

**Monday, February 3, 2020, and Wednesday, February 5, 2020**

**House Education Finance Subcommittee Hearings**

*Follow-Up on Committee Member Comments*

Prepared by DEED staff and DHSS staff

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- **Provide the number of staff serving in Parents as Teachers and the number of home visits (HV) made**

<u>FY19</u>	<u># of HV</u>	<u># of Other</u>	<u># of</u>	<u>Families</u>	<u>Children</u>	<u>Children</u>	
	<u>Staff</u>	<u>Staff</u>	<u>Visits</u>	<u>Served</u>	<u>Served (0-2)</u>	<u>Served (3-5)</u>	
Kids' Corp	2.5	0.5	588	49	27	39	Anchorage
RurAL CAP	3	0.25	561	54	69	5	Kake, Haines, Kodiak
SE-AEYC	4	1	456	66	68	33	Juneau, Hoonah
<b>Total</b>	<b>9.5</b>	<b>1.75</b>	<b>1605</b>	<b>169</b>	<b>164</b>	<b>77</b>	
<u>FY20</u>	<u># of HV</u>	<u># of Other</u>		<u>Families to</u>			
	<u>Staff</u>	<u>Staff</u>		<u>be served</u>			
Alaska Family Services	1.5	0.5		11 to 20			Mat-Su
Kids' Corp	2	0.5		40			Anchorage
RurAL CAP	2	1		40			Haines, Kodiak
SE-AEYC	2	1		35			Juneau
<b>Total</b>	<b>7.5</b>	<b>3</b>		<b>~126 to 135</b>			

- **Provide the percentage of State-funding disbursed to each Head Start grantee for FY2020**

<u>Grantee</u>	<u>FY20</u>	<u>% of State</u>
	<u>Funding</u>	<u>Funds</u>
	<u>Amount</u>	
Aleutian Pribolof Indian Association	\$ 30,000	0.4%
Association of Village Council Presidents	\$ 357,948	5%
Bristol Bay Native Association	\$ 73,934	1%
CCS Early Learning	\$ 567,099	8%
Central Council Tlingit & Haida Indian Tribes of Alaska	\$ 441,170	7%
Chugachmiut	\$ 30,000	0.4%
Cook Inlet Native Head Start	\$ 95,000	1%
Faibanks Native Association	\$ 107,293	2%
Kawerak	\$ 569,386	8%
Kenaitze Indian Tribe	\$ 30,549	0.5%
Kid's Corp Inc.	\$ 818,699	12%
Metlakatla Indian Community	\$ 30,000	0.4%
Rural Alaska Community Action Program, Inc.	\$ 2,589,143	38%
Tanana Chiefs Conference	\$ 583,238	9%
ThrivAlaska	\$ 439,596	6%
	Total: \$ 6,763,055	
Source: DEED GMS		

Head Start is 80% federally funded. Grantees need to provide a 20% match. The 20% match does not have to be "cash". It can be documented with in-kind hours/donations. Programs can also apply for a waiver for a reduction in the percentage of non-federal share or no non-federal share. Some programs also receive funds from fundraising, tribes, and other community organizations.

- **What is the net impact of the proposed change in the Head Start/Early Head Start formula - will more or less students be served under this new formula?**

This is indeterminate at this time as programs have not yet made decisions for FY2021. One program may lose students due to a decrease in funding while another may increase student enrollment due to an increase in funding. Through the meeting process in the winter of 2019, both Early Head Start and Head Start grantees agreed to the new equitable funding formula.

- **Provide the age ranges served by Early Head Start and Head Start**

Early Head Start serves children ages pre-natal to three. Head Start serves children ages three to five.

- **Provide the number of students served under Early Learning programs in general**

Organization	Program Type	FY19 Enrollment
Aleutian Pribilof Islands Association	Head Start	22
Bristol Bay Native Association	Head Start	80
CCS Early Learning	Head Start	254
Central Council Tlingit and Haida	Head Start	257
Chugachmiut	Head Start	15
Cook Inlet Native Head Start	Head Start	168
Fairbanks Native Association	Head Start	105
Kawerak Incorporated	Head Start	117
Kenaitze Indian Tribe	Head Start	77
Kid's Corps Head Start	Head Start	242
RurAL CAP	Head Start	550
Tanana Chief's Conference	Head Start	22
ThrivAlaska	Head Start	126
Alaska Gateway Schools	School District	44
Anchorage Schools	School District	844
Bering Strait Schools	School District	33
Bristol Bay Borough Schools	School District	15
Chugach Schools	School District	15
Cordova City Schools	School District	25
Delta/Greely Schools	School District	13
Fairbanks North Star Borough Schools	School District	67
Hydaburg City Schools	School District	12
Juneau Borough Schools	School District	135
Kashunamuit Schools	School District	10

Organization	Program Type	FY19 Enrollment
Kenai Peninsula Borough Schools	School District	142
Ketchikan Gateway Borough Schools	School District	96
Kodiak Island Borough Schools	School District	81
Lake and Peninsula Borough Schools	School District	50
Lower Kuskokwim Schools	School District	55
Lower Yukon Schools	School District	52
Mat-Su Borough Schools	School District	257
Northwest Arctic Borough Schools	School District	132
Pribilof Schools	School District	9
Saint Mary's Schools	School District	15
Sitka Borough Schools	School District	35
Southeast Island Schools	School District	22
Southwest Region Schools	School District	8
Valdez City Schools	School District	16
Yukon-Koyukuk Schools	School District	28
<b>TOTAL</b>		<b>4,246</b>

**Did not complete report:**

North Slope Borough School District  
 Skagway City Schools  
 AVCP Head Start  
 Metlakatla Head Start

0-4yr olds in Alaska*	54,083
% of total population who are 0-4 yr olds in Alaska*	29%
% of 3-4 yr olds in Alaska served by School District & Head Start Programs **	16%

\*Kid's Count 2017

\*\* Divided 0-4 population by 2

- What is the effectiveness of Early Learning programs to achieve “school readiness” – what data can be provided to the committee?**

DEED collects child outcome data from the pre-elementary and pre-kindergarten grant-funded programs using a common assessment tool called *My Teaching Strategies*: an observation-based tool where teachers rate students' progress on a birth to 3<sup>rd</sup> grade continuum. Many other states also use this tool for preschool, and also as their Kindergarten Entrance Assessment. Areas included in the tool are Literacy, Math, Cognitive, Language, Social-Emotional, and Physical.

See the attached excel file titled *Statewide Student Growth All PreElementary FY19* for detailed statewide student growth data for FY2019.

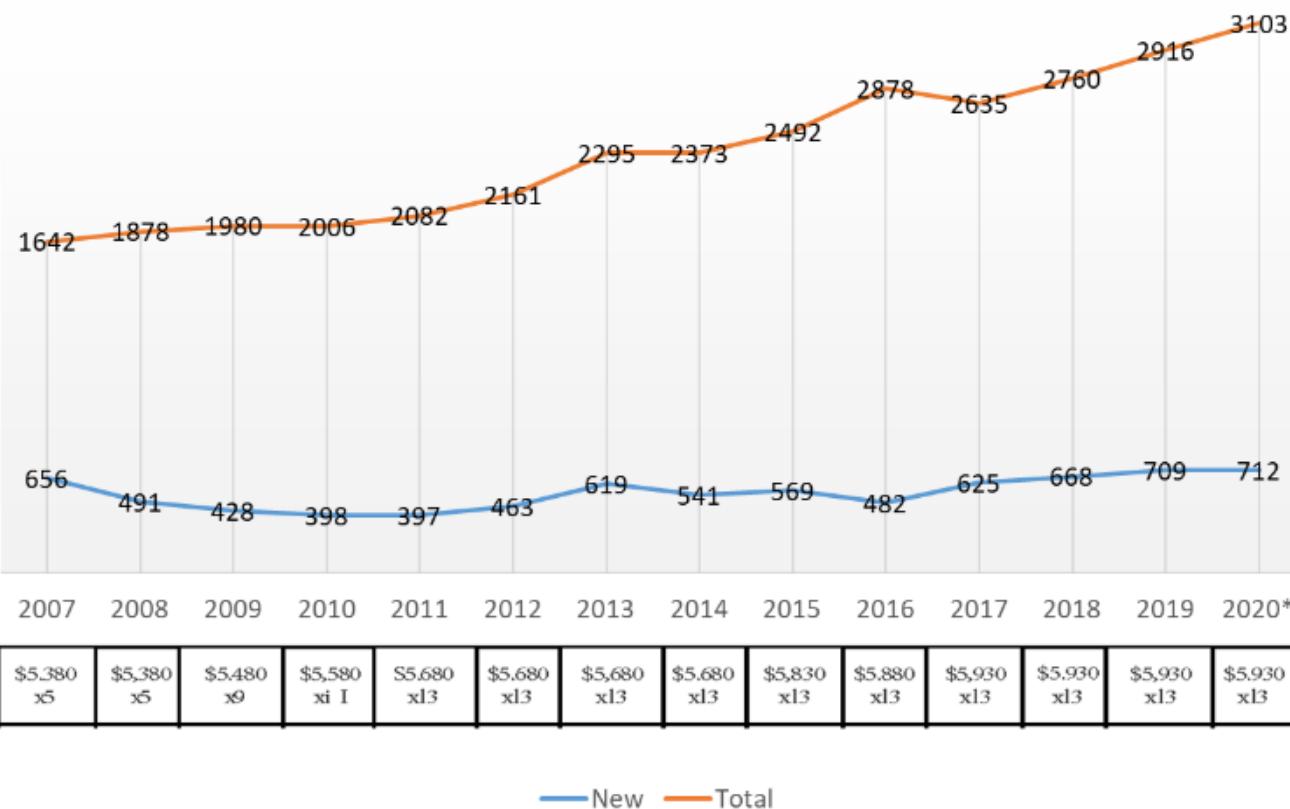
- **Provide the percentage of students statewide that have access to a pre-kindergarten program**  
DEED is currently working to determine this information under its Preschool Development Grant (PDG) Needs Assessment.

