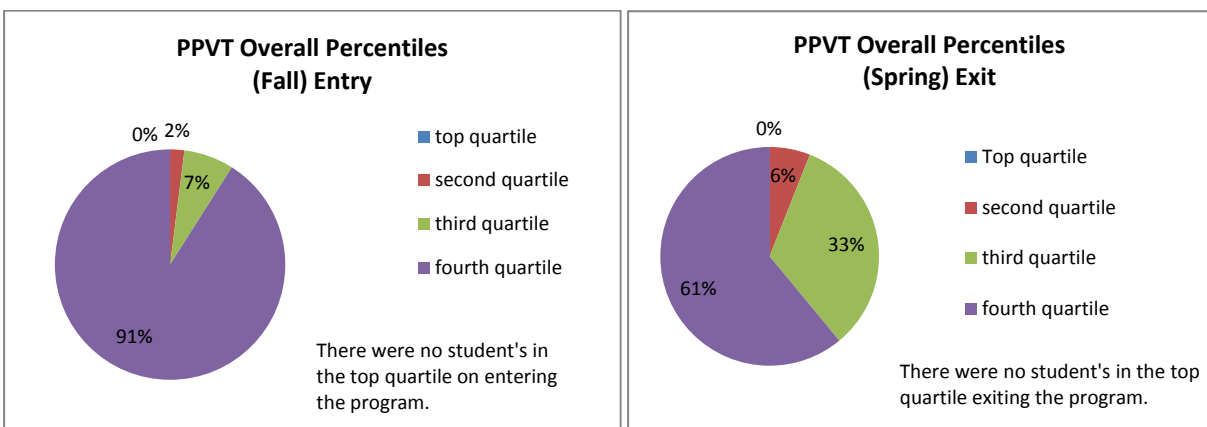


67% of the ASD four year olds showed above expected gains (more months of growth in vocabulary than months in between the pre and post tests).

One final analysis shows the students' growth in relation to an age-equivalent, typically developing child on a national level.



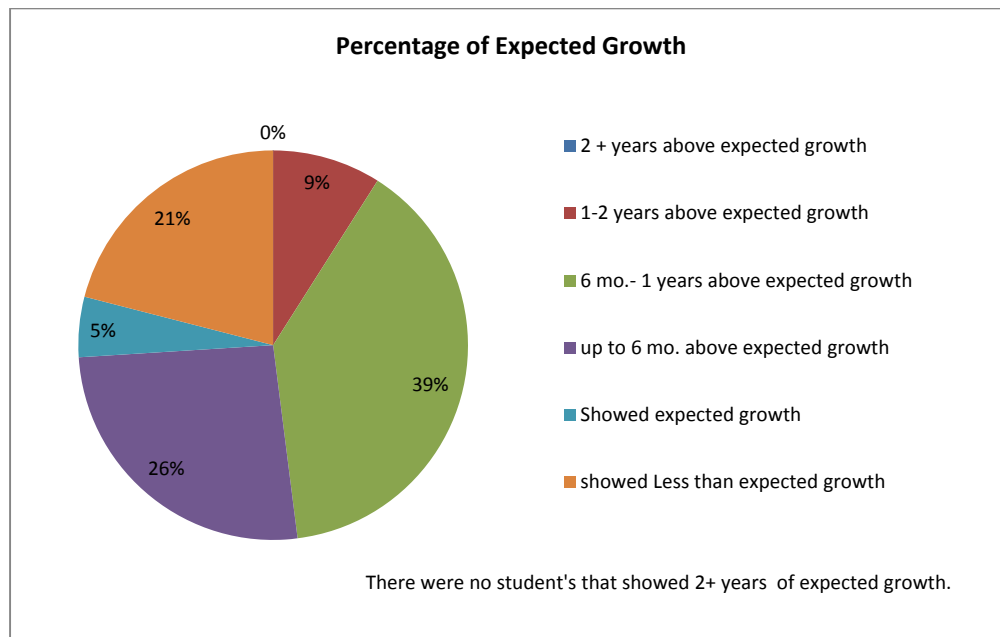
Bering Straits School District



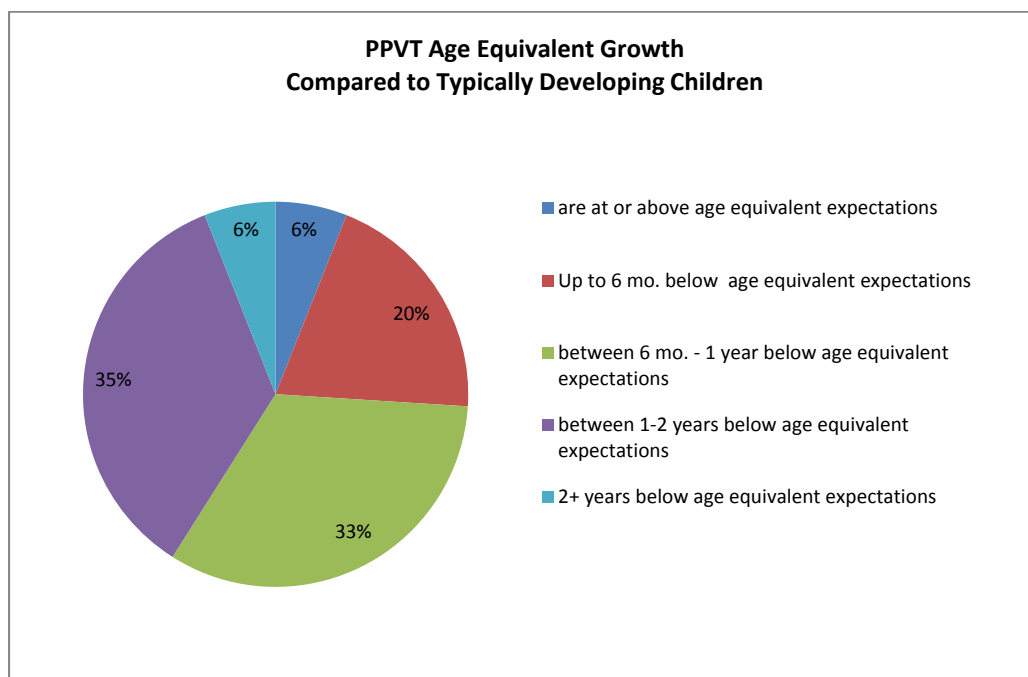
4% of the children have moved from the bottom 2 quartiles to the top two.

31% of the children have moved up from the bottom quartile.

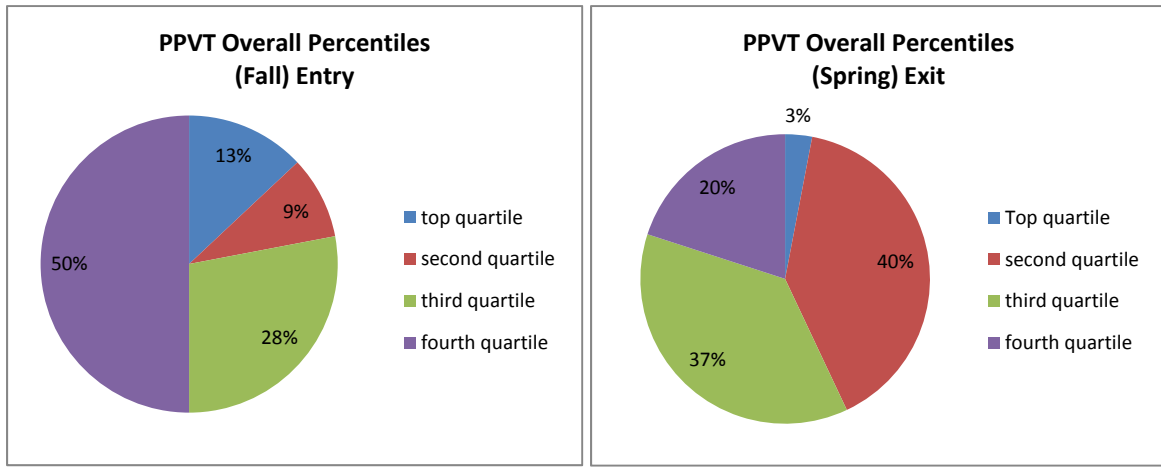
Age Equivalence data shows information on the children's (and the programs' success) in closing gaps in development.



One final analysis looks to show the students' growth in relation to an age-equivalent typically developing child on a national level.

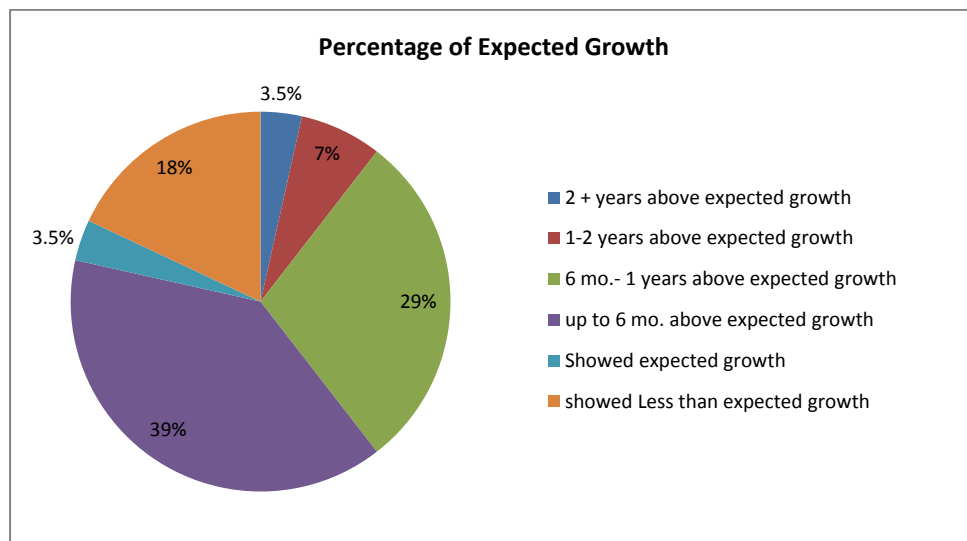


Juneau School District

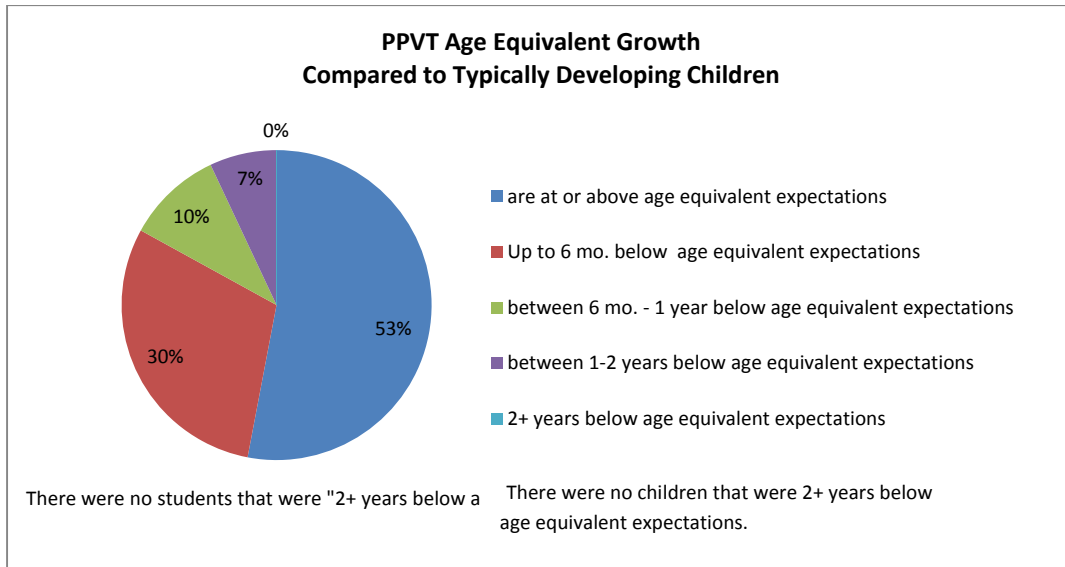


21% of the children have moved from the bottom 2 quartiles to the top two.
30% of the children have moved up from the bottom quartile.

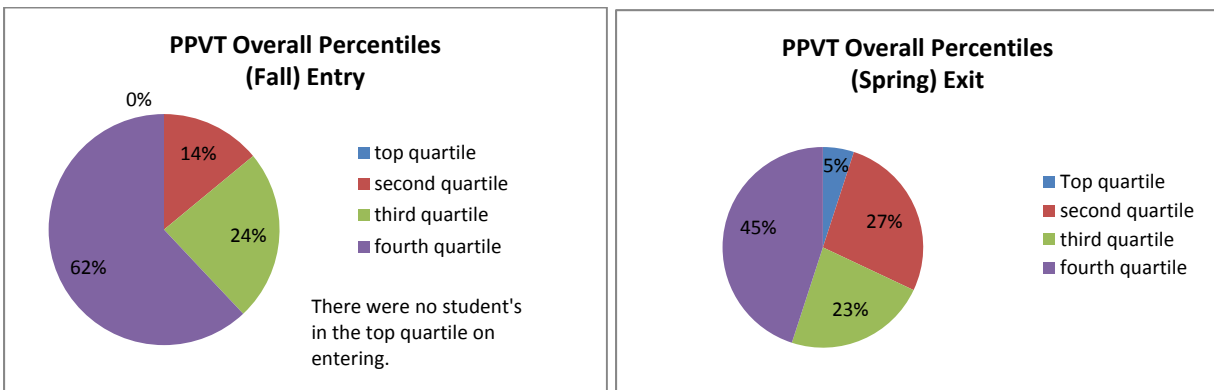
Age Equivalence data shows information on the children's (and the programs' success) in closing gaps in development.



