

Alaska Department of Education & Early Learning

FY 2018 Early Learning Programs

Early Learning Coordination

Early Learning Coordination is comprised of the following programs:

Grant	Funding Amount
Head Start	\$6,842,515
Parents As Teachers (PAT)	\$500,000
Best Beginnings	\$320,000

Head Start Program Information

Grantee	State Funding	Federal Funding	Number Children Served
Alaska Head Start Association (AHSA)	\$22,000	\$0.00	0
Aleutian/Pribilof Island Association (APIA)	\$30,000	\$1,405,611	44
Association of Village Council Presidents (AVCP)	\$357,948	\$2,608,519	18
Bristol Bay Native Association (BBNA)	\$73,934	\$1,476,017	89
CCS Early Learning	\$567,099	\$4,324,656	445
Central Council Tlingit & Haida Indian Tribal Association (CCTHITA)	\$441,170	\$2,789,673	281
Chugachmiut	\$30,000	\$638,403	20
Cook Inlet Native Head Start	\$95,000	\$3,281,814	216
Council of Athabascan Tribal Governments	\$57,460	\$522,950	28
Fairbanks Native Association	\$107,293	\$4,116,103	120
Kawerak Incorporated	\$569,386	\$4,114,335	190
Kenaitze Indian Tribe	\$30,549	\$2,148,154	65
KID's Corp	\$818,699	\$3,027,783	301
Metlakatla Indian Community	\$30,000	\$1,653,971	71
Play N Learn dba ThrivAlaska	\$439,596	\$1,736,541	198
RurAL Cap	\$2,589,143	\$6,901,984	802
Tanana Chiefs Conference	\$583,238	\$2,800,413	192
FY18 Total:	\$6,842,515	\$43,546,927	3080

Head Start programs provide free and comprehensive early childhood programs for children meeting federal poverty guidelines between the ages of 0-5. Head Start programs are required to meet stringent requirements for program excellence. The state of Alaska Department of Education & Early Development (DEED) provides funding for 16 Head Start Grantees and the Alaska Head Start Association. This funding assists the Head Start programs with meeting the requirements of their federal grant – a 20% match. In general, state funds are used for personnel costs, though funds are used at the grantee's discretion to provide other support services.

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All Head Start programs in Alaska utilize the Teaching Strategies[®] observation-based assessment system. Child assessment data for Head Start programs is included on page 7 of this document. Head Start programs are located throughout Alaska and serve many children in many school districts.

Head Start programs have been critical community partners. The following is a list of Head Start Program – School district partnerships:

- Central Council Tlingit and Haida Indian Tribal Association Head Start and
 - Juneau School District
 - Sitka Borough School District
 - Hoonah City Schools
- Kawerak Head Start and
 - Nome City School District
 - Bering Strait School District
- Kid's Corps and Anchorage School District
- CCS Early Learning Head Start and Mat-Su Borough School District

Parents as Teachers

Parents as Teachers is a home visiting program that serves approximately 153, young children between the ages of 0-5, annually. Services include child health and developmental screening and parent engagement.

Background:

- In FY 13 the State of Alaska launched a three year Parents As Teachers program.
- Parents in the program report increased ability to set and achieve family goals, increased engagement in reading and learning activities, and reduced family stress in the home. National findings include increased parent engagement throughout school, lower incidence of child abuse and neglect, and reduced placement in special education.

Parents As Teachers Grantee	Children Served	State Award
RurAL CAP Haines, Kodiak, Kake	66	\$249,008
Kid's Corp Anchorage	29	\$82,305
Hoonah School District Hoonah	10	\$42,546
Southeast AEYC Juneau	48	\$86,141
Total:	153	\$460,000

Best Beginnings

Best Beginnings' mission is to mobilize people and resources to ensure all Alaska children begin school ready to succeed. Guided by research and best practices, Best Beginnings invests funds, resources, and time in activities that fall into three key focus areas: Early Language & Literacy; Strong Children, Parents, & Families; Community Awareness & Support. Best Beginnings' work with DEED crosses all three areas.

Through the public-private partnership between Best Beginnings and DEED, Best Beginnings promotes the Alaska State Literacy Blueprint, specifically the Birth to Kindergarten Content of Instruction component.

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Through the partnership, Best Beginnings also provides activities called for in **Sec. 14.03.072. Early literacy information.** (b) In partnership with local media outlets, the department shall create and implement a communications campaign to educate parents and guardians about the importance of early literacy. The campaign shall include an Internet website that provides access to current research on early literacy, book recommendations, and vocabulary-building exercises.