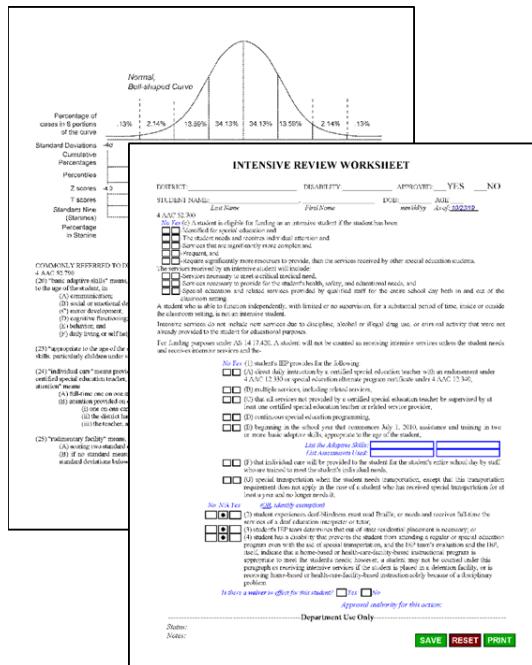
The following is the best data available to date: An estimated 47,000 children birth through 5 years of age live in households in which all available parents or guardians are in the labor force. This suggests these children need care of some kind provided by someone other than their parent or guardian. Such care may include preschool or licensed childcare programs, or more informal arrangements. Currently, approximately 32,000 of these 47,000 children are typically in early care and learning programs and services.

Source: A Needs Assessment of Alaska's Mixed-Delivery System of Early Childhood Care and Education, December 2019, McDowell Group, awaiting federal approval

- **What are the criteria for intensive needs funding compared to special education funding?**  
Intensive funding is intended for students who need and receive intensive services for special education (4 AAC 52.700). Funding is in addition to other special needs funding (federal and State grants, etc.). Funding is currently 13x the BSA. Approximately 650-725 new students are claimed annually. Specific regulatory requirements (4 AAC 52.700) must be met by all claimed students. Attached please find the *Intensive Review Worksheet*, which outlines the requirements.

## Intensive Claims Over Time





4 AAC 52.700(c) governs the Intensive Process:

- Reviewed by three special education certified, department staff for compliance with the regulatory criteria
- Detailed administrative review of all finalized claims
- District status notification in Mid-January
- Districts have 30 days to resubmit (or provide additional supporting information)
  - After 30 days, department determinations are issued
  - Districts may appeal the department's decision to the Commissioner's office under 4 AAC 52.750
  - After the appealing to the Commissioner's office districts may also request a formal hearing

- **Did the State Board of Education approve moving the Parents as Teachers program to DHSS?**  
The State Board of Education received a presentation on DEED's FY2021 proposed budget during its January 2020 meeting. At that time, there were no concerns brought up by board members about this program transition. During the meeting, the State Board of Education did not formally approve or take a vote to move the program to DHSS.
- **Provide information on DEED communications to Parents as Teachers (PAT) grantees on the transition of the program to DHSS**  
Summary: DEED and DHSS first met with awarded grantees on September 15, 2017, to introduce and hand-off the programmatic aspects/reporting aspects of the grant to DHSS staff for FY2018.

DEED held a technical assistance webinar on March 28, 2018, where it was stated that the next PAT grant for FY2019 was a one-year grant, and it was reiterated in that webinar that the next grant cycle for FY2020 would be a 3-year grant through GEMS (DHSS grants management system) via DHSS. *Attached is a pdf of the PowerPoint presentation used in the webinar.*

- **Provide the annual Parents as Teachers (PAT) outcomes reports that are submitted to DEED**  
Grantees complete Quarterly Reports and an Annual Report at the end of each fiscal year. Attached are the most recent DHSS 4th Quarter Reports and Annual Reports for FY 2019 from the grantees at SEA AEYC, RurAL CAP, and Kids' Corp. The reports are performance focused providing data such as the # of children and families served, activities completed, and successes and challenges that each grantee experienced.
- **Provide a copy of the latest Alaska Parents as Teachers (PAT) annual outcomes report (PAT representatives shared at the February 5, 2020 hearing that they provide copies to DEED and DHSS)**  
DEED Early Learning Program staff have completed a search of their emails from the Alaska PAT Office and were unable to find a record of the Alaska PAT Office supplying a copy of the National Office Annual Outcomes Report.

From DHSS staff: DHSS does not have a copy of the PAT annual outcomes report. We have not seen a document like this. DHSS has a copy of a 2017-2018 Affiliate Performance Report (APR) given to us by the Alaska state PAT office. This report (see attachment 1) does not include any outcome data. It is a summary of the three grantees from that year, and we did not receive any individual reports about each grantee.

Grantees complete Quarterly Reports and an Annual Report at the end of each fiscal year. Beginning in FY 2019, reporting was done in Survey Monkey because DHSS staff did not have access to the information through DEED GMS. The questions in Survey Monkey were the same questions previously asked by DEED on their Quarterly PAT and Annual Reports. Attached are the most recent DHSS 4th Quarter Reports and Annual Reports for FY 2019 from the grantees at SEA AEYC, RurAL CAP, and Kids' Corp. The reports are performance focused providing data such as the # of children and families served, activities completed, and successes and challenges that each grantee experienced.

DHSS asked the Alaska state PAT office if we could obtain access to raw data for our grantees that is sent to PAT National and includes outcome measures. We did not receive this.

- **SB 182 (2012) required DEED to submit a report to the legislature on Parents as Teachers – why have those reports not been submitted?**  
SB 182 (2012) did require the department to provide a report on or before January 15, 2015. The language does not state that an annual report shall be provided ([see page 9, lines 10-13](#)). DEED has reached out to our Archives team for assistance with locating a copy of the 2015 report.
- **How are the remaining Parents and Teachers funds from FY2020 being utilized by grantees under the compressed timeframe?**  
From DHSS staff: The remaining funds are being allocated in different ways, depending on the grantee. The program manager is currently working with the Grants Division on reviewing the proposed budget revisions being submitted for review. The goal is to collaborate with grantees on this with the Grants Division. The grantees are using the money in such categories as personnel, travel, training, supplies and equipment costs.
- **Why the change in Parents as Teachers from three grantees to four in FY2020? Are more or less students being served in FY2020 with this change?**  
From DHSS staff: This was a competitive solicitation in which there were 4 highly qualified proposals. It is difficult to assess if there will be less children and families served between FY19 when there were 3 grantees and FY20 with 4 grantees. We already know that there will be less children and families served due to a compressed 6 month timeline. The better comparison will be between FY19 and FY21, but we do not have those projections just yet. This is something we will continue to monitor to better assess this question.
- **Why has DHSS allocated \$40K in Parents as Teachers funding in FY2020?**  
From DHSS staff: Since the original FY18 RSA, DEED has RSA'd money to DHSS that included \$40,000 that covers the cost of a 0.4 FTE to manage the grants and perform evaluation activities.

# INTENSIVE REVIEW WORKSHEET

DISTRICT: \_\_\_\_\_ DISABILITY: \_\_\_\_\_ APPROVED: YES NO

STUDENT NAME: \_\_\_\_\_, \_\_\_\_\_ DOB: \_\_\_\_\_ AGE: \_\_\_\_\_  
*Last Name* *First Name* *mm/dd/yy* *As of:*

4 AAC 52.700

*No Yes* (c) A student is eligible for funding as an intensive student if the student has been:

- Identified for special education and
- The student needs and receives individual attention and
- Services that are significantly more complex and
- Frequent, and
- Require significantly more resources to provide, than the services received by other special education students.

The services received by an intensive student will include:

- Services necessary to meet a critical medical need,
- Services necessary to provide for the student's health, safety, and educational needs, and
- Special education and related services provided by qualified staff for the entire school day both in and out of the classroom setting.

A student who is able to function independently, with limited or no supervision, for a substantial period of time, inside or outside the classroom setting, is not an intensive student.

Intensive services do not include new services due to discipline, alcohol or illegal drug use, or criminal activity that were not already provided to the student for educational purposes.

For funding purposes under AS 14.17.420, A student will not be counted as receiving intensive services unless the student needs and receives intensive services and the-

*No Yes* (1) student's IEP provides for the following:

- (A) direct daily instruction by a certified special education teacher with an endorsement under 4 AAC 12.330 or special education alternate program certificate under 4 AAC 12.340;
- (B) multiple services, including related services;
- (C) that all services not provided by a certified special education teacher be supervised by at least one certified special education teacher or related service provider;
- (D) continuous special education programming;
- (E) beginning in the school year that commences July 1, 2010, assistance and training in two or more basic adaptive skills, appropriate to the age of the student;

*List the Adaptive Skills:*

*List Assessments Used:*

- (F) that individual care will be provided to the student for the student's entire school day by staff who are trained to meet the student's individual needs;
- (G) special transportation when the student needs transportation, except that this transportation requirement does not apply in the case of a student who has received special transportation for at least a year and no longer needs it;

*No N/A Yes*

*(OR, identify exemption)*

- (2) student experiences deaf-blindness must read Braille, or needs and receives full-time the services of a deaf education interpreter or tutor;
- (3) student's IEP team determines that out-of-state residential placement is necessary; or
- (4) student has a disability that prevents the student from attending a regular or special education program even with the aid of special transportation, and the IEP team's evaluation and the IEP, itself, indicate that a home-based or health-care-facility-based instructional program is appropriate to meet the student's needs; however, a student may not be counted under this paragraph as receiving intensive services if the student is placed in a detention facility, or is receiving home-based or health-care-facility-based instruction solely because of a disciplinary problem.