One final analysis shows the students' growth in relation to an age-equivalent typically developing child on a national level.



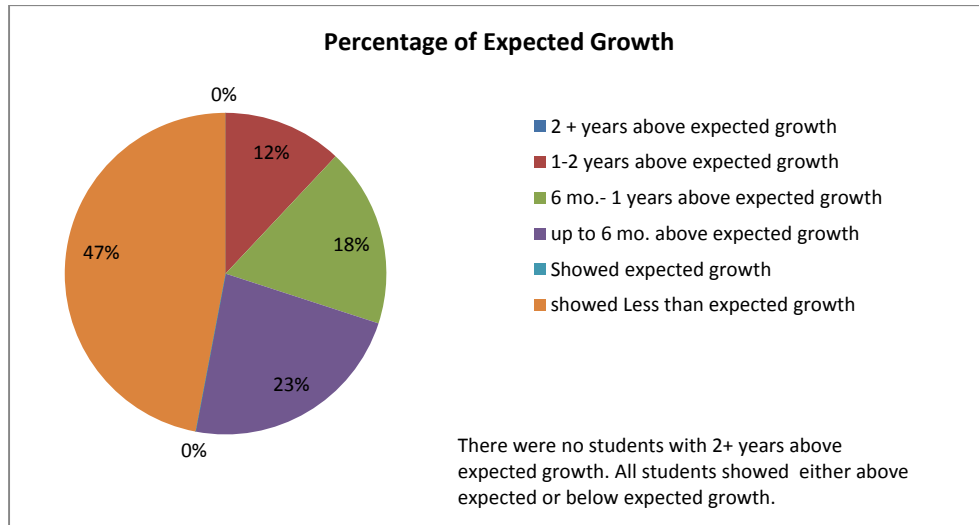
Lower Kuskokwim School District



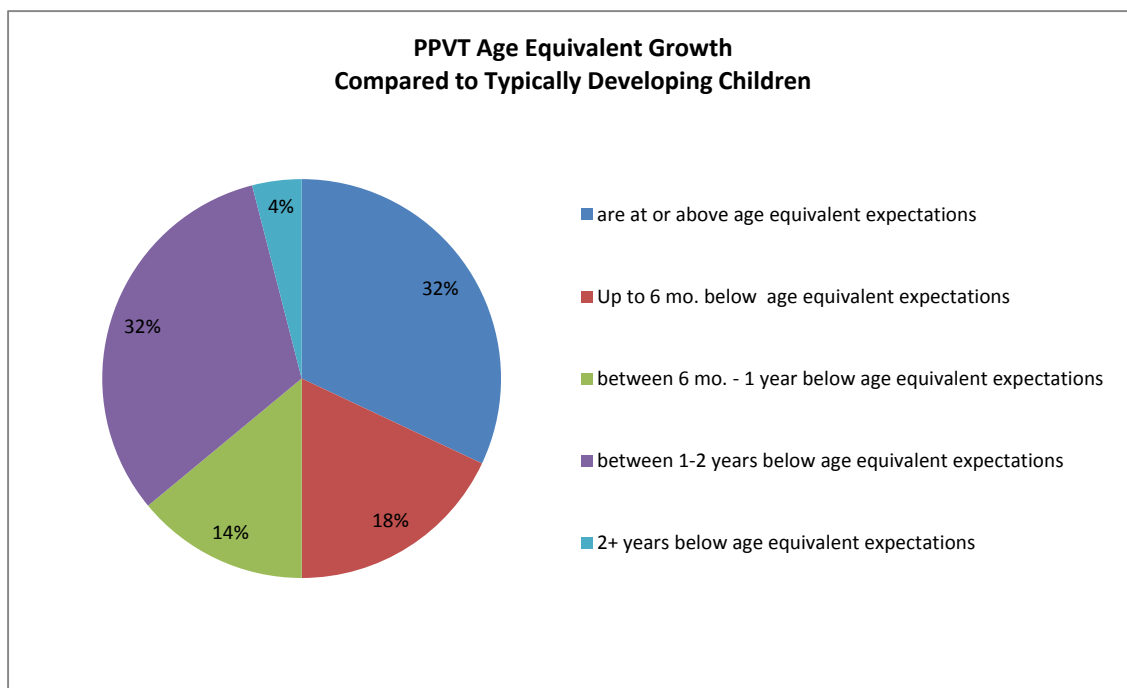
18% of the children have moved from the bottom 2 quartiles to the top two.

17% of the children have moved up from the bottom quartile.

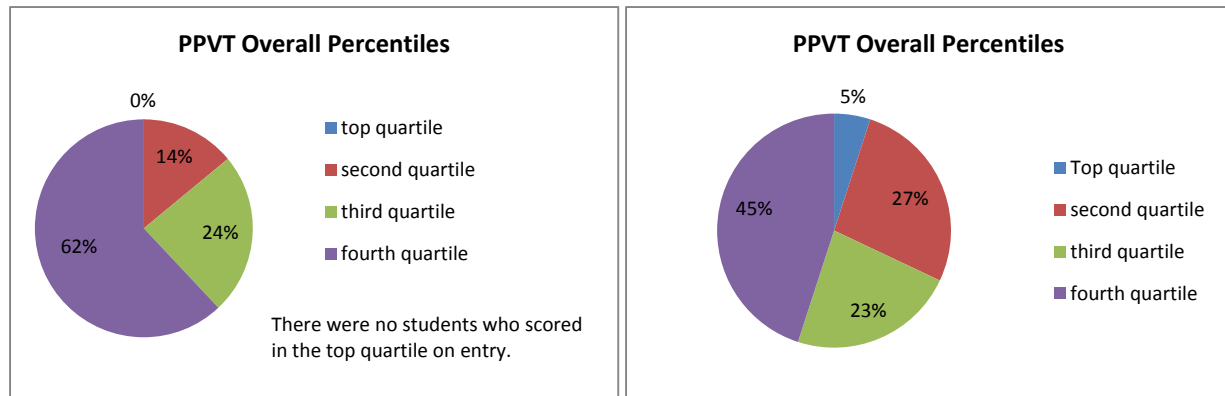
Age Equivalence data shows us information on the children's (and the programs' success) in closing gaps in development.



One final analysis shows the students' growth in relation to an age-equivalent typically developing child on a national level.



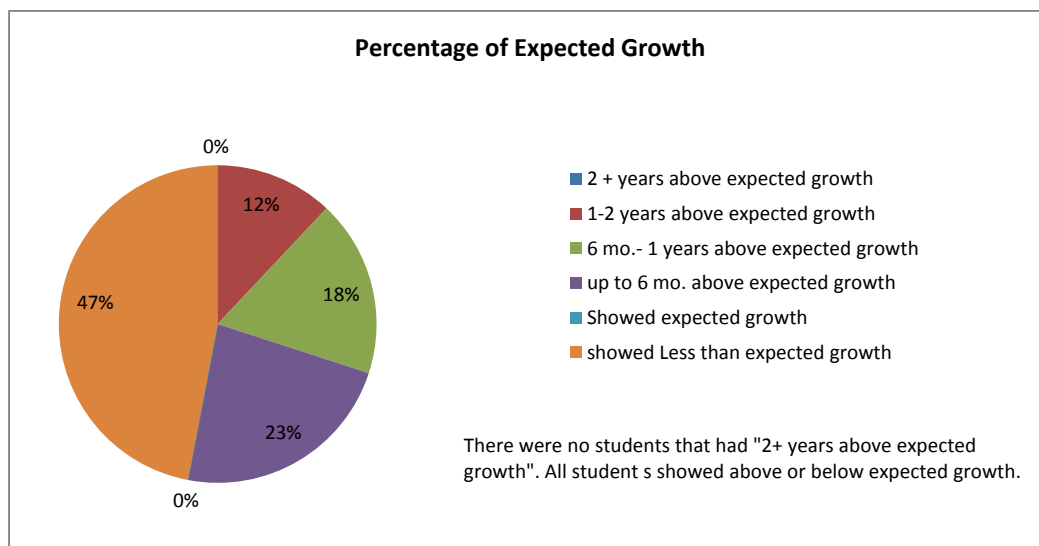
Nome Public Schools



18% of the children have moved from the bottom 2 quartiles to the top two.

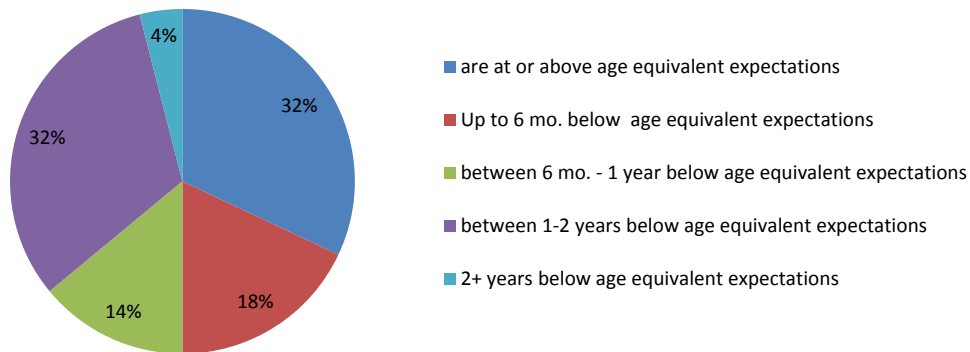
17% of the children have moved up from the bottom quartile.

Age Equivalence data shows us information on the children's (and the programs' success) in closing gaps in development.

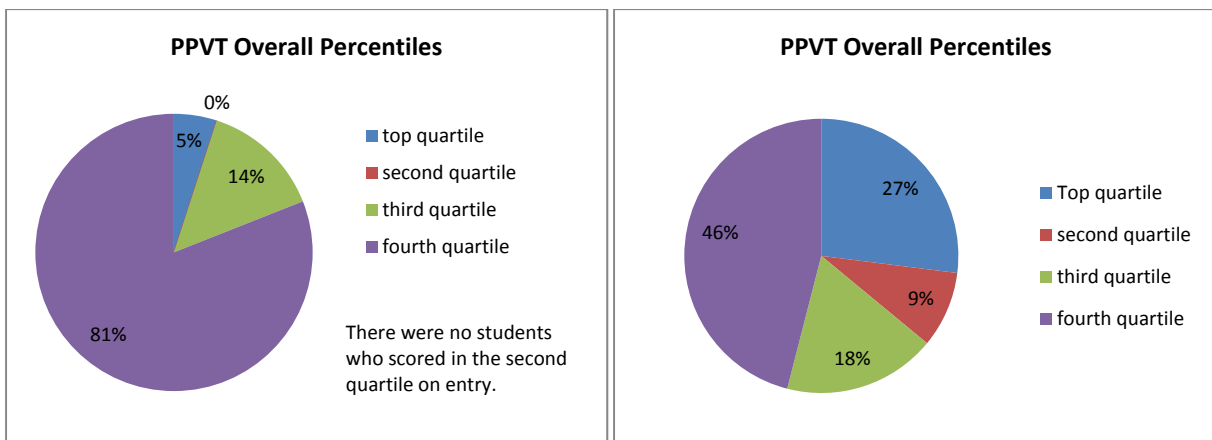


One final analysis shows the students' growth in relation to an age-equivalent typically developing child on a national level.