Best Beginnings has an active Facebook page with more than 2,000 friends and an extensive, robust website, with resources for parents, including short videos, and age-appropriate activities for young children and their families. *Babies on Track* includes two wordless, Alaska-themed board books.

Across Alaska, as of March 31st for FY2018:

- Number of children enrolled in Imagination Library (IL): 18,510
- Total number of IL Books mailed: 55, 608
- Number of family events/activities: 40
- Number of family event/activity participants: 3,544
- Number of presentations: 12
- Number of early learning activity guides/cards distributed: 53
- Number of Word Count bookmarks and magnets distributed: 451
- Number of Babies on Track sets distributed: 43

Comments from a survey emailed to parents of Alaska Native children, January 2018:

- “Reading can make a huge difference in their future even beginning in infancy.”
- “Reading to my daughter has expanded her vocabulary.”
- “I have learned to appreciate books and reading time with my child.”
- “That reading can start at any age. I’ve been reading to my 5 month old. He gets so excited when I put a book in front of him, even that young”

Pre-Kindergarten Program Information

2017-2018 DEED Pre-Elementary Grantees

School District	State Funding	# Children Served Directly	# Children Served Indirectly	Total Children Served
Anchorage School District	\$301,263.00	48	251	299
Bristol Bay Borough School District	\$134,205.00	9	14	23
Chugach School District	\$137,427.00	0	47	47
Fairbanks North Star Borough School District	\$148,187.00	86	*	86
Hoonah City School District	\$130,966.00	10	6	16
Juneau Borough School District	\$150,000.00	27	6	33
Lower Kuskokwim School District	\$205,000.00	36	16	52

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School District	State Funding	# Children Served Directly	# Children Served Indirectly	Total Children Served
Matanuska-Susitna Borough School District	\$354,000.00	243	243	486
Nome Public Schools	\$223,678.00	33	12	45
Sitka School District	\$153,276.00	38	57	95
Yukon-Koyukuk School District	\$68,758.00	19	129	148
Total:	\$2,006,760.00	549	781	1,330

In many of Alaska's public schools and communities, young children are entering school with limited assets to ensure full success in school. Strengthening systems that provide a balanced mixed delivery approach to early development and education, and that understand and act upon the inexorable ties between cognition, emotion, socialization, self-regulation, and healthy physical development are essential to quality early learning development. The Alaska Pre-Elementary Program is designed to bring parents, educators, and their communities together to achieve school readiness for Alaska's preschoolers.

The purpose of the Alaska Pre-Elementary Grant Program is to promote school readiness and positive outcomes for participating children and to inform the longer-term implementation of universally accessible, affordable, mixed delivery, high-quality early care and education. The preschool programs are to provide a voluntary, comprehensive, half day preschool program for four and young five year olds (five year old children who do not meet the cutoff date for Kindergarten entry).

DEED is specifically interested in providing targeted support based on local community design. In July of 2017, DEED awarded twenty (20) locally designed grants to school districts. While each program is unique, grantees are required to demonstrate commitment and outcomes based on the following goals and activities.

Alaska pre-elementary program goals and activities include:

Goal 1	Promote school readiness on positive outcomes in all areas of child development addressed in the <i>2007 Alaska Early Learning Guidelines</i> , build strong early childhood literacy by incorporating the appropriate areas of the <i>Alaska Literacy Blueprint</i> , and align with the goals of their districts.
Goal 2	Identify and provide support for Alaska's children who are most in need.
Goal 3	Maximize parental choice and continuity of care by encouraging community based collaboration from a mixed delivery system of early learning support which includes state, federally funded, private, and non-profit early learning environments.
Goal 4	Support the use of reliable and valid assessment systems and tools to ensure programs are effectively measuring children's progress across all the developmental domains found in the <i>2007 State of Alaska Early Learning Guidelines</i> and using this assessment information to inform practice and policy decisions.
Goal 5	Support the transition of children from pre-elementary to kindergarten through partnership and strong school and family relationships. Programs will build ongoing, long-lasting, and trusting relationships with parents by including them in decision making concerning curriculum and other aspects of their child's education and development.

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Goal 6	Ensure that early childhood professionals have excellent preparation, ongoing professional development, and compensation commensurate with their qualifications and experience to provide the most effective teacher-child interactions.
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Alaska Pre-Elementary Grant Outcome Measures

Child Pre-Elementary Growth during School Year

School Year 2017 -2018

My Teaching Strategies® is an authentic, observational assessment system for young children birth through Kindergarten. My Teaching Strategies blends ongoing authentic, observational assessment for all areas of development and learning with performance-assessment tasks selected as predictors of school success. It is designed for use as part of meaningful everyday experiences in the classroom or program setting. It can be used across classrooms and is not linked to a particular curriculum. The Teaching Strategies assessment is aligned to the *2007 State of Alaska Early Learning Guidelines* and has been cross-walked with the *Alaska Standards for Literacy and Mathematics*.