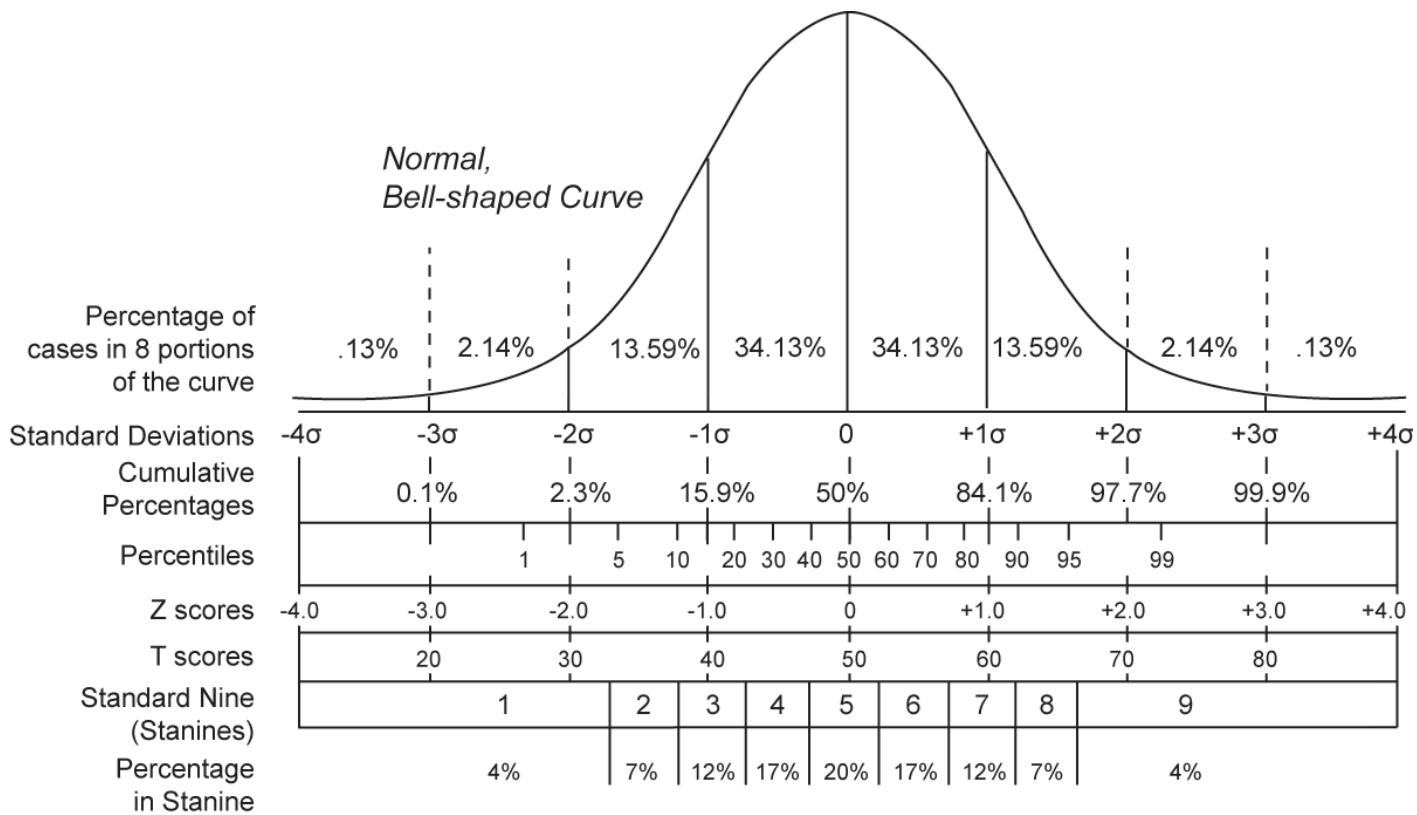
*Is there a waiver in effect for this student? Yes No*

*Approval authority for this action:*

-----Department Use Only-----

*Status:*

*Notes:*



#### COMMONLY REFERRED TO DEFINITIONS

4 AAC 52.790

(20) "basic adaptive skills" means, beginning in the school year that commences July 1, 2010, rudimentary facility, as appropriate to the age of the student, in

- (A) communication;
- (B) social or emotional development;
- (C) motor development;
- (D) cognitive functioning;
- (E) behavior; and
- (F) daily living or self help skills;

(23) "appropriate to the age of the student" means with consideration of the wide range of ages during which children develop skills, particularly children under six years of age for whom a basic skill may be developing or emerging;

(24) "individual care" means providing for the health, safety and individual needs of the student with personal attention by a certified special education teacher, a special education aide, or another trained person; for purposes of this paragraph "personal attention" means

- (A) full-time one on one attention
- (B) attention provided on other than one on one basis if
  - (i) one on one care is not required for a particular intensive student;
  - (ii) the district has provided the level of care necessary to protect the health and safety of the child; and
  - (iii) the teacher, aide, or other trained person attends to no more than three intensive students at a time.

(25) "rudimentary facility" means, beginning July 1, 2011,

- (A) scoring two standard deviations below the mean on a standardized adaptive measure approved by the department; or
- (B) if no standard measure is available, documentation that demonstrates a level of skill or performance that is two standard deviations below the mean.



Parents as Teachers is an evidence-based parent education and family engagement model serving families throughout pregnancy until their child enters kindergarten. Below is a summary of services that were provided by 3 affiliates in AK.

### Population Reach

#### Families Served



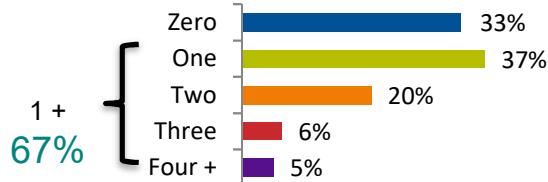
**164**

#### Children Served

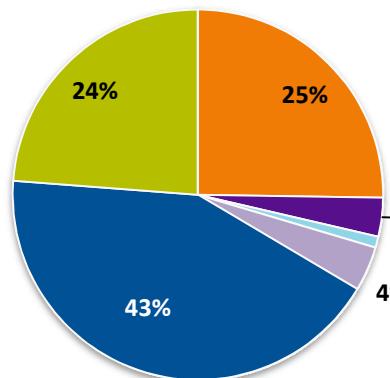


**206**

#### High Needs Characteristics



#### Race



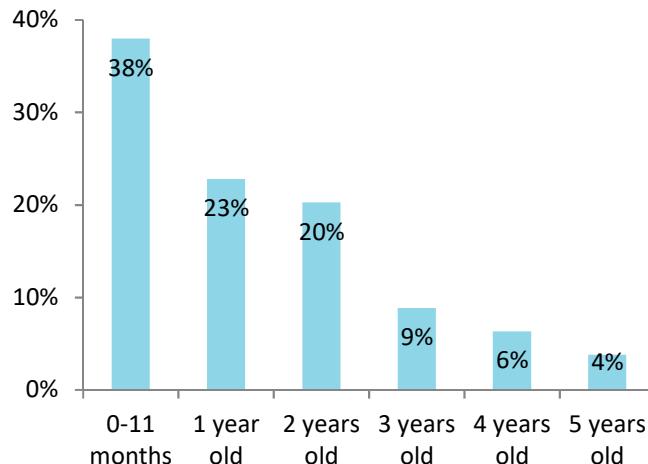
#### Ethnicity

**11.2%** Hispanic or Latino

**88.8%** Non-Hispanic/  
Non-Latino

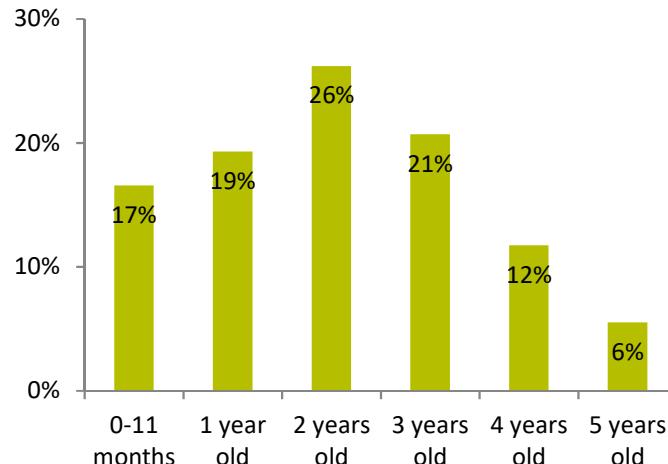
**0.00%** Not Answered

#### Child Age at Enrollment



● **16.1% Enrolled Prenatally**

#### Child Age at End of Program Year



Accuracy of the data presented in this report is contingent upon the accuracy of APR data submitted by affiliates.

## Program Services and Impact

### Personal Visits



**1,845**

An average of 11.3 per family

### Group Connections

Average # of group connections per affiliate = **35**

122 enrolled families attended

### Immunizations



**56%**

of 19 – 35 month olds reported up-to-date

### Family-Centered Assessment



### Complete Annual Screening



**32** Potential delays/concerns identified

### Resource Connections



### Complete Initial Screening



Developmental **14**

Social-emotional **5**

Hearing **10**

Vision **3**

Physical Health **0**

### Goals Documented



156 children received a complete screening

25 referred for further assessment

12 received follow-up services

### Parent Educators

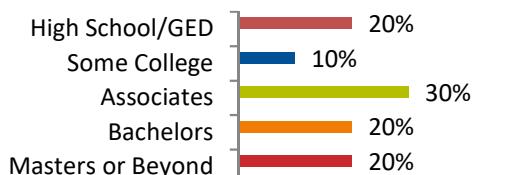


Total **10**

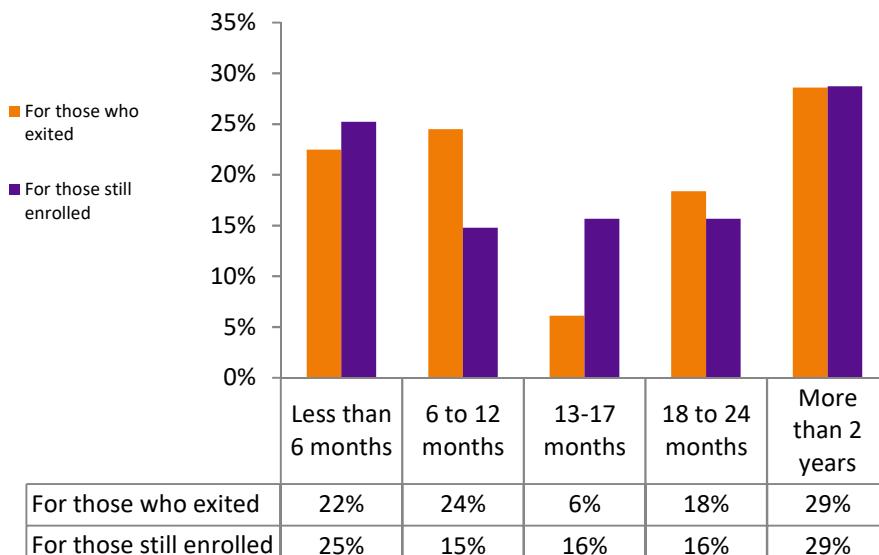
Full-Time **9**

Part-time **1**

### Parent Educator Level of Education



### Length of Time Enrolled in Program



### Waitlist and Family Retention

**82%** Family Retention Rate

Family Retention Rate (excluding families who moved out of service area) **87%**

**59** Families on waitlist

NOTE: Retention rates are based on one year of data.

