AP3 Pre-Kindergarten Program

Alaska Department of Education and Early Development

Introduction

In Alaska FY 2013, EED was provided with $2,800,000.00 in General Funds for a second round of competitive grants for the Alaska Pre-Kindergarten program (formerly the AP3). The department was able to fund the eight highest scoring proposals as well as the two set aside grants requested by the legislature when the program began. The eight competitive grants went to the Lower Kuskokwim SD, Anchorage SD, Mat-Su SD, Nome SD, Juneau SD, Yukon Koyukuk SD, North Slope SD and the Dillingham SD. The set asides went to Lower Yukon SD and Yupiit SD.

AP3 Grantee and Site Information

The tables below represent Alaska Pre-Kindergarten competitive grants. An additional $150,000 was provided to two intervention districts to improve their coordination with existing early childhood programs in their communities and for parent outreach in communities with no services (totaling $300,000). The remaining funds went out as grants, contracts and materials supporting required training, assessments and reporting processes (PPVT, DIAL – 3, ECERS, TSG, and parent & community engagement).

FY 10	Classrooms	Children	Grant	FY 11	Classrooms	Children	Grant
Anchorage	2	35	$167,684	Anchorage	2	36	$167,684
Bering Strait	4	49	$362,828	Bering Strait	4	49	$362,828
Juneau	2	33	$201,073	Juneau	2	40	$201,073
Lower Kuskokwim	2	23	$337,732	Lower Kuskokwim	2	29	$337,732
Nome	2	38	$219,539	Nome	2	40	$219,539
Yukon Koyukuk	5	31	$325,445	Yukon Koyukuk	7	54	$325,445
Total	**17**	**209**	**$1,614,301**	**Total**	**19**	**248**	**$1,614,301**

FY 12	Classrooms	Children	Grant	FY 13	Classrooms	Children	Grant
Anchorage	2	39	$167,684	Anchorage	2	35	$159,300
Bering Strait	4	47	$362,828	Dillingham	2	33	$260,000
Juneau	2	43	$201,073	Juneau	4	64	$380,133
Lower Kuskokwim	2	30	$337,732	Lower Kuskokwim	2	33	$321,387
Nome	2	35	$219,539	Mat-Su	6	79	$497,000
Yukon Koyukuk	2	24	$325,445	Nome	3	55	$268,447
				North Slope	2	25	$158,407
				Yukon Koyukuk	5	21	$259,011
Total	**14**	**211**	**$1,614,301**	**Total**	**26**	**345**	**$2,303,685**

Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)

Each fall and spring, students' receptive English vocabulary is measured using the Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4). The results provided are for students who completed both fall and spring assessment data for the FY10, FY11, FY12, and FY13 school years. Based on the national percentile rankings of the PPVT, the percentage of students in each quartile was as follows:

### State Aggregate PPVT All Program Percentages (Fall)
FY10 n=179: FY11 n=188: FY12 n=158: FY13 n=264
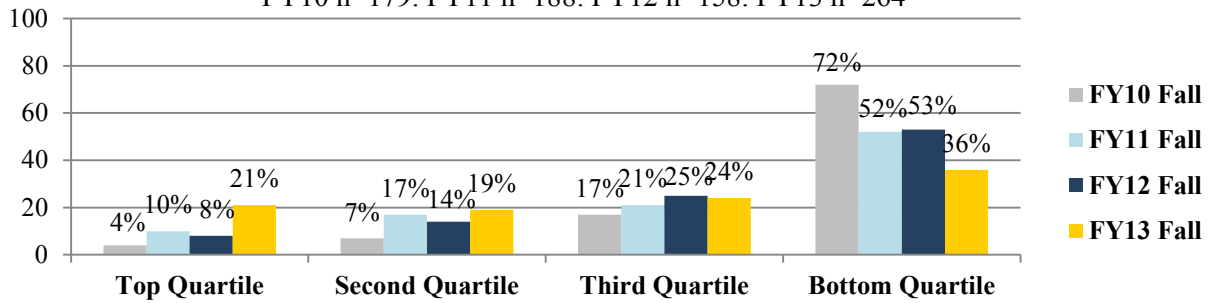
	2010	% of (n=179)	2011	% of (n=188)	2012	% of (n=158)	2013	% of (n=264)
Top Quartile (75th-100th percentile)	7	4%	19	10%	13	8%	56	21%
Second Quartile (50th-74th percentile)	13	7%	32	17%	22	14%	50	19%
Third Quartile (25th-49th percentile)	30	17%	39	21%	39	25%	63	24%
Bottom Bottom(0-24th percentile)	129	72%	98	52%	84	53%	95	36%