Alaska Pre-Kindergarten grantees in eleven districts and all Head Start programs used the **My Teaching Strategies** observational assessment system as the primary method of growth measurement. The following are the Districts included in this report:

- Anchorage School District
- Bering Strait School District
- Bristol Bay School District
- Chugach School District
- MatSu School District
- Lower Kuskokwim School District
- Lower Yukon School District
- Nome School District
- North Slope School District
- Northwest Arctic School District
- Yukon-Kuskokwim School District

Educators in the eleven districts observed children in the following five developmental areas:

- Social Emotional
- Cognitive
- Language
- Literacy
- Mathematics.

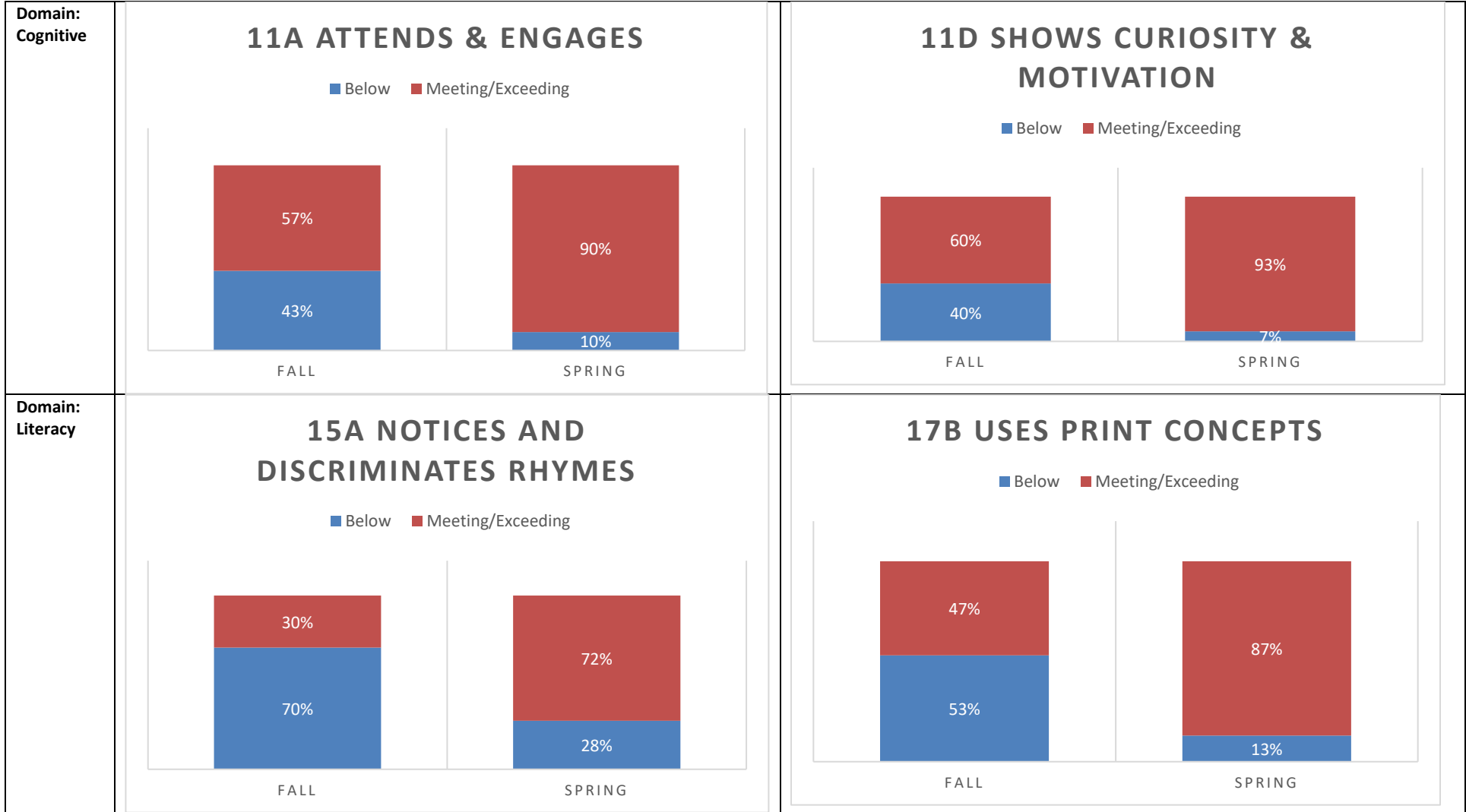
Each developmental domain was further broken down into objective goals.