Accuracy of the data presented in this report is contingent upon the accuracy of APR data submitted by affiliates.

**2017-2018 APR 2-Pager + Infographic  
SUMMARY**

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

*Parents as Teachers is an evidence-based parent education and family engagement model serving families throughout pregnancy until their child enters kindergarten. Families receive personal visits typically in their homes from certified parent educators; group meetings; developmental, health, hearing and vision screenings; and linkages with community resources. The model has four goals: to 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; and increase children's school readiness and school success. It is adaptable to the needs of diverse families, cultures and special populations.*

The information in this summary is based on data from **3** Affiliate Performance Report submitted in: **AK**

The typical reporting period is July 1, 2017 to June 30, 2018

**CHARACTERISTICS OF CHILDREN AND FAMILIES SERVED**

◊ <b>Children Served:</b>	<b>206</b>	◊ <b>High needs characteristics of the families served</b>	
◊ <b>Families Served:</b>	<b>164</b>	◊ Teen parents	7 4%
◊ <b>Child Ethnicity</b>		◊ Low educational attainment	19 12%
◆ Hispanic or Latino	11.2%	◊ Low income	85 52%
◆ Non-Hispanic/Latino	88.8%	◊ Child with disabilities/chronic health condition	11 7%
◆ Not Answered	0.0%	◊ Recent immigrant family	7 4%
		◊ Very low birth weight baby	4 2%
		◊ Parent with mental illness	2 1%
◊ <b>Child Race</b>			
◆ American Indian/Alaskan Native	25.2%	◊ <b>Percentage of families who had:</b>	
◆ Asian	3.4%	◊ Zero high needs characteristics	33%
◆ Black or African American	1.0%	◊ One high needs characteristic	37%
◆ Native Hawaiian/Other Pacific Islander	3.9%	◊ Two high needs characteristics	20%
◆ White	42.7%	◊ Three high needs characteristics	6%
◆ Multi-racial	23.8%	◊ Four high needs characteristics	5%
◆ Other	0.0%		67%
◆ Not Answered	0.0%		
(Based on children whose ethnicity and/or race was reported)			
◊ Families enrolled prenataly:	16%	◊ Families who speak regularly speak Spanish in the home:	18
◊ <b>Ages of children served at time of enrollment (Excludes prenatal)</b>		◊ <b>Ages of children served at end of program year (Excludes prenatal)</b>	
◆ 0-11 months	38%	◆ 0-11 months	17%
◆ 1 year old	23%	◆ 1 year old	19%
◆ 2 years old	20%	◆ 2 years old	26%
◆ 3 years old	9%	◆ 3 years old	21%
◆ 4 years old	6%	◆ 4 years old	12%
◆ 5 years old	4%	◆ 5 years old	6%

**PROGRAM SERVICES AND IMPACT**

◊ <b>Personal Visits</b>	
Total number of completed personal visits:	1,845
◊ <b>Screening and Referrals</b>	
◆ Children who received initial screening:	56 82%
◆ Children who received annual screening:	100 78%
◆ Children referred for further assessment from complete or partial screening:	25
◆ Children referred who received follow-up services:	12
◊ <b>Number of potential delays/concerns identified:</b>	
Developmental	14
Social-emotional/mental health	5
Hearing	10
Vision	3
Physical health	0
(NOTE: duplicate counts)	
◊ <b>Group Connections</b>	
Number of Group Connections held:	106
Families attending at least one Group Connection:	122
◊ <b>Resource Network</b>	
Families linked to at least one community resource during the program year:	124
◊ On average, programs report had up-to-date immunizations	56% of 19-35 month olds

**PROGRAM CHARACTERISTICS**

◊ <b>Number of Parent Educator(s) at end of program year</b>		◊ <b>Education level of Parent Educators</b>	
Full-time	9	Masters or Beyond	20%
Part-time	1	Bachelors	20%
Total	10	Associates	30%
		Some College	10%
		High School/GED	20%
◊ <b>Type of Organization that Houses Affiliates</b>			
Child Care Center	0%	School System	0%
Community Action Agency	33%	Social Service Agency	0%
Family Resource Center	33%	Tribal Government Agency	0%
Health Department	0%	University Extension	0%
Hospital or Medical Facility	0%	Other	33%
Housing Authority	0%		
67% <b>Offer additional early childhood</b>			
2 Early Head Start		2 Head Start	
0 Healthy Families America		1 Center-based	
0 Nurse Family Partnership		0 Family Literacy	
0 Early Intervention		0 HIPPY	
0 SafeCare		0 Child First	
0 Other			

\* Accuracy of the data presented in this report is contingent upon the accuracy of APR data submitted by affiliates.



## 2017-2018 APR 2-Pager + Infographic

### ADDITIONAL INFORMATION

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

This information is based on data from 3 Affiliate Performance Reports Submitted by AK

The typical reporting period is July 1, 2017 to June 30, 2018.

ADDITIONAL CHARACTERISTICS OF FAMILIES SERVED			FAMILY CENTERED ASSESSMENT & GOAL-SETTING		
♦ Parent with disabilities	5	3%	♦ <u>Family-centered Assessment</u>		
♦ Substance abuse	7	4%	♦ Total completed family-centered assessments	154	
♦ Court-appointed legal guardians/foster parents	5	3%	♦ Initial family-centered assessments (in 90 days enrollment)	47	
♦ Homeless/unstable housing	11	7%	♦ <u>Goal-Setting</u>		
♦ Incarcerated parent	2	1%	♦ Families with at least 1 documented goal:	131	
♦ Death in the immediate family	4	2%	♦ Families that met at least 1 goal:	83	63%
♦ Domestic violence	3	2%			
♦ Child abuse/neglect	1	1%			
♦ Military family	4	2%			
♦ Children who are uninsured	7	4%			

PERSONAL VISITS		ADVISORY COMMITTEE AND STAFF MEETINGS	
♦ <u>Visit Frequency</u>		♦ Number of Advisory Committee meetings:	9
♦ Percent of families with 2 or more high needs characteristics receiving at least 75% of twice monthly requirement:	68%	♦ Number of staff meetings:	57
♦ Percent of families with 1 or fewer high needs receiving at least 75% of once monthly requirement:	98%	♦ Average length of staff meeting (in hours):	1.67

LENGTH OF TIME ENROLLED		COMMUNITIES SERVED		
For those who exited	For those still enrolled			
♦ Less than 6 months	22%	25%	♦ Rural (Population less than 2,500)	67%
♦ 6 to 12 months	24%	15%	♦ Small Town (Population between 2,500 and 25,000)	33%
♦ 13-17 months	6%	16%	♦ Suburban (Identifiable community part of an urban area)	0%
♦ 18 to 24 months	18%	16%	♦ Urban (Densely settled containing at least 50,000)	33%
♦ More than 2 years	29%	29%	♦ Major City (500,000 or more)	0%

(NOTE: duplicate counts)

EXITING FAMILIES		WAITLIST AND ATTRITION	
♦ Total number of families who exited this program year	49	♦ Number of families waiting for services:	59
♦ <u>Reasons for Exit</u>		♦ Family attrition rate (includes families who moved out of service area) <sup>1</sup> :	
♦ The enrolled child(ren) aged out (or graduated)	13	18%	
♦ The child and/or family transitioned to another early childhood or family support program (without aging out or graduating)	6		
♦ The child and/or family moved out of the service area	8		
♦ The family regularly missed scheduled personal visits	11		
♦ The family could not be located	0		
♦ The family was dissatisfied with Parents as Teachers	0		
♦ The family left the program for other reasons/unknown	11		
		♦ Family attrition rate (excludes families who moved out of service area) <sup>1</sup> :	
		13%	

**Note 1:** Because moving out of the service area is not a reason for exit that can be controlled by a PAT service provider, the annual attrition rate has been calculated both ways (with families that exited due to moving included and excluded from the calculation). Also note that the attrition rates reported here are based on only one program year.