**PPVT Age Equivalent Growth
Compared to Typically Developing Children**



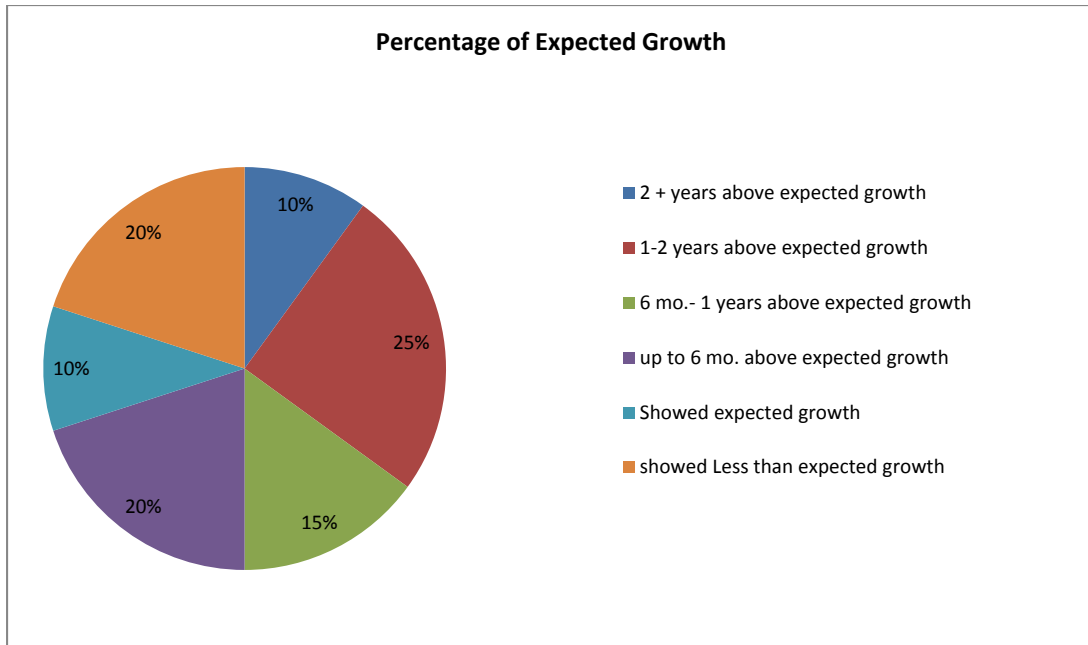
Yukon Koyukuk School District



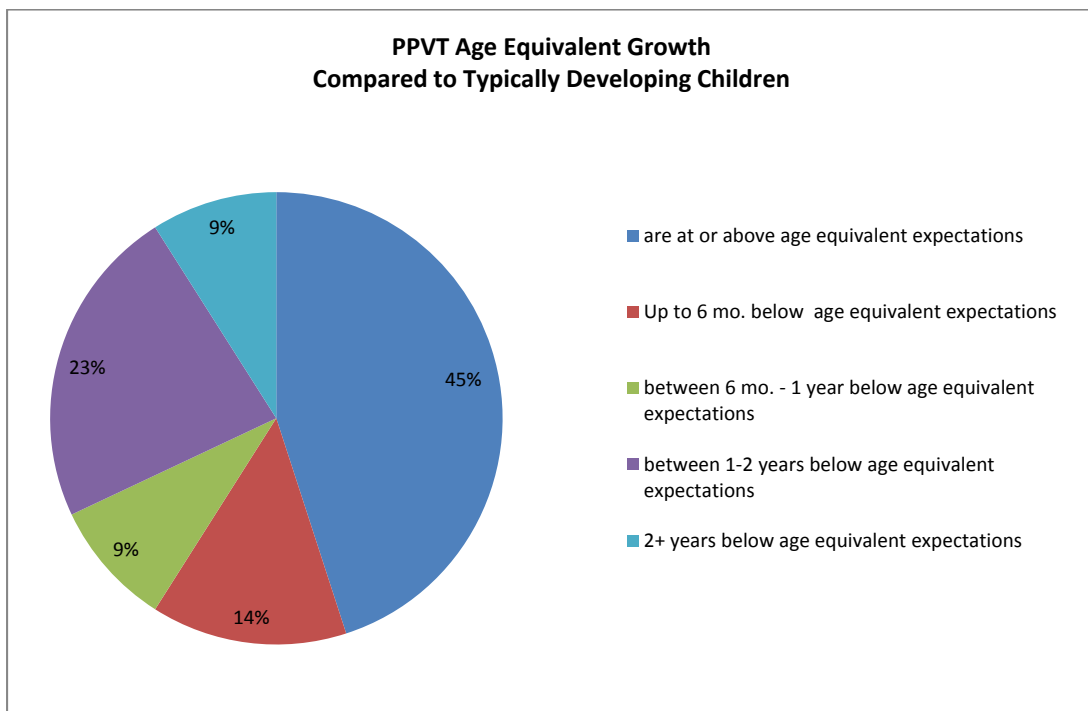
31% of the children have moved from the bottom 2 quartiles to the top two.

35% of the children have moved up from the bottom quartile.

Age Equivalence data shows us information on the children's (and the programs' success) in closing gaps in development.



One final analysis shows the students' growth in relation to an age equivalent typically developing child on a national level.



Developmental Indicators for the Assessment of Learning Third Edition (DIAL-3)

The DIAL-3 is a screening tool of cognitive developmental delays in children who are of ages 3 years, 0 months, to 6 years 11 months. Its three subtests are designed to assess developmental skills that are relevant foundations for academic learning, including the following: the *Motor* skills subtest measuring skills that are relevant for learning to write, the *Concepts* subtest measuring skills that they deemed relevant for learning arithmetic, and the *Language* subtest they considered relevant for learning to read. This assessment in a pre- and post-methodology allows us to focus on prerequisite skills needed for later successful academic achievement.

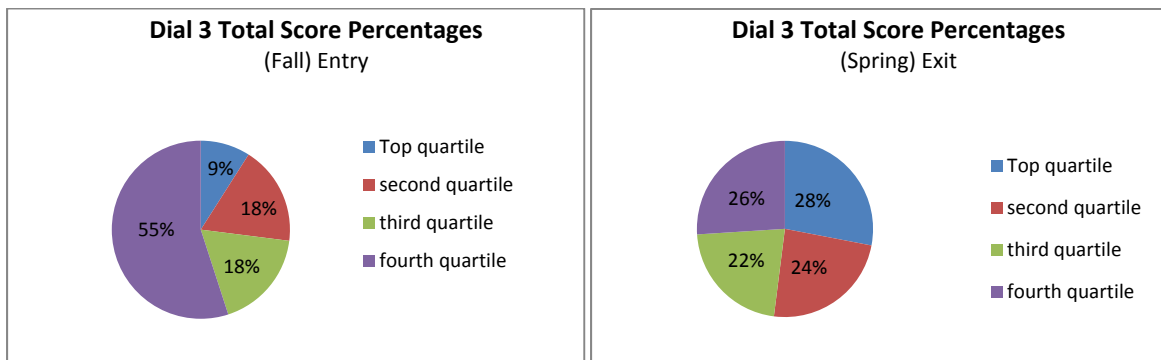
DIAL – 3 State Aggregate Results

The DIAL -3 provides information on three areas of development in relation to school readiness:

1. Motor Development
2. Concept Development
3. Language Development

A total score based on the scores in all three areas is also given. When we look at the Dial - 3 data in terms of percentile, we can see how children compare to their peers nationally.

Total Score Fall & Spring DIAL - 3

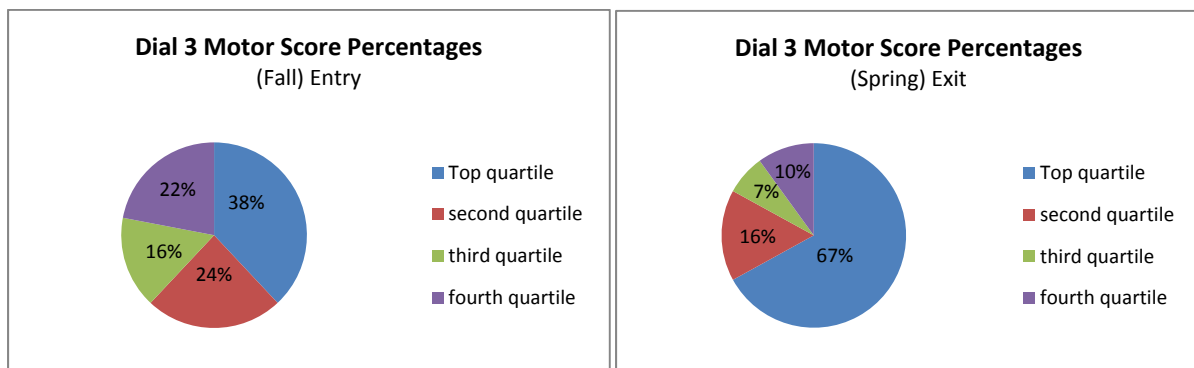


The charts above illustrate the large numbers of children entering the AP3 program significantly below their same age peers nationally and the numbers of children showing significant improvement in percentile ranking compared to same age peers nationally.

28% of the children are now in the top quartile, more than tripling the percentage of children at or above the 76th percentile.

29% of the children have moved out of the bottom quartile (over half of the children who started the program in the bottom quartile have moved up).

Motor Development Score Fall & Spring DIAL - 3

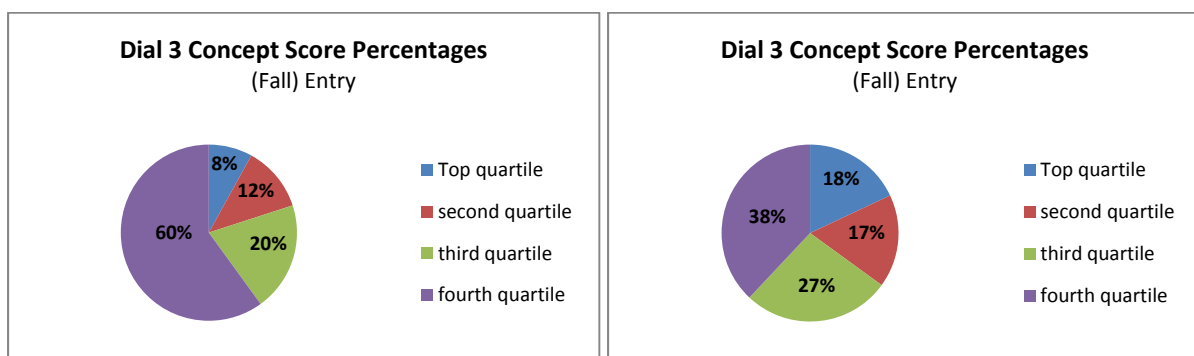


The charts above illustrate the placement of children entering the AP3 program compared to their same age peers nationally in motor development and the improvement of children in the AP3 program.

**62% of AP3 children are entering the program in the top two quartiles.
83% of AP3 children are finishing the program in the top two quartiles.**

Concept & Language Development Scores Fall & Spring DIAL - 3

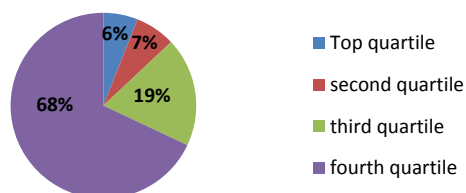
The next sets of charts show the large numbers of children entering the AP3 program significantly below their same age peers nationally in both concept and language development, and the improvement of children participating in the AP3 program.



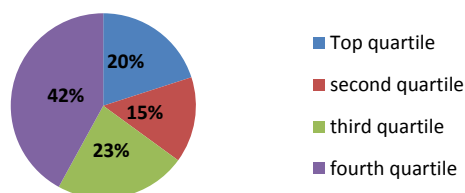
80% of our AP3 children are entering the program in the bottom two quartiles

**35% of our AP3 children are finishing the program in the top two quartiles.
15% have moved from the bottom two quartiles to the top two.**

**Dial 3 Language Score Percentages
(Fall) Entry**



**Dial 3 Language Score Percentages
(Spring) Exit**



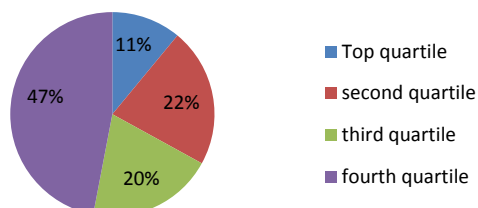
**87% of AP3 children are entering the program in the bottom two quartiles.
35% of AP3 children are finishing the program in the top two quartiles.
22% have moved from the bottom two quartiles to the top two.**

Dial - 3 Results by District

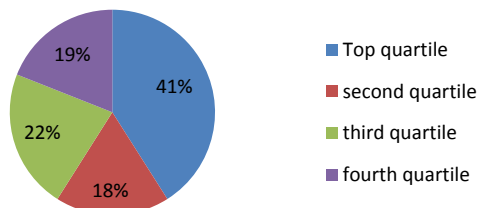
Anchorage School District

Total Score Fall & Spring DIAL - 3

**Total Score Percentiles
(Fall) Entry**

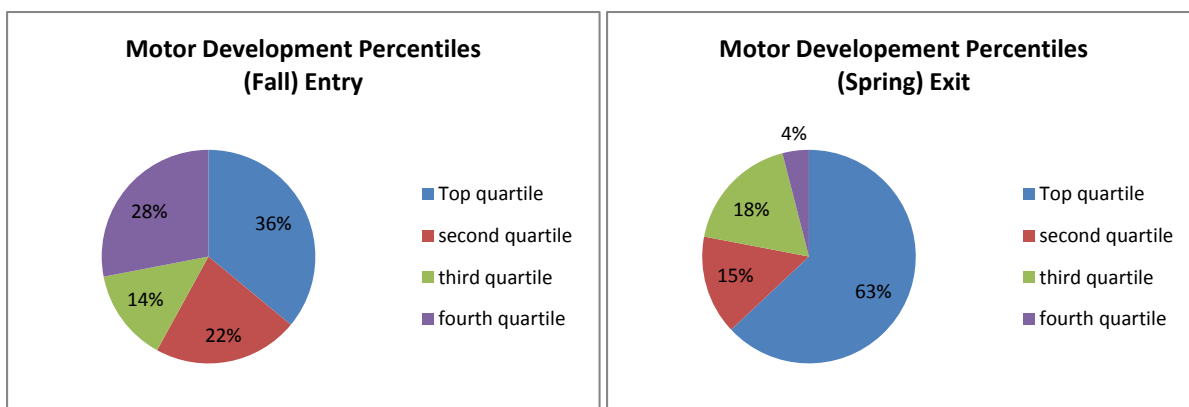


**Total Score Percentiles
(Spring) Exit**



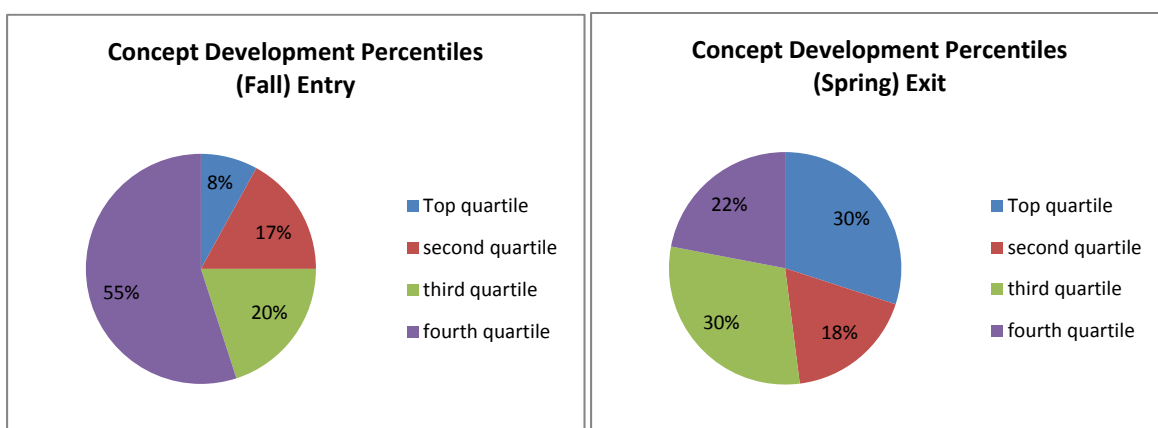
In total score, 30% of the children moved into the top quartile. This means 41% of all children ended the year scoring at or above the 76th percentile. Additionally 28% of the children who started the year in the bottom quartile have moved up, leaving only 19% of the children ending the year at or below the 25th percentile.