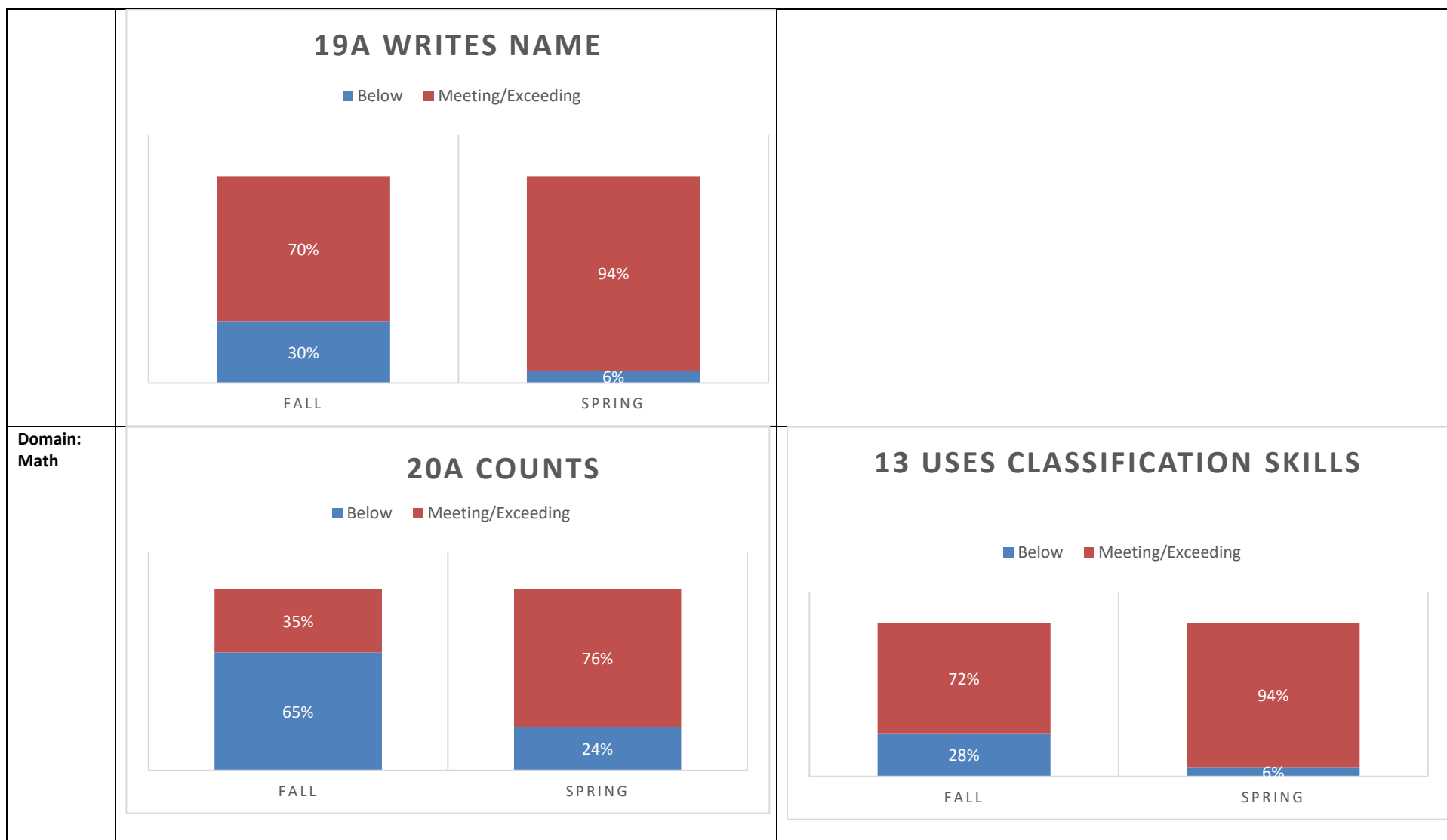
Teachers observed children based on “Widely Held Expectations”. Widely Held Expectations is a term from **My Teaching Strategies** that defines a set of expectations that are criterion referenced and research-based for where we typically see children’s skills, knowledge and behaviors for each grade/class.