**September 15, 2017**  
**2:00-3:30pm**

**Call-in Number:** 1-855-244-8681  
**Meeting number (access code):** 809 454 190

### **Parents as Teachers (PAT) & DHSS Initial Meeting Agenda**

2:00-2:30      **Welcome**      DEED      Supanika Ackerman

#### **Introductions**

<i>Parents as Teachers</i>	SE AEYC
	Kids Corp
	Rural CAP
	<i>Sprout</i>

<i>DHSS</i>	Jimael Johnson
	Rebekah Morisse
	Sherrell Holtshouser
	Abigail Newby-Kew
	Meg Kurtagh

**Roles & Responsibilities**      Supanika Ackerman  
*Outline for FY 18 grant management*

2:30-3:15      **Follow-up Questions**

Discussion to clarify grantee responses to survey.  
*Each grantee will have an opportunity to add additional information regarding the Parents as Teachers program for their agencies. Grantees, please be prepared to briefly share additional information that may help form an understanding of your program.*

3:15-3:30      **Next Steps**      Supanika Ackerman

#2

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Wednesday, July 10, 2019 1:19:19 PM  
**Last Modified:** Tuesday, July 16, 2019 12:28:47 PM  
**Time Spent:** Over a day  
**IP Address:** 23.235.108.210

---

## Page 1: Program Information

**Q1 Program:** **Juneau Parents as Teachers**

---

## Page 2: Cumulative Enrollment and Staffing

**Q2 Annual Enrollment**

Single-child families:	<b>34</b>
Multi-child families:	<b>32</b>
Families with an income <200% of the Federal Poverty Level:	<b>24</b>
Families enrolled during the past year:	<b>47</b>
Children ages 0-2:	<b>68</b>
Children ages 3-5:	<b>33</b>
Families that graduated or aged out:	<b>3</b>
Families that left before completion:	<b>21</b>
Families with 1 or fewer high risk characteristics:	<b>52</b>
Families with 2+ high risk characteristics:	<b>11</b>

---

**Q3 Annual count of families that left before completion by reason (please choose the one that fits best or describe another reason):**

Unable to contact/locate:	<b>2</b>
Excessive missed appointments:	<b>2</b>
Family received what they needed from program:	<b>3</b>
Family moved out of service area:	<b>5</b>
Other (describe reasons and counts):	<b>9- loss of an educator and families didn't want to transfer to a new one.</b>

---

**Q4 Current Staffing (Report staff by FTE hours. If one half-time and one full, then 1.5 FTE)**

---

Staffed home visitor positions:	<b>3</b>
Total home visitor positions:	<b>4</b>
Staffed other position:	<b>1</b>
Total other positions:	<b>1</b>

---

**Q5 Waitlist**

Families	<b>29</b>
Children ages 0 -2:	<b>30</b>
Children ages 3 - 5:	<b>4</b>

---

Page 3: Visits and Screenings

**Q6 Total number of visits completed:**

456

---

**Q7 Annual Hearing Screenings**

Screenings provided: **30**  
Children identified as needing follow-up services: **2**  
Children referred to follow-up services: **2**  
Children already receiving follow-up based services: **0**

---

**Q8 Annual Vision Screenings**

Screenings provided: **68**  
Children identified as needing follow-up services: **1**  
Children referred to follow-up services: **0**  
Children already receiving follow-up services: **1**

---

**Q9 Annual Developmental Screenings**

ASQ Screenings provided: **89**  
ASQ-SE Screenings Provided: **92**  
Children identified as needing follow-up services: **17**  
Children referred to follow-up services: **7**  
Children already receiving follow-up services: **4**

---

## Page 4: Child Demographics, Performance Measures, and Wellness Information

---

<b>Q10 Annual Enrollment: Race (Please count each child in most appropriate category)</b>	White (Children Ages 0-2): <b>61</b>
	Alaska Native (Children Ages 0-2): <b>22</b>
	Other (Children Ages 0-2): <b>0</b>
	Other (Children Ages 3-5): <b>0</b>
	Multiple Races (Children Ages 0-2): <b>3</b>

---

<b>Q11 Annual Enrollment: Primary Language(Please count each child in most appropriate category)</b>	English (Children Ages 0-2): <b>83</b>
	English (Children Ages 3-5): <b>0</b>
	Spanish (Children Ages 0-2): <b>0</b>
	Spanish (Children Ages 3-5): <b>0</b>
	Alaska Native Language (Children Ages 0-2): <b>1</b>
	Alaska Native Language (Children Ages 3-5): <b>0</b>
	Other (Children Ages 0-2): <b>3</b>
	Other (Children Ages 3-5): <b>0</b>

---

<b>Q12 Number of Caregivers who received an observation of caregiver-child interaction using a validated tool:</b>	Number of caregivers with children ages 0-2: <b>16</b>
	Number of caregivers with children ages 3-5: <b>3</b>
	Total number of caregivers with observation: <b>19</b>

---

**Q13 Number of caregivers who reported that they read, sing-songs, or tell stories to their children every day:**

Total number of caregivers that reported yes:	<b>59</b>
---	-----------

---

<b>Q14 Number of children with up-to-date immunizations:</b>	Children ages 0-2: <b>18</b>
--	------------------------------

---

<b>Q15 Number of children with an investigated report of child maltreatment:</b>	<b>Respondent skipped this question</b>
--	---

---

<b>Q16 Number of children who received their last recommended Well-Child visit (based on the AAP schedule)</b>	<b>Respondent skipped this question</b>
--	---

---

#2

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, July 09, 2019 1:29:35 PM  
**Last Modified:** Wednesday, July 10, 2019 2:17:02 PM  
**Time Spent:** Over a day  
**IP Address:** 23.235.108.210

---

## Page 1: Program Information

**Q1 Program:** **SEA**  
**AEYC**

---

**Q2 Quarterly Report FY19** **Q4 (Due 7/31)**

---

## Page 2: Quarterly Enrollment and Staffing

<b>Q3 Current Enrollment (Quarterly Counts)</b>	Families with one child enrolled in PAT: <b>25</b>
	Families with multiple children enrolled in PAT: <b>24</b>
	Total Number of Families enrolled during the quarter: <b>49</b>
	Families with an income <200% of the Federal Poverty Level:
	Children ages 0-2: <b>53</b>
	Children ages 3-5: <b>18</b>
	Families that graduated or aged out: <b>2</b>
	Families that left this Quarter before completion: <b>5</b>

---

**Q4 Count of families that left before completion by reason. Please choose the one that fits best or describe another reason. (If no families left, skip question):**

Family received what they needed from program:	<b>3</b>
Family moved out of service area:	<b>1</b>
Other (describe reasons and counts):	<b>1- family no longer has time for the visits due to job restraints.</b>

---

## PAT 4th Quarter Reports

### Q5 Current Staffing (Report staff by FTE hours. If one half-time and one full, then 1.5 FTE)

---

Staffed home visitor positions:	<b>3</b>
Total home visitor positions:	<b>4</b>
Staffed other positions:	<b>1</b>
Total other positions:	<b>1</b>

---

### Q6 Waitlist:

Families:	<b>29</b>
Children ages 0-2:	<b>30</b>
Children ages 3-5:	<b>4</b>

---

### Page 3: Visits and Screenings

### Q7 Total number of visits completed:

119

---

### Q8 Hearing Screenings

Screenings provided: **1**  
Children identified as needing **0**  
follow-up services:  
Children identified with needs **0**  
to monitor:  
Children referred to follow-up **0**  
services:  
Children already receiving **4**  
follow-up services:

---

### Q9 Vision Screening

Screenings provided: **11**  
Children identified as needing **0**  
follow-up services:  
Children identified with needs **0**  
to monitor:  
Children referred to follow-up **0**  
services:  
Children already receiving **0**  
follow-up services:

---

## PAT 4th Quarter Reports

### **Q10 Developmental Screenings ASQ**

ASQ Screenings provided: **23**  
Children identified as needing follow-up services:  
Children identified with needs to monitor:  
Children referred to follow-up services:  
Children already receiving follow-up services:

---

### **Q11 Developmental Screenings ASQ-SE**

ASQ-SE Screenings Provided: **24**  
Children identified as needing follow-up services: **1**  
Children identified with needs to monitor: **0**  
Children referred to follow-up services: **1**  
Children already receiving follow-up services: **1**

---

## Page 4: Program Staffing and Fiscal Information

### **Q12 Total number of home visitors employed during the last quarter (count both part time and full time visitors as 1)**

**3**

---

### **Q13 Please specify the number of home visitors with:**

Foundational **3**  
Model Implementation **3**  
Foundational 2 (30K) **1**  
Life Skills Progression (LSP) **3**  
CDA **1**  
BA **2**

---

### **Q14 Please specify the number of home visitors pursuing:**

Foundational 2 (30K) **3**

---

### **Q15 Describe other staff trainings completed (and number of staff)**

Ounce of Prevention webinar and self studies- **3**

---

### **Q16 Quarterly Fiscal Data for Funding Year FY19**

Cost per child **0**  
Cost per family **0**  
State PAT Funding **0**  
Percent of PAT Funding Spent**0**

---

## Page 5: Program Activities, Community Referrals, and Program Achievement

**Q17 Program Activities**

Date	<b>4/5/19</b>
Event Title	<b>Turf Night</b>
Adults	<b>38</b>
Children	<b>61</b>
Non-Enrolled Families	<b>16</b>
Total	<b>99</b>
Gross Motor Activity	<b>x</b>
Parent/ Children Shared Time	<b>x</b>
Community Events	<b>x</b>

---

**Q18 Program Activities**

Date	<b>4/16/19</b>
Event Title	<b>PAT Group Connection</b>
Adults	<b>19</b>
Children	<b>25</b>
Non-Enrolled Families	<b>0</b>
Total	<b>44</b>
Fine Motor Activity	<b>x</b>
Parent/ Children Shared Time	<b>x</b>
Community Events	<b>x</b>

---

**Q19 Program Activities**

Date	<b>4/19/19</b>
Event Title	<b>Turf Night</b>
Adults	<b>62</b>
Children	<b>82</b>
Non-Enrolled Families	<b>18</b>
Total	<b>144</b>
Gross Motor Activity	<b>x</b>
Parent/ Children Shared Time	<b>x</b>
Community Events	<b>x</b>

---

## PAT 4th Quarter Reports

### Q20 Program Activities

Date	4/23/19
Event Title	<b>Kindergarten Welcome Night/ Registration</b>
Adults	17
Children	15
Total	32
Early Literacy	x
Fine Motor Activity	x
Parent/ Children Shared Time	x
Community Events	x