Motor Development Score Fall & Spring DIAL - 3



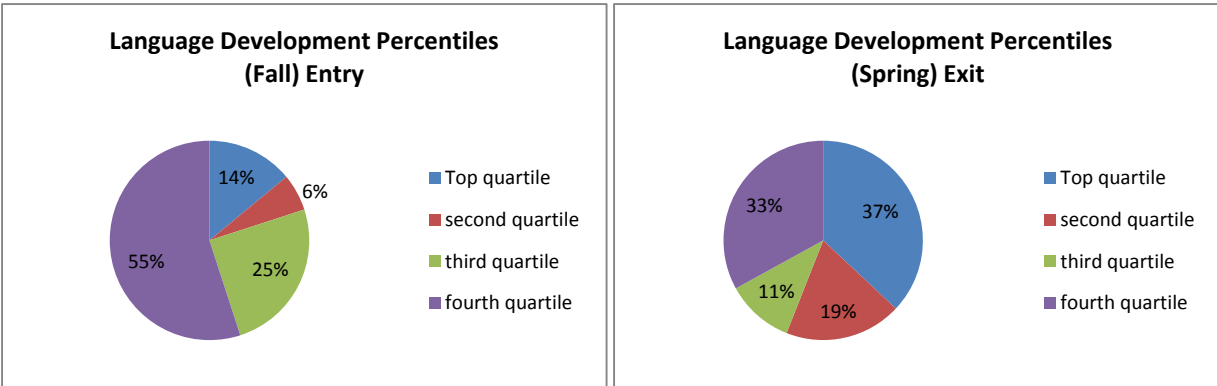
Growth in motor development was substantial, with 63% of the children ending the year at or above the 76th percentile. Whereas 28% began the year in the bottom quartile, only 4% ended the year there.

Concept Development Score Fall & Spring DIAL - 3



Concept development showed 22% of the children moving up into the top quartile and 33% moving out of the bottom quartile. The Anchorage School District showed the highest performance of all the grantees in this area of the DIAL-3.

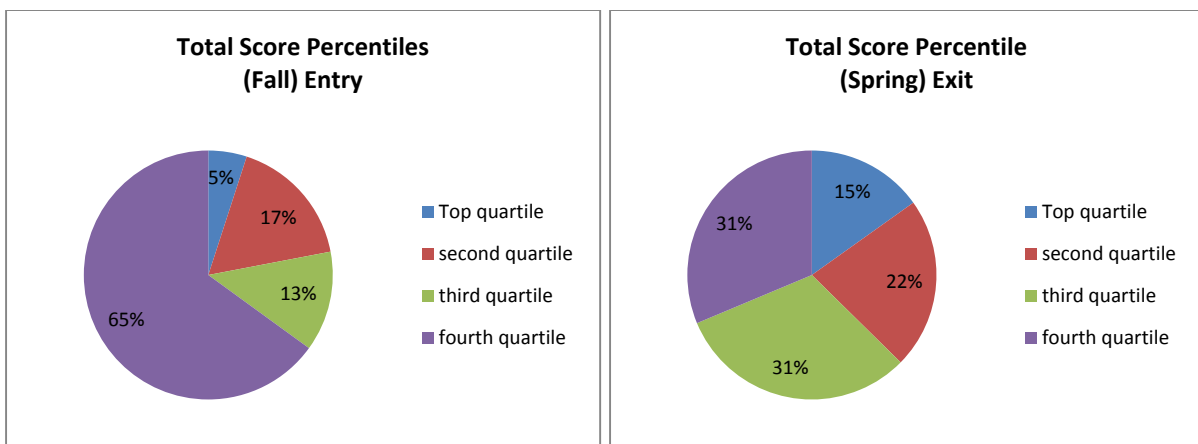
Language Development Score Fall & Spring DIAL - 3



As for language development, 37% of the children ended the year at or above the 76th percentile. That showed 23% of the children moving up to the top quartile throughout the year. At the same time, 22% of the children advanced out of the bottom quartile, leaving 33% of the children still scoring at or below the 25th percentile.

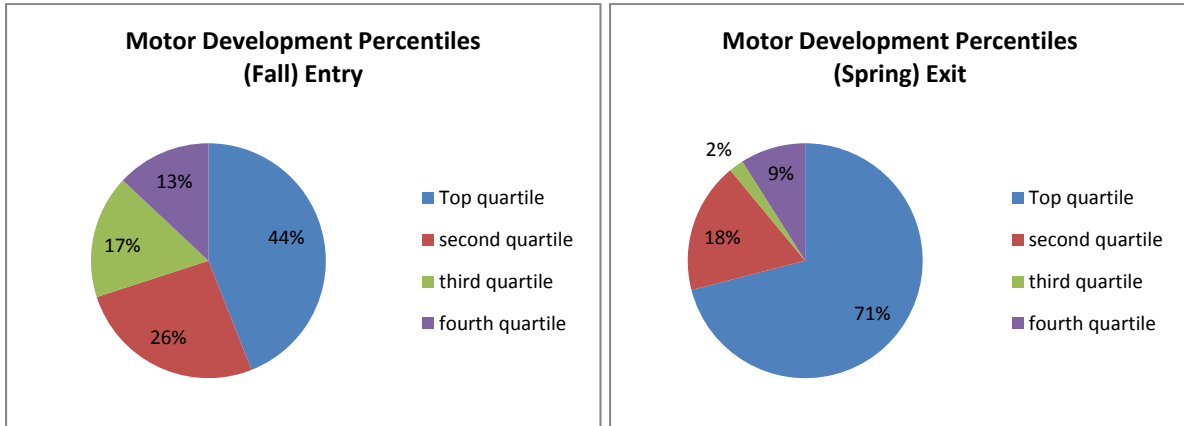
Bering Straits School District

Total Score Fall & Spring DIAL - 3



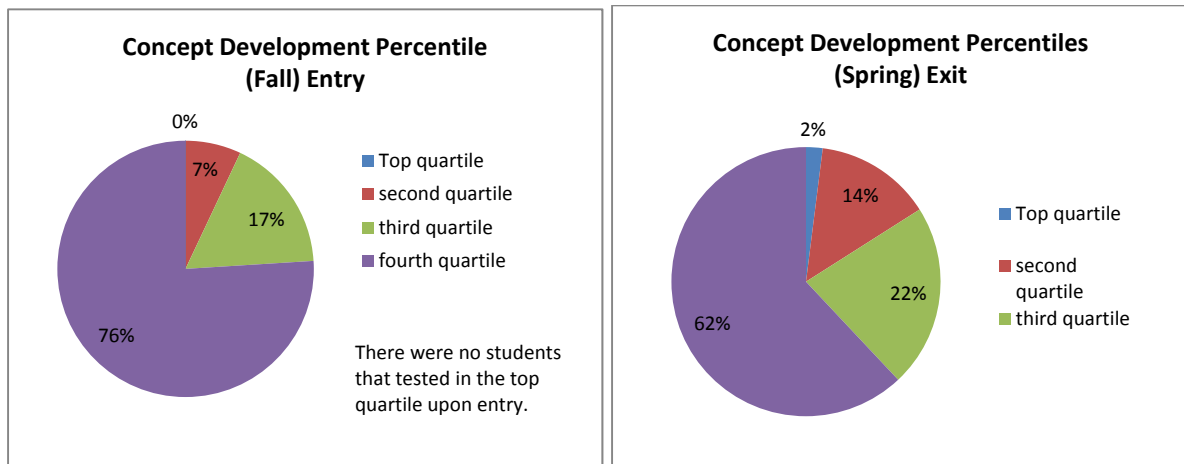
The total score showed 10% of the students moving into the top quartile, with 15% ending the year at or above the 76th percentile ranking. 34% of the children moved out of the bottom quartile by the end of the school year.

Motor Development Score Fall & Spring DIAL - 3



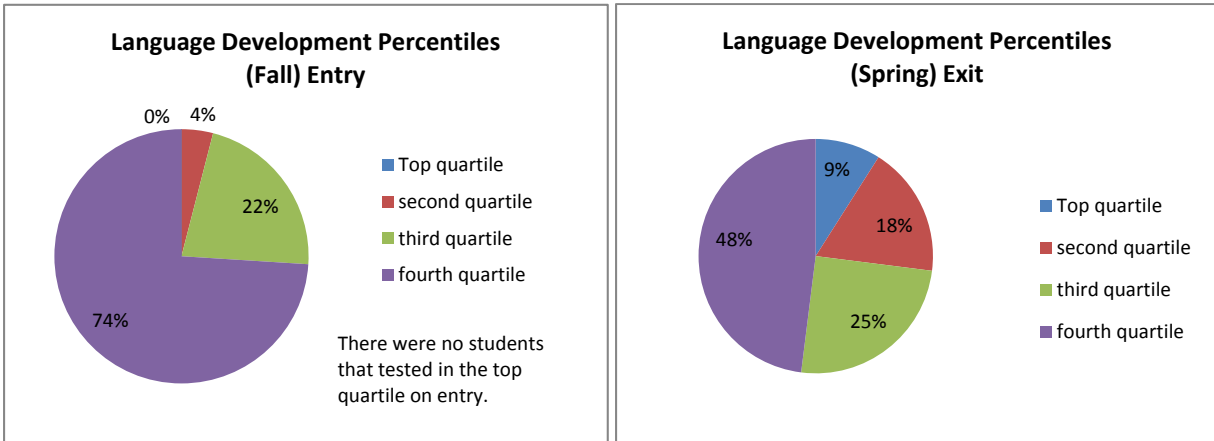
The children in BSSD showed the strongest performance in the area of motor development. 71% of their children ended the school year in the 76th percentile or above. 88% ended the year in the top two quartiles.

Concept Development Score Fall & Spring DIAL - 3



In concept development, 76% of the incoming four year olds scored in the lowest quartile. There were no students in the top quartile. By spring 14% of the children left the bottom quartile and the number of children in the top two quartiles more than doubled.

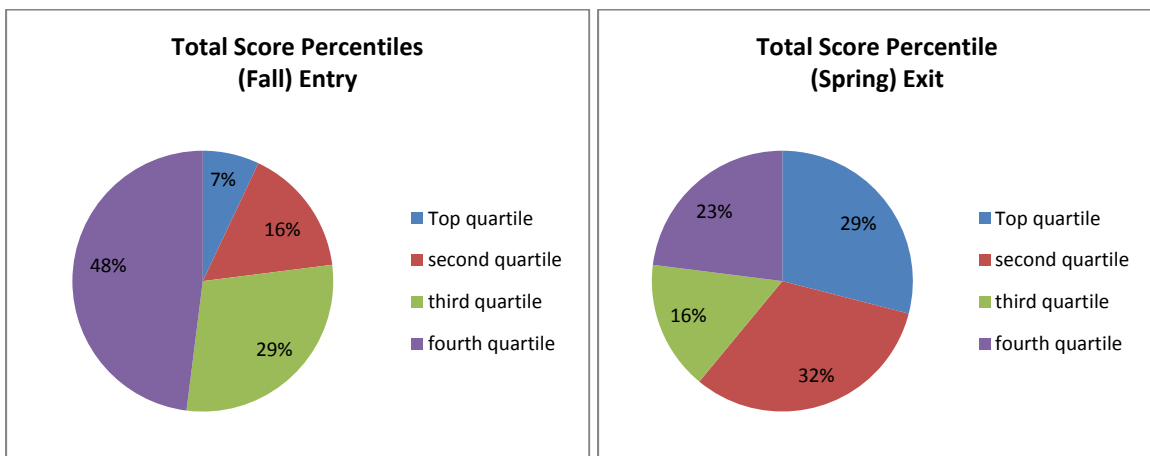
Language Development Score Fall & Spring DIAL - 3



74% of the BSSD students began the year at or below the 25th quartile in language development. Again there were no children in the top quartile. At year's end, 26% of the preschoolers left the bottom quartile, 14% joined the second quartile, and 9% scored at or above the 76th percentile.