Teachers record data during three checkpoint periods, Fall, Winter and Spring. Only **Fall 2017** and **Spring 2018** are presented in this report. Only children who were enrolled in Pre-Elementary for at least two checkpoint periods are included in this report.

2017- 2018 Child Growth in Developmental Areas and Objectives

Domain: Social Emotional	<div>Criteria</div> <div>1B FOLLOWS LIMITS & EXPECTATIONS</div> <div><div>Below</div><div>Meeting/Exceeding</div></div> <div><div><div>69%</div><div>31%</div></div><div>FALL</div><div><div>91%</div><div>9%</div></div><div>SPRING</div></div>	<div>Criteria</div> <div>3A BALANCES NEEDS & RIGHTS OF SELF & OTHERS</div> <div><div>Below</div><div>Meeting/Exceeding</div></div> <div><div><div>70%</div><div>30%</div></div><div>FALL</div><div><div>92%</div><div>8%</div></div><div>SPRING</div></div>
Domain: Language	<div>8A COMPREHENDS LANGUAGE</div> <div><div>Below</div><div>Meeting/Exceeding</div></div> <div><div><div>58%</div><div>42%</div></div><div>FALL</div><div><div>89%</div><div>11%</div></div><div>SPRING</div></div>	<div>9A USES AN EXPANDING EXPRESSIVE VOCABULARY</div> <div><div>Below</div><div>Meeting/Exceeding</div></div> <div><div><div>78%</div><div>22%</div></div><div>FALL</div><div><div>94%</div><div>6%</div></div><div>SPRING</div></div>





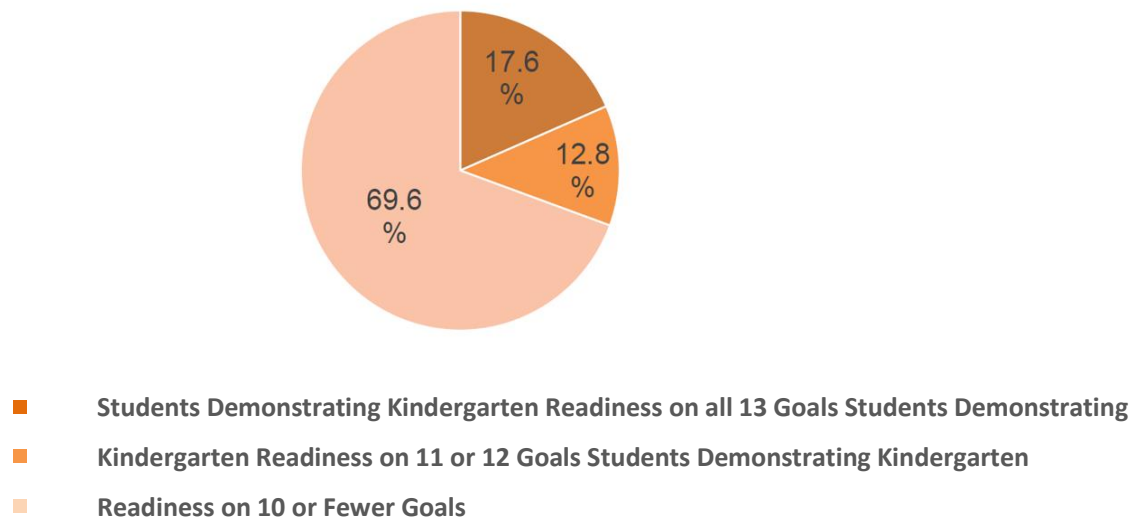
Snapshot Report by widely held expectations for all Head Start and Pre-Elementary programs comparing Fall 2017 to Spring 2018 the percentage of students below widely held expectations to those who were meeting the widely held expectations. N= 1576-1725 4 year old students.

Alaska Developmental Profile (ADP) Data

An observational tool administered by teachers to all kindergarten students during the first four weeks of the school year. During the fall of 2017 **9,718** Alaska Developmental Profiles were given to kindergarten students. Teachers provide a ratings for each student for 13 goals within five domain areas. There are 3 possible ratings

- 0 = Student does not demonstrate the goal.
- 1= Student demonstrates the goal at least 50% of the time.
- 2= Student demonstrates the goal consistently or at least 80% of the time.

DEED considers a child who receives a **2** on at least **11/13 goals**, as demonstrating kindergarten readiness skills. Statewide results for 2016/2017 are below:



The chart above shows that 69.6% of students entering kindergarten are not able to meet developmental goals that would be considered age appropriate for kindergarten entry.