---

### Q21 Program Activities

Date	4/26/19
Event Title	<b>Turf Night</b>
Adults	47
Children	59
Non-Enrolled Families	23
Total	106
Gross Motor Activity	x
Parent/ Children Shared Time	x
Community Events	x

---

### Q22 Program Activities

Date	5/15/19
Event Title	<b>PAT Group Connection</b>
Adults	20
Children	20
Total	40
Sensory Exploration	x
Fine Motor Activity	x
Gross Motor Activity	x
Parent/ Children Shared Time	x
Community Events	x

## PAT 4th Quarter Reports

### Q23 Program Activities

Date	4/30-6/4/19
Event Title	Circle of Security
Adults	11
Children	1
Non-Enrolled Families	11
Total	11
Other	6 week parenting class open to the public

---

### Q24 Program Activities

Respondent skipped this question

---

### Q25 Program Activities

Respondent skipped this question

---

### Q26 Program Activities

Respondent skipped this question

---

### Q27 Comments about This Quarter's Activities

Respondent skipped this question

---

### Q28 Upload additional information and photographs here. Please only add photographs if there are consents for use on PAT factsheets

Respondent skipped this question

---

### Q29 Community Referrals

#### Organizations

WIC, medical services, housing, Denali Kid Care, Museums/ libraries, Circle of Security classes, Mental health counselors, legal advice, social support networks, dental care, Infant Learning Program

#### How many families are linked to 2 or more organizations?

We made 39 referrals to 23 unique families

## PAT 4th Quarter Reports

### Q30 Program Achievements, Challenges, and Proposed Solutions

Staffing/ Staff Development/ Program	<b>We were down an educator due to funding insecurity this quarter in Juneau and our sole Hoonah educator has been on hold for most of the quarter due to family medical leave.</b>
Quality Improvement/ Affiliation & Endorsement	<b>We met all 14 essential requirements this year for PAT National so we're now moving into the QIEP Blue Ribbon assessment for this fall.</b>
Barriers/ Challenges	<b>Funding. It's impossible to hold on to qualified staff and dedicated families when everyone is concerned about whether or not we'll have a program in 2 weeks.</b>
Future Objectives	<b>All remaining staff secured a grant to attend training through PAT National and the Erikson's Institute. We also have one staff member working on her Infant Mental Health Endorsement.</b>

#1

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Wednesday, July 10, 2019 11:17:09 AM  
**Last Modified:** Monday, July 15, 2019 12:09:40 PM  
**Time Spent:** Over a day  
**IP Address:** 206.174.39.61

---

## Page 1: Program Information

**Q1 Program:** **Kids' Corp**

---

## Page 2: Cumulative Enrollment and Staffing

<b>Q2 Annual Enrollment</b>	Single-child families:	<b>31</b>
	Multi-child families:	<b>18</b>
	Families with an income	<b>29</b>
	<200% of the Federal Poverty	
	Level:	
	Families enrolled during the	<b>6</b>
	past year:	
	Children ages 0-2:	<b>27</b>
	Children ages 3-5:	<b>39</b>
	Families that graduated or	<b>5</b>
	aged out:	
	Families that left before	<b>13</b>
	completion:	
	Families with 1 or fewer high	<b>33</b>
	risk characteristics:	
	Families with 2+ high risk	<b>16</b>
	characteristics:	

---

**Q3 Annual count of families that left before completion by reason (please choose the one that fits best or describe another reason):**

Unable to contact/locate:	<b>4</b>
Excessive missed appointments:	<b>2</b>
Family received what they needed from program:	<b>0</b>
Child is no longer in family's custody:	<b>0</b>
Family dissatisfied with program:	<b>0</b>
Family moved out of service area:	<b>1</b>
Other (describe reasons and counts):	<b>6 Child enrolled in HS or another pre-k program.</b>

---

**Q4 Current Staffing (Report staff by FTE hours. If one half-time and one full, then 1.5 FTE)**

---

Staffed home visitor positions:	<b>2.5</b>
Total home visitor positions:	<b>2.5</b>
Staffed other position:	<b>.5</b>
Total other positions:	<b>.5</b>

---

**Q5 Waitlist**

Families	<b>6</b>
Children ages 0 -2:	<b>1</b>
Children ages 3 - 5:	<b>5</b>

---

Page 3: Visits and Screenings

**Q6 Total number of visits completed:**

588

---

**Q7 Annual Hearing Screenings**

Screenings provided: **52**  
Children identified as needing follow-up services: **1**  
Children referred to follow-up services: **1**  
Children already receiving follow-up based services: **1**

---

**Q8 Annual Vision Screenings**

Screenings provided: **51**  
Children identified as needing follow-up services: **2**  
Children referred to follow-up services: **2**  
Children already receiving follow-up services: **2**

---

**Q9 Annual Developmental Screenings**

ASQ Screenings provided: **56**  
ASQ-SE Screenings Provided: **51**  
Children identified as needing follow-up services: **3**  
Children referred to follow-up services: **3**  
Children already receiving follow-up services: **2**

---

## Page 4: Child Demographics, Performance Measures, and Wellness Information

**Q10** Annual Enrollment: Race (Please count each child in most appropriate category)

White (Children Ages 0-2):	<b>5</b>
White (Children Ages 3-5):	<b>10</b>
Alaska Native (Children Ages 0-2):	<b>0</b>
Alaska Native (Children Ages 3-5):	<b>0</b>
Other (Children Ages 0-2):	<b>8</b>
Other (Children Ages 3-5):	<b>5</b>
Multiple Races (Children Ages 0-2):	<b>13</b>
Multiple Races (Children Ages 3-5):	<b>24</b>

**Q11** Annual Enrollment: Primary Language (Please count each child in most appropriate category)

English (Children Ages 0-2):	<b>13</b>
English (Children Ages 3-5):	<b>13</b>
Spanish (Children Ages 0-2):	<b>10</b>
Spanish (Children Ages 3-5):	<b>18</b>
Alaska Native Language (Children Ages 0-2):	<b>0</b>
Alaska Native Language (Children Ages 3-5):	<b>0</b>
Other (Children Ages 0-2):	<b>5</b>
Other (Children Ages 3-5):	<b>6</b>

**Q12** Number of Caregivers who received an observation of caregiver-child interaction using a validated tool:

Number of caregivers with children ages 0-2:	<b>13</b>
Number of caregivers with children ages 3-5:	<b>18</b>
Total number of caregivers with observation:	<b>25</b>

**Q13** Number of caregivers who reported that they read, sing-songs, or tell stories to their children every day:**Respondent skipped this question****Q14** Number of children with up-to-date immunizations:

Children ages 0-2:	<b>5</b>
Children ages 3-5:	<b>15</b>

**Q15** Number of children with an investigated report of child maltreatment:**Respondent skipped this question****Q16** Number of children who received their last recommended Well-Child visit (based on the AAP schedule)**Respondent skipped this question**

#1

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Wednesday, July 10, 2019 10:58:48 AM  
**Last Modified:** Wednesday, July 10, 2019 11:16:48 AM  
**Time Spent:** 00:18:00  
**IP Address:** 206.174.39.61

## Page 1: Program Information

**Q1 Program:** **Kid's Corp Inc.**

**Q2 Quarterly Report FY19** **Q4 (Due 7/31)**

## Page 2: Quarterly Enrollment and Staffing

<b>Q3 Current Enrollment (Quarterly Counts)</b>	Families with one child enrolled in PAT: <b>23</b>
	Families with multiple children enrolled in PAT: <b>14</b>
	Total Number of Families enrolled during the quarter: <b>37</b>
	Families with an income <200% of the Federal Poverty Level: <b>26</b>
	Children ages 0-2: <b>24</b>
	Children ages 3-5: <b>25</b>
	Families that graduated or aged out: <b>5</b>
	Families that left this Quarter before completion: <b>1</b>

**Q4** Count of families that left before completion by reason. Please choose the one that fits best or describe another reason. (If no families left, skip question):

Unable to contact/locate:	<b>0</b>
Excessive missed appointments:	<b>1</b>
Family received what they needed from program:	<b>0</b>
Child is no longer in family's custody:	<b>0</b>
Family dissatisfied with program:	<b>0</b>
Family moved out of service area:	<b>0</b>
Other (describe reasons and counts):	<b>0</b>

**Q5 Current Staffing (Report staff by FTE hours. If one half-time and one full, then 1.5 FTE)**

---

Staffed home visitor positions:	<b>2.5</b>
Total home visitor positions:	<b>2.5</b>
Staffed other positions:	<b>.5</b>
Total other positions:	<b>.5</b>

---

**Q6 Waitlist:**

Families:	<b>6</b>
Children ages 0-2:	<b>1</b>
Children ages 3-5:	<b>5</b>

---

Page 3: Visits and Screenings

**Q7 Total number of visits completed:**

177

---

**Q8 Hearing Screenings**

Screenings provided: **4**  
Children identified as needing **0**  
follow-up services:  
Children identified with needs **0**  
to monitor:  
Children referred to follow-up **0**  
services:  
Children already receiving **0**  
follow-up services:

---

**Q9 Vision Screening**

Screenings provided: **4**  
Children identified as needing **0**  
follow-up services:  
Children identified with needs **0**  
to monitor:  
Children referred to follow-up **0**  
services:  
Children already receiving **0**  
follow-up services:

---

**Q10** Developmental Screenings ASQ

ASQ Screenings provided: **7**  
 Children identified as needing **0**  
 follow-up services:  
 Children identified with needs **0**  
 to monitor:  
 Children referred to follow-up **0**  
 services:  
 Children already receiving **0**  
 follow-up services:

**Q11** Developmental Screenings ASQ-SE

ASQ-SE Screenings Provided: **7**  
 Children identified as needing follow-up services: **1**  
 Children identified with needs to monitor: **0**  
 Children referred to follow-up services: **1**  
 Children already receiving follow-up services: **0**

## Page 4: Program Staffing and Fiscal Information

**Q12** Total number of home visitors employed during the last quarter (count both part time and full time visitors as 1)

3

**Q13** Please specify the number of home visitors with:

Foundational	<b>3</b>
Model Implementation	<b>3</b>
Foundational 2 (30K)	<b>3</b>
Life Skills Progression (LSP)	<b>0</b>
CDA	<b>0</b>
AA	<b>2</b>
BA	<b>1</b>
MA	<b>0</b>
PHD	<b>0</b>

**Q14** Please specify the number of home visitors pursuing:

Foundational	<b>0</b>
Model Implementation	<b>0</b>
Foundational 2 (30K)	<b>0</b>
Life Skills Progression (LSP)	<b>0</b>
CDA	<b>0</b>
AA	<b>0</b>
BA	<b>1</b>
MA	<b>0</b>
PHD	<b>0</b>

**Q15** Describe other staff trainings completed (and number of staff)

All three staff attended the Infant Early Childhood Mental Health conference in Anchorage 4/1/19-4/3/19. Lead Parent Educator attended the Frontline Leadership Institute 4/16/19-4/18/19. All staff attended a NEAR @ home teleconference/training on 4/22/19.