Juneau School District

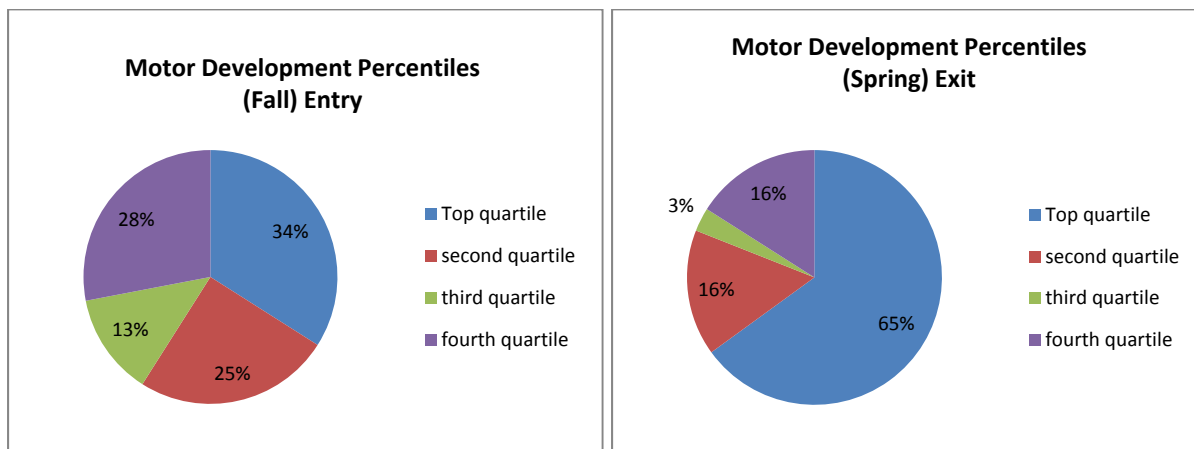
Total Score Fall & Spring DIAL - 3



In the fall, 77% of Juneau's preschoolers were in the bottom two quartiles on their total score, with 48% scoring at or below the 25th quartile. 7% scored in the top quartile. The post

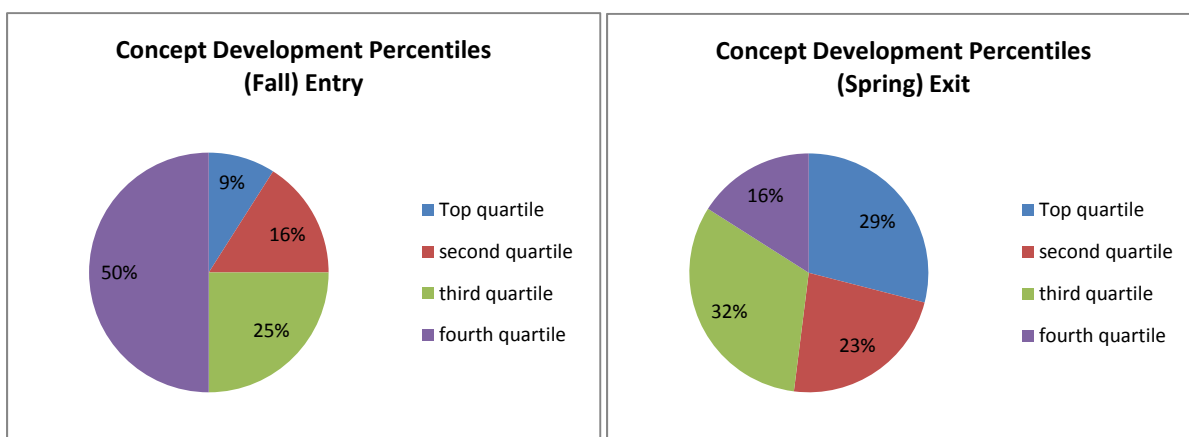
assessment showed 25% of the JSD children moved up from the bottom quartile and an additional 22% moved into the top quartile

Motor Development Score Fall & Spring DIAL - 3



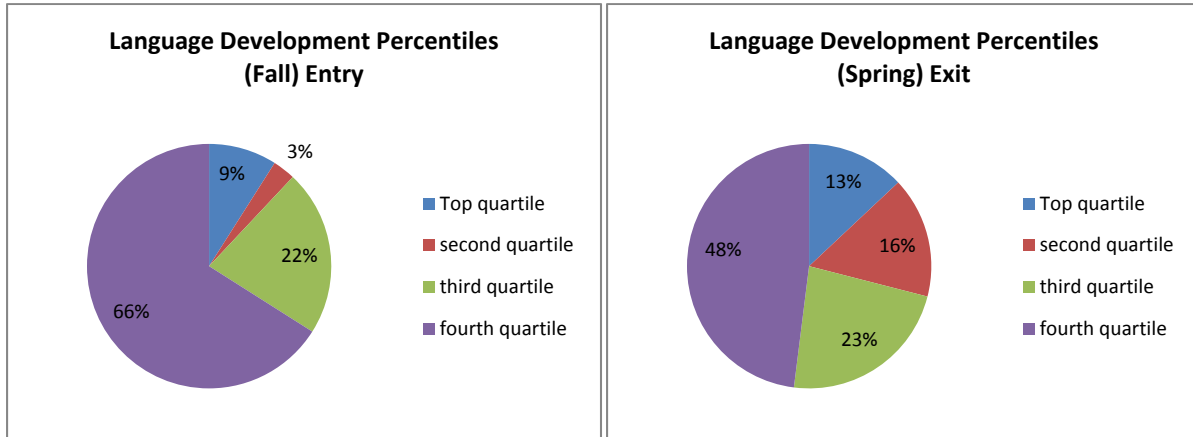
In motor development, 34% of the children started the year in the top quartile with 28% scoring at or below the 25th percentile. The post assessment showed 12% had moved out of the bottom quartile and an additional 31% moved into the top quartile.

Concept Development Score Fall & Spring DIAL - 3



As for concept development, 9% of the preschoolers began the fall in the top quartile. 75% of the students were in the bottom two quartiles with half of the children scoring at or below the 25th percentile. By spring, 34% of the preschoolers moved out of the bottom quartile and another 20% had joined the top quartile.

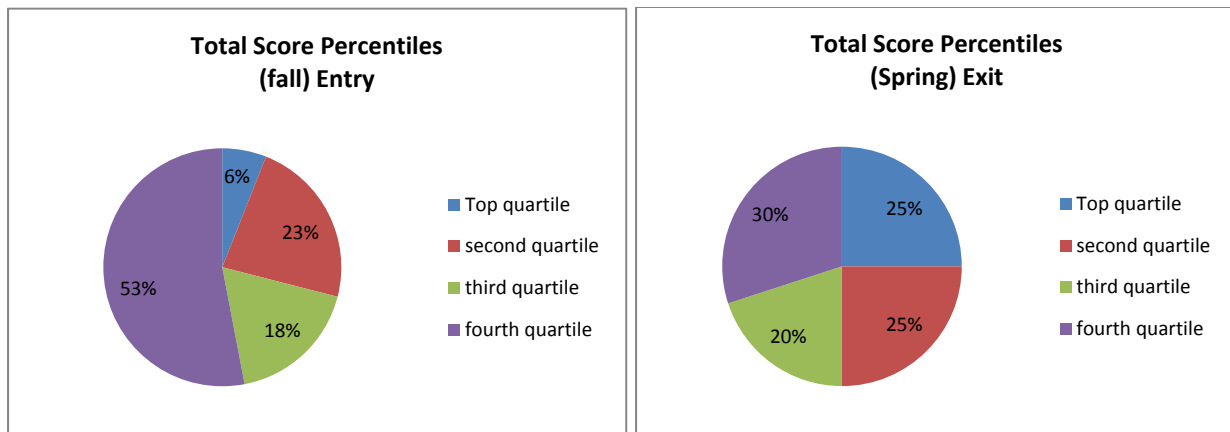
Language Development Score Fall & Spring DIAL - 3



In language development, 66% of the children performed in the bottom quartile on the fall pre-assessment with an additional 22% scoring between the 26th and 50th percentile. 12% scored in the top two quartiles. At year end 18% had left the bottom quartile. An additional 17% moved from the bottom two quartiles into the top two quartiles.

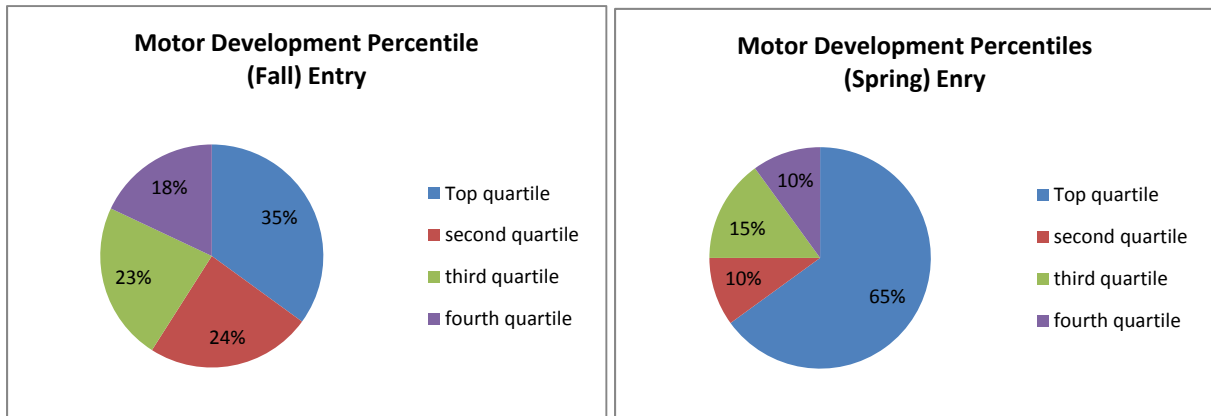
Lower Kuskokwim School District

Total Score Fall & Spring DIAL - 3



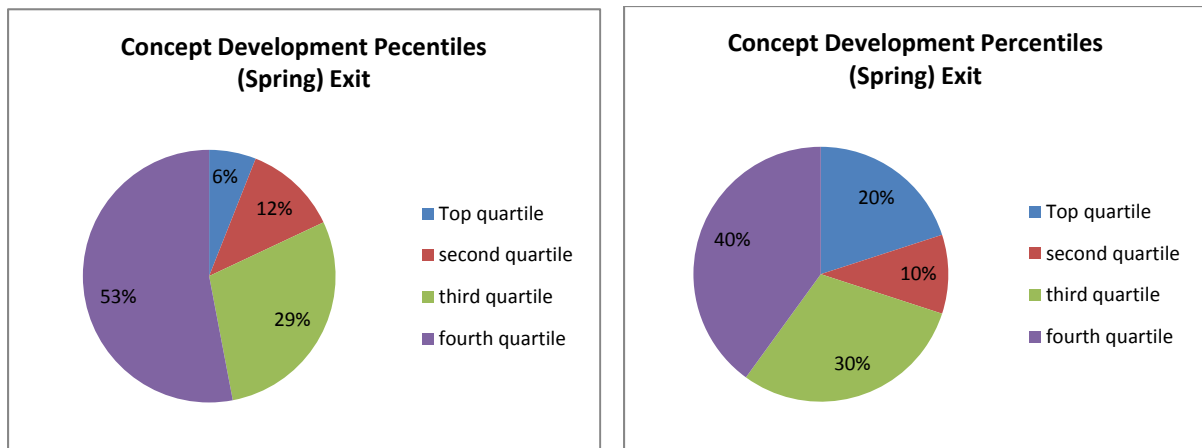
In total score 53% of LKSD's AP3 students began the year in the bottom quartile, with 6% in the top quartile. The spring DIAL – 3 assessment showed 23% of the children moved out of the bottom quartile. 19% joined the top quartile, scoring at or above the 76th percentile.

Motor Development Score Fall & Spring DIAL - 3



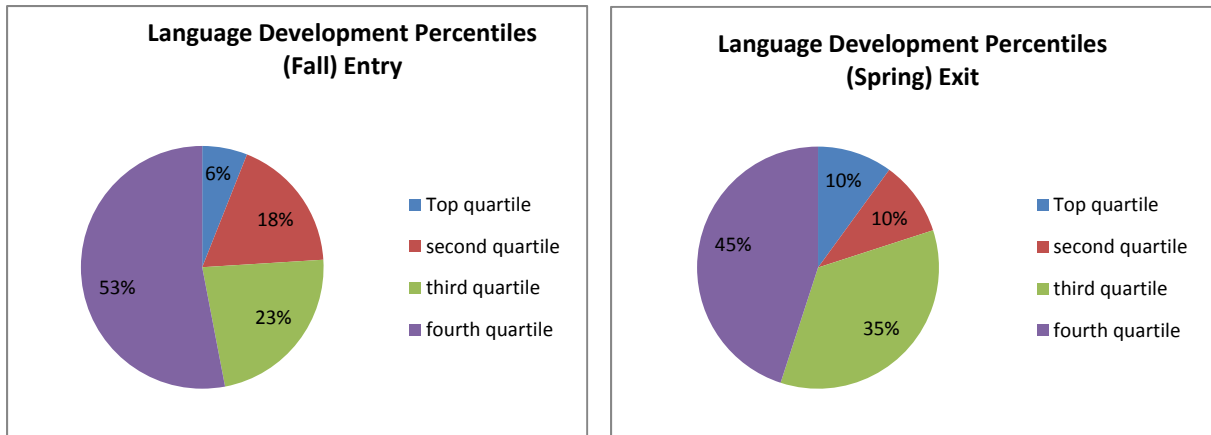
As in most of the AP3 programs, motor development was a strong point for the children in LKSD. They started the year with 35% of the children in the top quartile and only 18% in the bottom. At the closure of the first year of the program, another 30% joined the top quartile, scoring at least in the 76th percentile or higher. An additional 8% left the bottom quartile.

Concept Development Score Fall & Spring DIAL - 3



The scores in concept development showed 82% of the students in the bottom two quartiles to start the school year; 53% were at or below the 25th percentile. Only 6% scored in the top quartile. 13% ended the year moving up and out of the bottom quartile. An additional 14% joined the top quartile.

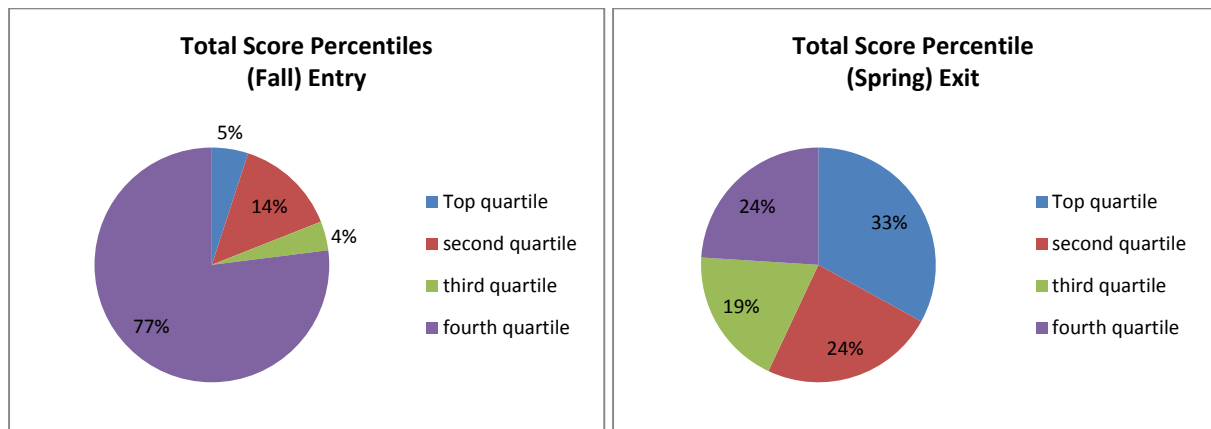
Language Development Score Fall & Spring DIAL - 3



Language development scores showed 53% of the preschoolers started the year at or below the 25th percentile with 6% in the top quartile. At year's end 8% left the bottom quartile and 4% moved into the top quartile.

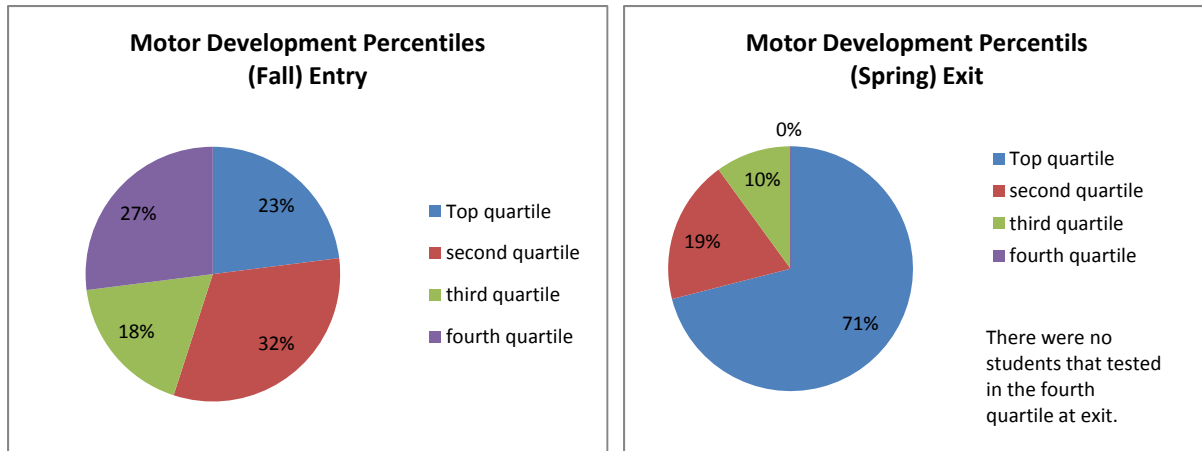
Nome Public Schools

Total Score Fall & Spring DIAL - 3



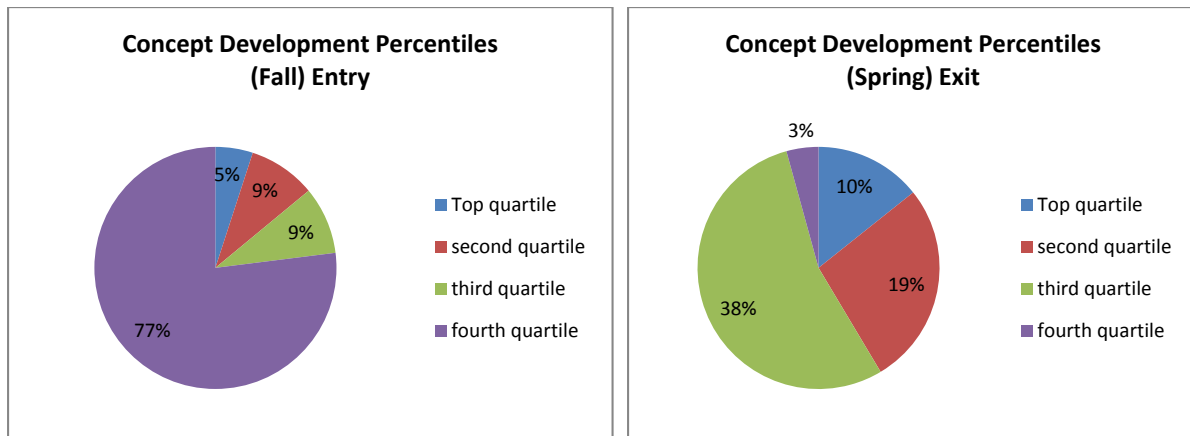
The Nome DIAL – 3 total score saw 77% of the children start the school year in the bottom quartile with 19% in the top two quartiles, 5% of which scored at or above the 76th percentile. By the spring assessment, 53% of the preschoolers moved up and out of the bottom quartile. 28% joined the top quartile, while 10% moved into the second quartile, and an additional 15% scored between the 26th and 50th percentiles.

Motor Development Score Fall & Spring DIAL - 3



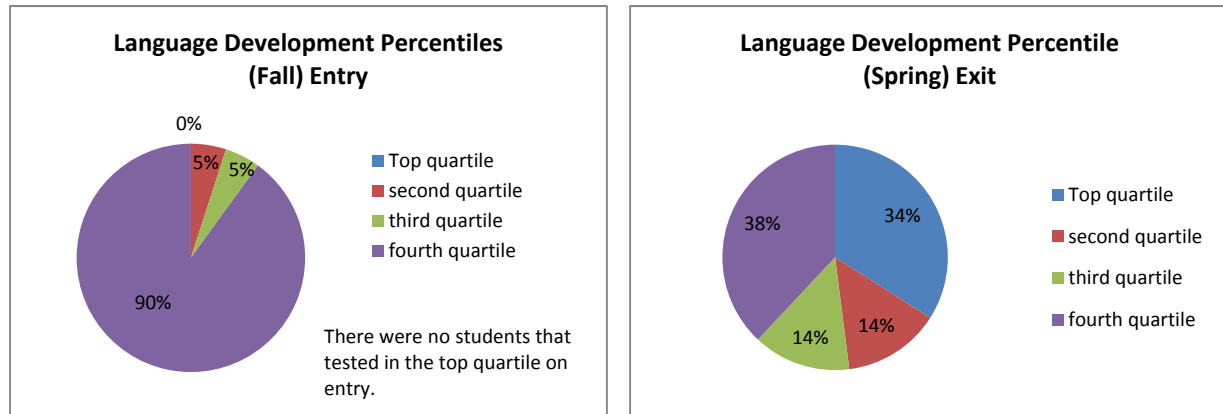
In the fall, the motor development scores showed a fairly even distribution with 23% scoring at or above the 76th percentile and 27% performing in the bottom quartile. At the end of the year, an additional 48% joined the children in the top quartile. None of the Nome AP3 students ended the year in the bottom quartile.

Concept Development Score Fall & Spring DIAL - 3



The pre-assessment in concept development showed 77% of the children performing at or below the 25th percentile and 5% in the top quartile. After the spring post-assessment, 44% of the students left the bottom quartile. An additional 5% joined the top quartile, with another 10% scoring between the 51st and 75th percentile.

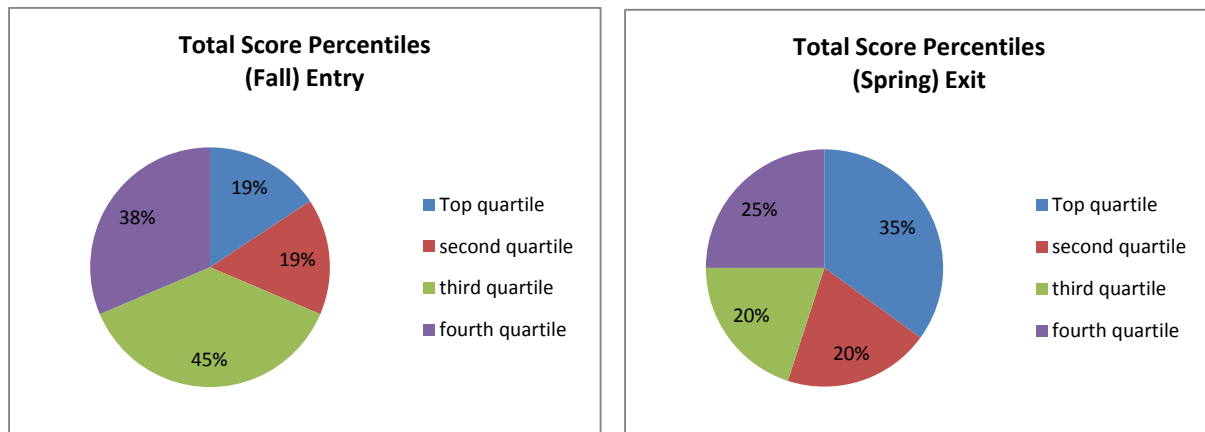
Language Development Score Fall & Spring DIAL - 3



As for language development, 90% of the children began the year at or below the 25th percentile. There were no children performing in the highest quartile. By the end of the year, 52% of the Nome students had moved out of the bottom quartile. 34% entered the top quartile, while 9% joined each of the middle two quartiles.