**Q16** Quarterly Fiscal Data for Funding Year FY19

Cost per child	<b>707</b>
Cost per family	<b>936</b>
State PAT Funding	<b>34647</b>
Percent of PAT Funding Spent	<b>23</b>

## Page 5: Program Activities, Community Referrals, and Program Achievement

**Q17** Program Activities

Date	<b>4/20/19</b>
Event Title	<b>Kids Day</b>
Adults	<b>14</b>
Children	<b>20</b>
Non-Enrolled Families	<b>0</b>
Total	<b>34</b>
Early Literacy	<b>yes</b>
Sensory Exploration	<b>yes</b>
Fine Motor Activity	<b>yes</b>
Gross Motor Activity	<b>yes</b>
Car Seat Safety	<b>no</b>
Parent/ Children Shared Time	<b>yes</b>
Community Events	<b>yes</b>
Cultural Celebrations	<b>no</b>

**Q18 Program Activities**

Date	<b>4/26/19</b>
Event Title	<b>Planting activity</b>
Adults	<b>14</b>
Children	<b>17</b>
Non-Enrolled Families	<b>0</b>
Total	<b>31</b>
Early Literacy	<b>no</b>
Sensory Exploration	<b>yes</b>
Fine Motor Activity	<b>yes</b>
Gross Motor Activity	<b>no</b>
Car Seat Safety	<b>no</b>
Parent/ Children Shared Time	<b>yes</b>
Community Events	<b>no</b>
Cultural Celebrations	<b>no</b>

---

**Q19 Program Activities**

Date	<b>5/10/19</b>
Event Title	<b>Mother's day crafts</b>
Adults	<b>10</b>
Children	<b>12</b>
Non-Enrolled Families	<b>0</b>
Total	<b>22</b>
Early Literacy	<b>no</b>
Sensory Exploration	<b>yes</b>
Fine Motor Activity	<b>yes</b>
Gross Motor Activity	<b>no</b>
Car Seat Safety	<b>no</b>
Parent/ Children Shared Time	<b>yes</b>
Community Events	<b>no</b>
Cultural Celebrations	<b>no</b>

---

**Q20 Program Activities**

Date	<b>5/20/19</b>
Event Title	<b>Franz Bakery tour</b>
Adults	<b>5</b>
Children	<b>7</b>
Non-Enrolled Families	<b>0</b>
Total	<b>12</b>
Early Literacy	<b>no</b>
Sensory Exploration	<b>yes</b>
Fine Motor Activity	<b>no</b>
Gross Motor Activity	<b>no</b>
Car Seat Safety	<b>no</b>
Parent/ Children Shared Time	<b>yes</b>
Community Events	<b>yes</b>
Cultural Celebrations	<b>no</b>

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**Q21 Program Activities**

Date	<b>6/6/19</b>
Event Title	<b>Cambell Creek Playtime</b>
Adults	<b>13</b>
Children	<b>21</b>
Non-Enrolled Families	<b>0</b>
Total	<b>34</b>
Early Literacy	<b>no</b>
Sensory Exploration	<b>yes</b>
Fine Motor Activity	<b>yes</b>
Gross Motor Activity	<b>yes</b>
Car Seat Safety	<b>no</b>
Parent/ Children Shared Time	<b>yes</b>
Community Events	<b>no</b>
Cultural Celebrations	<b>no</b>

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**Q22 Program Activities**

Date	<b>6/21/19</b>
Event Title	<b>End of the year celebration</b>
Adults	<b>32</b>
Children	<b>40</b>
Non-Enrolled Families	<b>0</b>
Total	<b>62</b>
Early Literacy	<b>no</b>
Sensory Exploration	<b>yes</b>
Fine Motor Activity	<b>yes</b>
Gross Motor Activity	<b>yes</b>
Car Seat Safety	<b>no</b>
Parent/ Children Shared Time	<b>yes</b>
Community Events	<b>no</b>
Cultural Celebrations	<b>no</b>

**Q23 Program Activities****Respondent skipped this question****Q24 Program Activities****Respondent skipped this question****Q25 Program Activities****Respondent skipped this question****Q26 Program Activities****Respondent skipped this question****Q27 Comments about This Quarter's Activities****Respondent skipped this question**

**Q28** Upload additional information and photographs here. **Respondent skipped this question**  
 Please only add photographs if there are consents  
 for use on PAT factsheets

**Q29 Community Referrals**

Organizations	<b>Summer lunch program, ASD, Nine Star, Providence Maternity Center, KCI Early Head Start, Boys and Girls club, prenatal clinic</b>
How many families are linked to 2 or more organizations?	<b>0</b>

**Q30 Program Achievements, Challenges, and Proposed Solutions**

Staffing/ Staff Development/ Program	<b>Lead Parent Educator will be leaving the program in early July. Funding is in jeopardy. Families will be provided with information on alternative programs as available and needed.</b>
Quality Improvement/ Affiliation & Endorsement	<b>CQI goals were discussed at summer CAB meeting and include strengthening the system of sharing KIPS observation information with families and using it to inform home visit and group connection planning and strengthening the goal setting and community resource referral process.</b>
Community Outreach	<b>We have developed a good referral relationship with the Providence NFP program. They refer families to us who are graduating their program or need extra support/assistance. One of our Parent Educators attended their June graduation event to speak to families about our program.</b>
Barriers/ Challenges	<b>Funding. Staff turnover.</b>
Future Objectives	<b>Develop a structured method for sharing KIPS observation results with families and using the information to inform practice.</b>



#4

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, August 06, 2019 9:07:55 AM  
**Last Modified:** Tuesday, August 06, 2019 11:59:38 AM  
**Time Spent:** 02:51:42  
**IP Address:** 65.74.1.82

## Page 1: Program Information

**Q1 Program:** RurAL CAP

## Page 2: Cumulative Enrollment and Staffing

**Q2 Annual Enrollment**

Single-child families:	<b>35</b>
Multi-child families:	<b>19</b>
Families with an income	<b>44</b>
<200% of the Federal Poverty	
Level:	
Families enrolled during the	<b>2</b>
past year:	
Children ages 0-2:	<b>69</b>
Children ages 3-5:	<b>5</b>
Families that graduated or	<b>4</b>
aged out:	
Families that left before	<b>4</b>
completion:	
Families with 1 or fewer high	<b>36</b>
risk characteristics:	
Families with 2+ high risk	<b>18</b>
characteristics:	

**Q3 Annual count of families that left before completion by reason (please choose the one that fits best or describe another reason):**

Unable to contact/locate:	<b>0</b>
Excessive missed appointments:	<b>0</b>
Family received what they needed from program:	<b>0</b>
Child is no longer in family's custody:	<b>0</b>
Family dissatisfied with program:	<b>0</b>
Family moved out of service area:	<b>2</b>
Other (describe reasons and counts):	<b>2 - The family no longer wants to receive services.</b>

**Q4 Current Staffing (Report staff by FTE hours. If one half-time and one full, then 1.5 FTE)**

---

Staffed home visitor positions:	<b>2 FTE</b>
Total home visitor positions:	<b>3 FTE</b>
Staffed other position:	<b>0.25 PAT Manager</b>
Total other positions:	<b>0.25 PAT Manager</b>

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**Q5 Waitlist**

Families	<b>0</b>
Children ages 0 -2:	<b>0</b>
Children ages 3 - 5:	<b>0</b>

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## Page 3: Visits and Screenings

**Q6 Total number of visits completed:**

561

**Q7 Annual Hearing Screenings**

Screenings provided: **67**  
Children identified as needing **3**  
follow-up services:  
Children referred to follow-up **3**  
services:  
Children already receiving **0**  
follow-up based services:

---

**Q8 Annual Vision Screenings**

Screenings provided: **67**  
Children identified as needing **2**  
follow-up services:  
Children referred to follow-up **0**  
services:  
Children already receiving **2**  
follow-up services:

---

**Q9 Annual Developmental Screenings**

ASQ Screenings provided: **62**  
ASQ-SE Screenings Provided: **62**  
Children identified as needing **6**  
follow-up services:  
Children referred to follow-up **0**  
services:  
Children already receiving **0**  
follow-up services:

---

## Page 4: Child Demographics, Performance Measures, and Wellness Information

<b>Q10</b> Annual Enrollment: Race (Please count each child in most appropriate category)	White (Children Ages 0-2): <b>33</b> White (Children Ages 3-5): <b>4</b> Alaska Native (Children Ages 0-2): <b>18</b> Alaska Native (Children Ages 3-5): <b>0</b> Other (Children Ages 0-2): <b>2</b> Other (Children Ages 3-5): <b>0</b> Multiple Races (Children Ages 0-2): <b>16</b> Multiple Races (Children Ages 3-5): <b>1</b>
<b>Q11</b> Annual Enrollment: Primary Language (Please count each child in most appropriate category)	English (Children Ages 0-2): <b>67</b> English (Children Ages 3-5): <b>5</b> Spanish (Children Ages 0-2): <b>0</b> Spanish (Children Ages 3-5): <b>0</b> Alaska Native Language (Children Ages 0-2): <b>0</b> Alaska Native Language (Children Ages 3-5): <b>0</b> Other (Children Ages 0-2): <b>2</b> Other (Children Ages 3-5): <b>0</b>
<b>Q12</b> Number of Caregivers who received an observation of caregiver-child interaction using a validated tool:	Number of caregivers with children ages 0-2: <b>56</b> Number of caregivers with children ages 3-5: <b>3</b> Total number of caregivers with observation: <b>59</b>
<b>Q13</b> Number of caregivers who reported that they read, sing-songs, or tell stories to their children every day:	 <b>The data have not been tracked.</b> <b>The data have not been tracked.</b> <b>The data have not been tracked.</b>
<b>Q14</b> Number of children with up-to-date immunizations:	Children ages 0-2: <b>17</b> Children ages 3-5: <b>1</b>
<b>Q15</b> Number of children with an investigated report of child maltreatment:	Children ages 0-2: <b>0</b> Children ages 3-5: <b>0</b>

**Q16** Number of children who received their last recommended Well-Child visit (based on the AAP schedule)

Children ages 0-2:	<b>14</b>
Children ages 3-5:	<b>0</b>

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#3

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Monday, July 15, 2019 10:00:37 AM  
**Last Modified:** Tuesday, July 30, 2019 3:58:13 PM  
**Time Spent:** Over a week  
**IP Address:** 65.74.1.82

Page 1: Program Information

**Q1 Program:** **RurAL CAP**

**Q2 Quarterly Report FY19** **Q4 (Due 7/31)**

Page 2: Quarterly Enrollment and Staffing

<b>Q3 Current Enrollment (Quarterly Counts)</b>	Families with one child enrolled in PAT: <b>37</b>
	Families with multiple children enrolled in PAT: <b>14</b>
	Total Number of Families enrolled during the quarter: <b>51</b>
	Families with an income <200% of the Federal Poverty Level: <b>41</b>
	Children ages 0-2: <b>54</b>
	Children ages 3-5: <b>11</b>
	Families that graduated or aged out: <b>6</b>
	Families that left this Quarter before completion: <b>1</b>

**Q4** Count of families that left before completion by reason. Please choose the one that fits best or describe another reason. (If no families left, skip question):

Family moved out of service area: **1**

**Q5 Current Staffing (Report staff by FTE hours. If one half-time and one full, then 1.5 FTE)**

Staffed home visitor positions:	<b>2</b>
Total home visitor positions:	<b>3</b>
Staffed other positions:	<b>.5</b>
Total other positions:	<b>0</b>

**Q6 Waitlist:**

Families:	<b>0</b>
Children ages 0-2:	<b>0</b>
Children ages 3-5:	<b>0</b>

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Page 3: Visits and Screenings

**Q7 Total number of visits completed:**

125

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**Q8 Hearing Screenings**

Screenings provided: **5**  
Children identified as needing **1**  
follow-up services:  
Children identified with needs **0**  
to monitor:  
Children referred to follow-up **1**  
services:  
Children already receiving **0**  
follow-up services:

---

**Q9 Vision Screening**

Screenings provided: **5**  
Children identified as needing **0**  
follow-up services:  
Children identified with needs **0**  
to monitor:  
Children referred to follow-up **0**  
services:  
Children already receiving **0**  
follow-up services:

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**Q10 Developmental Screenings ASQ**

ASQ Screenings provided: **15**  
Children identified as needing **2**  
follow-up services:  
Children identified with needs **2**  
to monitor:  
Children referred to follow-up **0**  
services:  
Children already receiving **0**  
follow-up services:

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**Q11 Developmental Screenings ASQ-SE**

ASQ-SE Screenings Provided:	<b>10</b>
Children identified as needing follow-up services:	<b>0</b>
Children identified with needs to monitor:	<b>0</b>
Children referred to follow-up services:	<b>0</b>
Children already receiving follow-up services:	<b>0</b>

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## Page 4: Program Staffing and Fiscal Information

**Q12 Total number of home visitors employed during the last quarter (count both part time and full time visitors as 1)**

2

**Q13 Please specify the number of home visitors with:**

Foundational	<b>2</b>
Model Implementation	<b>2</b>
Foundational 2 (30K)	<b>2</b>
Life Skills Progression (LSP)	<b>2</b>
MA	<b>1</b>

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**Q14 Please specify the number of home visitors pursuing:**

Foundational	<b>0</b>
Model Implementation	<b>0</b>
Foundational 2 (30K)	<b>0</b>
Life Skills Progression (LSP)	<b>0</b>
CDA	<b>0</b>
AA	<b>0</b>
BA	<b>0</b>
MA	<b>0</b>
PHD	<b>0</b>

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**Q15 Describe other staff trainings completed (and number of staff)**

AAEYC - 1, PAT on-line webinars - 2, Head Start Training on-line - 2

**Q16 Quarterly Fiscal Data for Funding Year FY19**

Cost per child	<b>657</b>
Cost per family	<b>838</b>
State PAT Funding	<b>42719</b>
Percent of PAT Funding Spent	<b>100</b>

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## Page 5: Program Activities, Community Referrals, and Program Achievement

**Q17 Program Activities**

Date	<b>5/8/19</b>
Event Title	<b>Tie Dye Fun</b>
Adults	<b>4</b>
Children	<b>4</b>
Total	<b>72 total participants Event was shared with HS families</b>
Early Literacy	<b>none</b>
Sensory Exploration	<b>exploration of color and dye transfer designs</b>
Fine Motor Activity	<b>rubber banding T-shirts, eyedroppers</b>
Gross Motor Activity	<b>Outdoor play with trikes, bikes, sandbox and slide</b>
Car Seat Safety	<b>none</b>
Parent/ Children Shared Time	<b>yes</b>
Community Events	<b>HS and PAT combined</b>
Cultural Celebrations	<b>no</b>
Other	<b>no</b>

**Q18 Program Activities**

Date	<b>5/17/19</b>
Event Title	<b>Talent Show</b>
Adults	<b>6</b>
Children	<b>6</b>
Non-Enrolled Families	<b>41</b>
Total	<b>69</b>
Sensory Exploration	<b>yes</b>
Fine Motor Activity	<b>yes</b>
Gross Motor Activity	<b>yes</b>
Car Seat Safety	<b>none</b>
Parent/ Children Shared Time	<b>yes</b>
Community Events	<b>yes</b>
Cultural Celebrations	<b>no</b>
Other	<b>Sponsored by Haines Police Department -families participated in singing, dancing, juggling, tossing bean bags, etc. to showcase their talents Food was served.</b>

**Q19 Program Activities**

Date	5/18/19
Event Title	Infant Massage class
Adults	1
Children	1
Non-Enrolled Families	0
Total	2
Sensory Exploration	massage
Fine Motor Activity	massage
Parent/ Children Shared Time	yes
Other	Infant massage offered by a certified Infant massage person

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**Q20 Program Activities**

Date	4/6/19
Event Title	Annual Kodiak Child Fair
Adults	14
Children	11
Non-Enrolled Families	66
Total	93
Early Literacy	Book Booth sponsored by PAT
Sensory Exploration	yes, from various vendors
Fine Motor Activity	yes, block building sponsored by PAT
Gross Motor Activity	yes, diaper race
Car Seat Safety	yes
Parent/ Children Shared Time	yes, various activity tables and events
Community Events	yes
Cultural Celebrations	no
Other	Annual community-wide activity fair held at the high school. PAT Booth theme = block building and a book tent. 300 plus attendees. Only counted age eligible children

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**Q21 Program Activities**

Date	4/5/19
Event Title	Joint ILP Group - Ocean The,e
Adults	1
Children	4
Non-Enrolled Families	2
Total	7
Early Literacy	yes - book center
Fine Motor Activity	yes, cutting, gluing, tearing
Gross Motor Activity	no
Car Seat Safety	no
Parent/ Children Shared Time	yes
Community Events	Infant Learning Program and PAT
Cultural Celebrations	no

**Q22 Program Activities**

Date	5/3/19
Event Title	Joint ILP Group - Communication Theme
Adults	3
Children	9
Non-Enrolled Families	4
Total	16
Early Literacy	yes book center, made rolling books
Gross Motor Activity	yes, chasing the rolling books
Car Seat Safety	no
Parent/ Children Shared Time	no
Community Events	Infant Learning Program and PAT
Cultural Celebrations	no

**Q23 Program Activities**

Respondent skipped this question

**Q24 Program Activities**

Respondent skipped this question

**Q25 Program Activities**

Respondent skipped this question

**Q26 Program Activities****Respondent skipped this question****Q27 Comments about This Quarter's Activities**

We were unsuccessful in finding a qualified Parent Educator in Kake. Haines and Kodiak increased caseloads

**Q28 Upload additional information and photographs here. Respondent skipped this question**

Please only add photographs if there are consents  
for use on PAT factsheets

**Q29 Community Referrals**

Organizations

**Public Health, Safe Alaskans, SEARHC, SAIL, DKC, Haines HS, Kodiak HS, City of Kodiak, KANA, SOA Alexys, Project Homeless connect, UAF Cooperative Extension,**

How many families are linked to 2 or more organizations?

**9****Q30 Program Achievements, Challenges, and Proposed Solutions**

Staffing/ Staff Development/ Program

**Minus 1 PE in Kake, AAEYC Conference,**

Quality Improvement/ Affiliation &amp; Endorsement

**Participating in PAT National QEIP for Blue Ribbon Status**

Community Outreach

**Public Health, KANA, Kodiak Early Childhood Coalition, ILP, SEARHC, Chilkat Valley Preschool**

Barriers/ Challenges

**Hiring a Kake PE, Uncertainty of State Funding,**

Future Objectives

**Successful completion of Blue Ribbon Status. Securing funding to continue serving families as well as expanding our funding opportunities.**