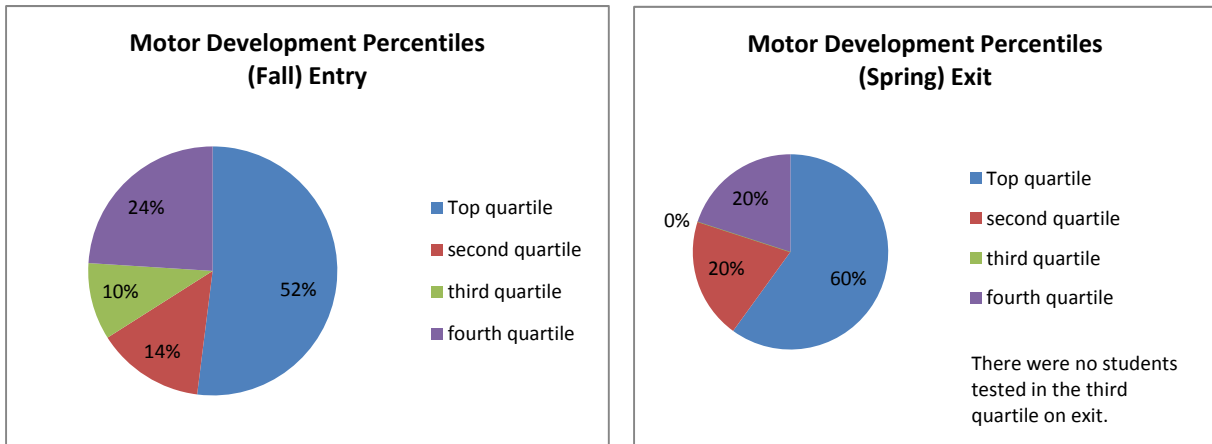
Yukon Koyukuk School District

Total Score Fall & Spring DIAL - 3



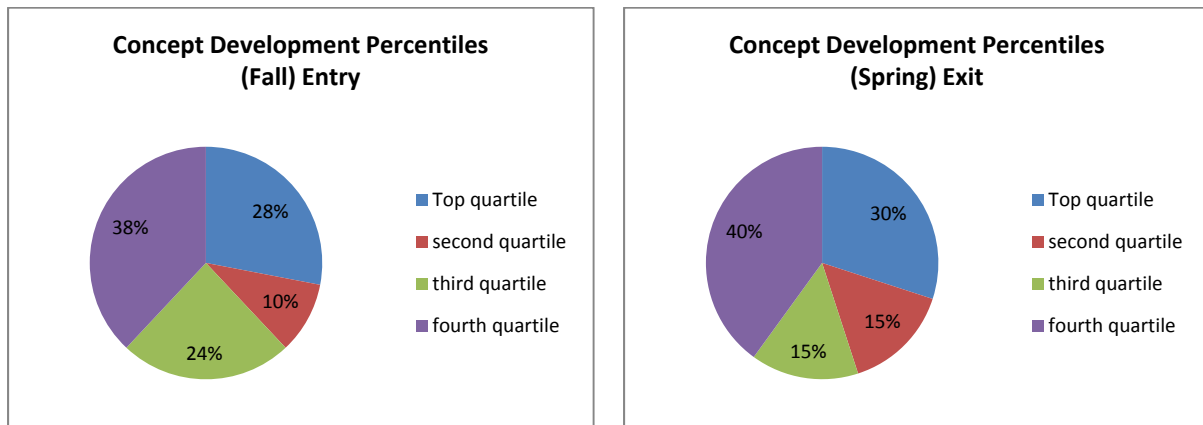
Upon completion of the fall DIAL – 3 assessment, 19% of the YKSD children scored in the top quartile in total score, with 38% scoring at or below the 25th percentile. After the spring assessment, another 16% of the AP3 students joined the top quartile, while 13% left the bottom quartile.

Motor Development Score Fall & Spring DIAL - 3



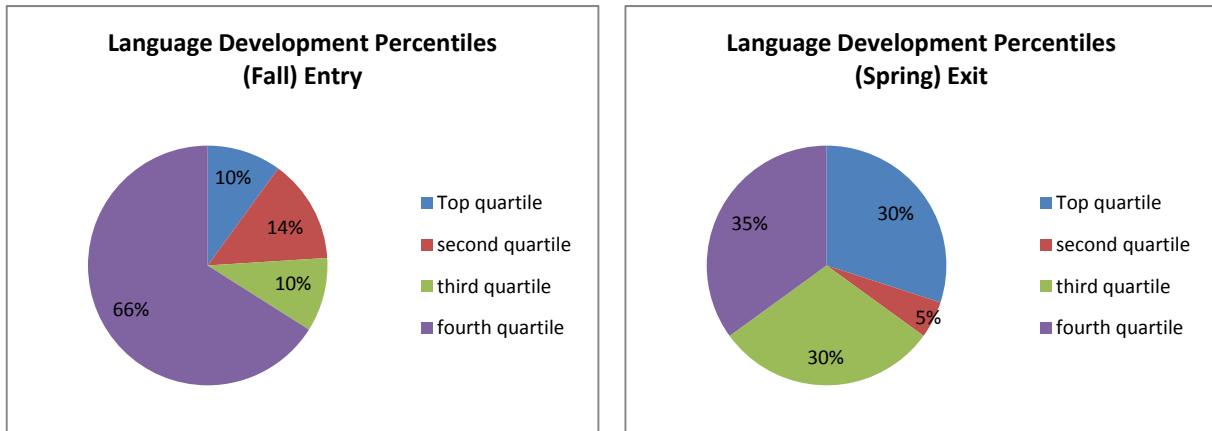
As for motor development, 52% of the children began the year scoring at or above the 76th percentile and 24% began in the bottom quartile. By the year's end, 4% of the students left the bottom quartile and an additional 8% joined the top quartile.

Concept Development Score Fall & Spring DIAL - 3



Regarding concept development the YKSD preschoolers started the year with 28% of their children in the top quartile and 38% performing at or below the 25th percentile. At the end of the year, 7% moved from the bottom two quartiles into the top two quartiles.

Language Development Score Fall & Spring DIAL - 3



As school began for the YKSD AP3 program, 66% of the children performed in the bottom quartile in language development. 10% were at the top with scores at or above the 76th percentile. School's end saw 31% of the children move out of the bottom quartile, with an additional 20% of the children joining the top quartile.

Determining Program Outcomes

Early Childhood Environment Rating Scale-Revised Edition (ECERS-R)

The Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) is a 43- item scale designed for use in classroom-based early childhood care and education programs aged two to six years. It is organized into seven scales: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Staff. Each scale has additional subscales, with multiple items that must be passed to receive a given score. Each subscale is scored on a seven-point scale, with benchmarks established for 1 = Inadequate, 3 = Minimal, 5 = Good, and 7 = Excellent. Programs that pass some of the items that are part of the benchmark for a 3, but not all of them, are scored a 2 on that subscale. Similarly programs that fall between good and excellent are scored a 6.

Why is the ECERS - R a Valuable tool?

The ECERS-R was developed at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. It was designed for use in preschool, kindergarten, and childcare classrooms serving children two and a half through five years of age. It is widely used across a variety of early childhood programs and across the country as a program quality assessment instrument. It can be used by directors for program improvement and staff supervision, by teaching staff for self- assessment, and by agency staff, or other over-site entities staff, for monitoring. The tool has a long history of research demonstrating that quality as measured by the ECERS has good predictive validity and a well-established reliability that makes it particularly useful for research and program evaluation.

Results: State Aggregate, District, & Site **ECERS – R Program Outcomes**

The Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) is designed for use in classroom-based early childhood care & education programs aged two to six years. It is organized into seven scales.

The following chart shows the 43 subscales used to determine the 7-point scales found in the ECERS-R.

Space and Furnishings	Personal Care Routines
1. Indoor space	1. Greeting/departing
2. Furniture for routine care, play and learning	2. Meals/snacks
3. Furnishings for relaxation and comfort	3. Nap/rest
4. Room arrangement for play	4. Toileting/diapering
5. Space for privacy	5. Health practices
6. Child-related display	6. Safety practices
7. Space for gross motor play	
8. Gross motor equipment	Activities
	1. Fine motor
Language-Reasoning	2. Art
1. Books and pictures	3. Music/movement
2. Encouraging children to communicate	4. Blocks
3. Using language to develop reasoning skills	5. Sand/water
4. Informal use of language	6. Dramatic play
	7. Nature/science
Interaction	8. Math/number
1. Supervision of gross motor activities	9. Use of TV, video, and/or computers
2. General supervision of children (other than gross motor)	10. Promoting acceptance of diversity
3. Discipline	
4. Staff-child interactions	Program Structure
5. Interactions among children	1. Schedule
	2. Free play
Parents and staff	3. Group time
1. Provisions for parents	4. Provisions for children with disabilities
2. Provisions for personal needs of staff	
3. Provisions for professional needs of staff	
4. Staff interaction and cooperation	
5. Supervision and evaluation of staff	
6. Opportunities for professional growth	

State Aggregate	Fall	Spring
Overall Score:	3.76	4.69
Space and Furnishings	3.06	4.08
Personal Care Routines	2.64	3.33
Language-Reasoning	4.10	5.43
Activities	3.16	4.33
Interaction	4.54	4.80
Program Structure	4.26	5.41
Parents and Staff	5.44	6.13

These scores represent significant programmatic growth. The AP3 programs began the year above minimal and ended approaching good (almost a full point of improvement in less than a year's time). Our goal will be to continue improvement to 5 or above in year two.

District & Site Results

ECERS – R Program Outcomes

Anchorage School District

Anchorage School District	Fall	Spring
Overall Score:	4.56	4.72
Space and Furnishings	3.63	3.82
Personal Care Routines	2.8	2.2
Language-Reasoning	4.88	5.75
Activities	4	4.52
Interaction	5.9	4.7
Program Structure	4.75	5.54
Parents and Staff	6.67	7

Site: Creekside Elm.	Fall	Spring	Site: Willow Crest Elm.	Fall	Spring
Overall Score:	4.32	4.40	Overall Score:	4.80	5.03
Space and Furnishings	3.13	3.50	Space and Furnishings	4.13	4.13
Personal Care Routines	2.80	2.0	Personal Care Routines	2.80	2.40
Language-Reasoning	5.00	4.50	Language-Reasoning	4.75	7.00
Activities	3.67	4.60	Activities	4.33	4.44
Interaction	6.00	4.00	Interaction	5.80	5.40
Program Structure	4.25	4.75	Program Structure	5.25	6.33
Parents and Staff	6.33	7.00	Parents and Staff	7.00	7.00

These scores represent significant programmatic growth. The Anchorage AP3 programs began the year working towards an overall rating of good (5) and showing growth in the seven individual areas assessed on the ECERS.

Year one showed high growth in Language and Reasoning, Activities, and Program Structure with the highest score possible received in Parents and Staff.

The goal for year two will be to continue improvement to 5 or above on the overall measure, with a focus on continued growth especially in Personal Care Routines, Interactions, and Space and Furnishings.

Bering Strait School District

Bering Strait School District	Fall	Spring
Overall Score:	3.76	4.24
Space and Furnishings	3.19	3.56
Personal Care Routines	2.8	3.15
Language-Reasoning	3.88	5.25
Activities	2.97	4.01
Interaction	4.35	3.9
Program Structure	4.5	4.06
Parents and Staff	5.42	6.08

Site: Brevig Mission	Fall	Spring	Site: Savoonga	Fall	Spring
Overall Score:	4.12	5.29	Overall Score:	4.00	4.62
Space and Furnishings	4.00	4.75	Space and Furnishings	3.00	4.25
Personal Care Routines	3.40	4.40	Personal Care Routines	2.80	3.60
Language-Reasoning	3.50	5.50	Language-Reasoning	4.25	5.75
Activities	2.67	4.22	Activities	3.00	4.70
Interaction	5.60	6.40	Interaction	3.80	2.60
Program Structure	5.50	5.75	Program Structure	6.25	4.50
Parents and Staff	5.33	7.00	Parents and Staff	6.33	6.83
Site: Shishmaref	Fall	Spring	Site: Stebbins	Fall	Spring
Overall Score:	3.74	3.54	Overall Score:	3.18	3.50
Space and Furnishings	3.38	2.00	Space and Furnishings	2.38	3.25
Personal Care Routines	2.40	2.20	Personal Care Routines	2.60	2.40
Language-Reasoning	4.00	4.50	Language-Reasoning	3.75	5.25
Activities	3.10	3.10	Activities	3.11	4.00
Interaction	4.60	4.80	Interaction	3.40	1.80
Program Structure	4.25	3.33	Program Structure	2.00	2.67
Parents and Staff	5.17	5.83	Parents and Staff	4.83	4.67

These scores represent significant programmatic growth. The Bering Strait AP3 programs began the year working to move from a minimal rating towards an overall rating of good (5) and showed growth in the seven individual areas assessed on the ECERS.

Their highest levels of growth came in Language and Reasoning, Activities (both with gains of more than a full point on the seven point scale), and Parents and Staff.

The goal for year two will be to continue improvement to 5 on the overall measure, with a focus on continued growth especially in Interactions, Program Structure, and Personal Care Routines.

Juneau School District

Juneau School District	Fall	Spring
Overall Score:	2.91	5.4
Space and Furnishings	2.75	5
Personal Care Routines	1.8	3.4
Language-Reasoning	3.38	6.25
Activities	3.06	4.23
Interaction	2.1	7
Program Structure	2.54	6.38
Parents and Staff	4.34	6.5

Site: Gastineau Elm.	Fall	Spring	Site: Glacier Valley Elm.	Fall	Spring
Overall Score:	2.83	5.12	Overall Score:	2.98	5.57
Space and Furnishings	2.50	5.00	Space and Furnishings	3.00	5.00
Personal Care Routines	1.80	3.80	Personal Care Routines	1.80	3.00
Language-Reasoning	3.50	6.25	Language-Reasoning	3.25	6.25
Activities	3.00	3.56	Activities	3.11	4.90
Interaction	1.60	7.00	Interaction	2.60	7.00
Program Structure	2.75	5.75	Program Structure	2.33	7.00
Parents and Staff	4.50	6.00	Parents and Staff	4.17	7.00

These scores represent highly significant programmatic growth. The Juneau AP3 programs began the year working to move from below a minimal rating towards an overall rating of good (5) and showing growth in the seven individual areas assessed on the ECERS.

Not only did they show growth in all areas, but they achieved outstanding levels of growth (more than two points of growth on the seven point scale) in Space and Furnishing, Language and Reasoning, Interaction, Program Structure, Parents and Staff and in the Overall scale. Personal Care Routines and Activities both showed gains of more than a full point on the seven point scale.

The goal for year two will be to continue improvement from the good rating on the overall measure towards a rating of excellent. We will focus on continued growth especially in Personal Care Routines, and Activities.

Lower Kuskokwim School District

Site: Mikelnguut Elitnaurviat	Fall	Spring
Overall Score:	3.17	5.38
Space and Furnishings	2.25	4.50
Personal Care Routines	1.20	2.60
Language-Reasoning	4.50	6.00
Activities	3.10	5.90
Interaction	3.60	5.80
Program Structure	2.33	6.50
Parents and Staff	5.33	6.50

There is only one classroom in the LKSD AP3 project.

These scores represent highly significant programmatic growth. The LKSD AP3 program began the year working to move from a minimal rating towards an overall rating of good (5) and showing growth in the seven individual areas assessed on the ECERS.

Not only did they show growth in all areas, but they achieved an incredible level of growth in Program Structure of over four points on a seven point scale. They also achieved outstanding levels of growth (more than two points of growth on the seven point scale) in Space and Furnishing, Activities, Interaction, and in the Overall scale. Personal Care Routines, Language and Reasoning, and Parents and Staff all showed gains of more than a full point on the seven point scale.

The goal for year two will be to continue improvement from the good rating on the overall measure towards a rating of excellent. We will focus on continued growth especially in Personal Care Routines, and Space and Furnishings.

Nome Public Schools

Nome Public Schools	Fall	Spring
Overall Score:	3.52	5.09
Space and Furnishings	3.13	4.57
Personal Care Routines	3.2	3.5
Language-Reasoning	4.5	5.5
Activities	2.22	4.5
Interaction	4.7	6.2
Program Structure	4.04	6
Parents and Staff	2.67	6.25

Site: Nome Preschool	Fall	Spring	Site: Kawerak Head Start	Fall	Spring
Overall Score:	3.95	4.60	Overall Score:	3.09	5.57
Space and Furnishings	2.88	3.13	Space and Furnishings	3.38	6.00
Personal Care Routines	5.00	3.60	Personal Care Routines	1.40	3.40
Language-Reasoning	4.75	6.25	Language-Reasoning	4.25	4.75
Activities	2.33	4.10	Activities	2.11	4.90
Interaction	5.60	6.20	Interaction	3.80	6.20
Program Structure	3.33	5.00	Program Structure	4.75	7.00
Parents and Staff	5.33	5.50	Parents and Staff	N/A	7.00

These scores represent highly significant programmatic growth. The Nome AP3 programs began the year working to move from a minimal rating towards an overall rating of good (5) and showing growth in the seven individual areas assessed on the ECERS.

Not only did they show growth in all areas, but they achieved an incredible level of growth in Parents and Staff of over three points on a seven point scale. They also achieved outstanding levels of growth (more than two points of growth on the seven point scale) in Activities. Overall, Space and Furnishing, Language and Reasoning, Interaction, and Program Structure all showed gains of a full point or more on the seven point scale.

Our goal for year two will be to continue improvement from the good rating on the overall measure towards a rating of excellent. We will focus on continued growth especially in Personal Care Routines, Activities, and Space and Furnishings.

Yukon Koyukuk School District

Yukon Koyukuk School District	Fall	Spring
Overall Score:	4.05	4.45
Space and Furnishings	3	3.94
Personal Care Routines	2.9	4.15
Language-Reasoning	4	4.88
Activities	3.48	4.12
Interaction	5.45	3.7
Program Structure	5.17	5.6
Parents and Staff	5.46	5.42

Community: Allakaket	Fall	Spring	Community: Huslia	Fall	Spring
Overall Score:	3.31	3.24	Overall Score:	4.68	5.39
Space and Furnishings	2.63	2.13	Space and Furnishings	2.75	4.50
Personal Care Routines	2.60	2.60	Personal Care Routines	2.40	5.80
Language-Reasoning	3.75	2.75	Language-Reasoning	5.00	5.00
Activities	2.80	2.33	Activities	5.11	4.89
Interaction	4.60	5.00	Interaction	5.20	5.60
Program Structure	3.75	4.25	Program Structure	6.75	6.75
Parents and Staff	4.00	4.83	Parents and Staff	6.50	6.17
Community: Kaltag	Fall	Spring	Community: Minto	Fall	Spring
Overall Score:	3.32	4.39	Overall Score:	4.90	4.76
Space and Furnishings	1.88	3.75	Space and Furnishings	4.75	5.38
Personal Care Routines	2.20	3.60	Personal Care Routines	4.40	4.60
Language-Reasoning	2.25	5.25	Language-Reasoning	5.00	6.50
Activities	1.89	4.44	Activities	4.10	4.80
Interaction	5.20	1.80	Interaction	6.80	2.40
Program Structure	5.50	6.50	Program Structure	4.67	5.00
Parents and Staff	6.00	6.00	Parents and Staff	5.33	4.67

These scores represent significant programmatic growth. The YKSD AP3 programs began the year working to move from an above minimal rating towards an overall rating of good (5) and showing growth in the seven individual areas assessed on the ECERS.

Year one showed significant growth of over one point on the seven point scale in Personal Care Routines, and near one point growth in Space and Furnishing, Language and Reasoning, and Activities.

The goal for year two will be to continue improvement to 5 or above on the overall measure, with a focus on Interactions, Parents and Staff, and Space and Furnishing.

EED Outcomes

EED Outcomes

Increase the level of outreach, facilitation, training and technical assistance provided to grant recipients and their partners:

- Letters, E-mails, and phone calls were made to announce the availability of funds for the project.
- Multiple audio conferences and technical assistance were provided throughout the application process.
- Training was provided prior to fall start-up by EED. Districts and their partners were supported in specific curriculum training and for program and site specific training. Additional training and onsite technical assistance was offered and provided by the department.
- EED provided assessment materials, forms, and technical assistance for data gathering and reporting.
- EED provided face to face and distance delivered facilitation for any issues needing collaborative decision making, such as system development, partnership enhancement, common policy development, and classroom interactions and activities

Expand the sharing and dissemination of information to AP3 programs, among AP3 programs, with the early childhood field, with the State Board, and across EED:

- To and among AP3 programs: Training and technical assistance, ongoing feedback on the specific requested issues, data reporting, shared information on common issues, data driven programmatic information, and shared successful partnership approaches.
- The Early Childhood field: Multiple presentations, updates, and audio conferences at meetings, conferences, and trainings around the state.
- The State Board received updates and pre- and a post-data report.
- There has been close collaboration among EED staff, Head Start, Special Education, Pre-Elementary Approval, the State System of Support, The Director of Teaching & Learning Support, the Deputy Commissioner, and the Commissioner.

Increase the level of integration of early childhood within the systems and structures of EED:

- The main areas of integration have been around facilitation, training and technical assistance, and materials creation and dissemination.

- To a lesser extent there has been integration of data collection and reporting.

Early Learning Efforts in Other Districts

The department provided \$300,000 to increase funding for early learning projects in Lower Yukon School District and Yupiit School District. Approximately 90 students in Lower Yukon School District and 55 students in Yupiit School District have been served.

Lower Yukon School District

Lower Yukon School District hired an Early Childhood Specialist in 2010 who focused her work in two directions; providing family training and activities for children who will transition into Kindergarten in Nunam Iqua, a community with no existing early learning program and outreach to the department for involvement in communication, coordination, collaboration, transition and alignment with Head Start and other community entities in targeted communities.

Teleconference calls and face to face meetings were held with district leadership and staff to outline the needs of the district for improving community connections, and for support they would like provided to all early learning programs in order to close the 18 month to two year gap they find in many incoming kindergarteners. These meetings were followed by a joint community training with parents, school district and Head Start staff provided in Mountain Village and Hooper Bay. Topics covered were parent involvement, school readiness and transition to Kindergarten, as well as early brain and language development. Community meetings also focused on school connections to Head Start and other community programs, and outreach to provide early learning services to un-served children.

Additionally the department provided Lower Yukon School District with training and technical assistance on site for district staff in preparation for initial discussions with Rural Cap and AVCP Head Start. Issues of curriculum, assessment, interventions, training, and outreach to parents were discussed, as well as clarifying the districts expectations for transition to Kindergarten. District and Head Start Administration held discussions in early October, 2010, with face to face joint training to follow later in the school year. The topics for training and scheduling for regular on site meetings is determined jointly by the District and the Head Start programs.

Yupiit School District

Yupiit School District hired a coordinator to work with district run home visiting programs, local Head Starts, and other local early care and education providers in their three communities; Akiak, Akiachak, and Tuluksak. Work focused on transition and alignment between the birth to three programs, Head Start or other early care and learning programs and the five year olds'

transition to Kindergarten programs and the K-12 system. Shared training and coursework for professional development for all program staff is being developed. An Early Childhood Leadership Team with local representatives from early learning programs was created and joint outreach to local councils is ongoing.

YSD implemented a summer skill enhancement program with the children transitioning into the school in the fall. A face to face meeting was held last spring with district leadership (including a board member), AVCP & RurAL CAP Head Start leadership, and EED. Kindergarten entry data was reviewed; transition and alignment efforts were discussed along with community needs and common issues. Schedules for on-going audio conferences were set around topics of Head Start data sharing, defining school readiness, and shared in-service and pre-service planning.

In FY11 the Yupiit School District continued discussions with Rural Cap Head Start, and AVCP Head Start. They have been holding weekly planning & training meetings with local staff, and hold regular meetings with local early childhood leadership teams in each community. The Department provided training on the use of the Early Learning Guidelines, and helping parents understand their involvement in assessing the progress of their young children.

State Outcomes

Increase the sharing and dissemination of information with the Governor's Office, the Legislature, other state departments, and the public:

- Updates to the Governor's Office and legislative requests, presentations to legislative committees and sub-committees, and a report to the public.

Expand the level of integration of early childhood in other state structures and systems:

- Introduction and expansion of the use of the unique identifier for preschool (first with the AP3 and now with Alaska Head Start programs).
- Interdepartmental work on a comprehensive set of early childhood indicators.
- Expanding the cadre of inter-rater reliable ECERS – R observers, gaining data and experience in the costs and processes of the baseline program data for use across all early childhood programs and systems in the state.
- Additional data towards a statewide needs assessment (24 school districts have stated a need for quality Early Childhood Programs in their service areas).

What We Have Learned

Year one data has shown an extremely high need, with the majority of the children coming to the program behind typically-developing peers. High numbers of children in the program have exceeded expected growth, and there has been significant or higher program growth. The data, coupled with the observations, facilitation, and training provided by EED as well as anecdotal information from the field, have led to the following conclusions:

- The data shows 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. The growth they have accomplished needs to continue through kindergarten, first and second grade so that all our children will have closed the gaps by their third grade assessments.
- An unprecedented level of cooperation, coordination, and collaboration between Head Start programs and school districts is leading to improved alignment, transition and common planning & training.
 1. ASD and JSD and their partners have shown high levels of system integration through shared policy development, shared recruitment, training, decision-making, budgeting (beyond the funding and scope of the AP3 program), community outreach, and integration of community based services.
 2. BSSD, NPS, and their partners have created a multi-system block of early childhood programs using common training, curriculum, and community outreach
 3. YKSD and TCC have shared trainings, some joint staffing, community outreach, and coordination of community based services.
 4. LKSD is a stand-alone program provided by the district.

While this is a large first step there is still much more that can be accomplished.

- Year 2 will seek continuous improvement in both child and program outcomes. Child outcome focus will be placed on the children's language and concept development. Program development, beyond the needs expressed in the ECERS data, will also focus on cross system connections looking to accomplish the following:
 1. Strengthen alignment with and transition to kindergarten and K-12;
 2. Improve outreach to communities and the programs that serve young children under four years of age;
 3. Share what is working for programs in the AP3 with each other and with other early childhood programs.

- a. JSD & Tlingit & Haida: focus on the social/emotional development domain and connections to local support systems as well as whole staff involvement in the use of the ECERS data and processes.
 - b. BSSD, NPS, Kawerak, & RurAL CAP: curricular alignment with common training on curriculum use, Head Start requirements and systems, and state training on the uses of the Early Learning Guidelines leading to a common approach on a regional level.
 - c. ASD and Kids Corps Inc.: extensive coordination between the partners and across the other district early childhood programs, direct contacts with all of the departments in ASD leading to more comprehensive and higher quality programs for both entities, increased expectations for quality comprehensive services from this project into and across the other early childhood programs throughout the district, use of a comprehensive screening tool that looks across all domains in all the ASD & KCI preschool classrooms, a greater understanding of the requirements for both programs, greater staff recognition of the value of families and greater teacher interaction with families in more meaningful ways through the incorporation of the Strengthening Families Initiative model.
 - d. LKSD: system involvement in the ECERS processes and its use in decision-making, including budgetary decisions.
 - e. YKSD & TCC: coordination between programs, strengthening connections with the departments within YKSD and Head Start, bringing a health fair for young children and their families to Minto (screenings for kids and health information for parents), and the development of an extended day Athabascan immersion program for the AP3 classroom in Allakaket.
4. Seek continuation of funding to expand Alaska's AP3 with a focus on both providing for un-served populations and developing better partnerships with a larger number of school districts and early childhood programs and systems.

At the state system level we will seek improvement in two directions:

- Within EED to improve integration of early childhood across existing structures:
 1. Teaching and Learning Support;
 2. Assessment;
 3. State System of Support;
 4. Libraries, Archives, and Museums;
- Across departments to:
 1. avoid duplication of services;
 2. integrate data and information on early childhood;
 3. conduct state-wide needs assessments;

4. assess the capacity and need for professional development.

EED will continue to work to provide support, training and technical assistance and facilitation to aid program improvement in any and all areas needed.