State Aggregate PPVT All Program Percentages (Spring)
FY10 n=168: FY11 n=179: FY12 n=158: FY13 n=264
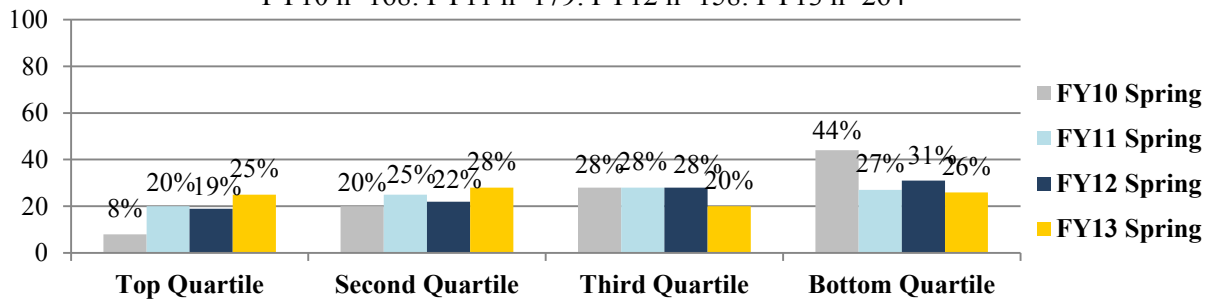
	2010	% of (n=168)	2011	% of (n=179)	2012	% of (n=158)	2013	% of (n=264)
Top Quartile (75th-100th percentile)	13	8%	36	20%	13	19%	67	25%
Second Quartile (50th-74th percentile)	34	20%	45	25%	22	22%	75	28%
Third Quartile (25th-49th percentile)	47	28%	50	28%	39	28%	53	20%
Bottom Quartile (0-24th percentile)	74	44%	48	27%	84	31%	69	26%

Another PPVT comparison is a growth model. It shows each child's growth in months compared to expected growth. If there are seven months between the pre and post we expect to see seven months of growth for the child.

State Aggregate PPVT Expected Growth
FY10 n=158: FY11 n=162: FY12 n=158: FY13 n=264
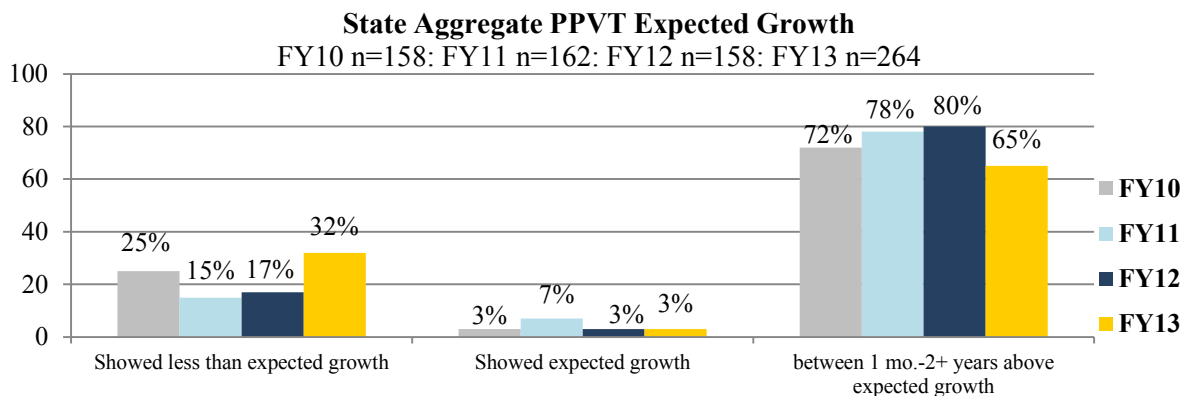
	2010	% of (n=158)	2011	% of (n=162)	2012	% of (n=158)	2013	% of (n=264)
1 mo.– 2+ years above	114	72%	127	78%	126	80%	171	65%
Expected growth	5	3%	11	7%	5	3%	8	3%
Less than expected growth	39	25%	24	15%	27	17%	85	32%

As well as percentile national comparison and the growth model the PPVT provides an Age Equivalence compared to national norms for same age children.

State Aggregate Age Equivalence
Compared to same age national norms
FY10 n=158: FY11 n=162: FY12 n=158: FY13 n=264
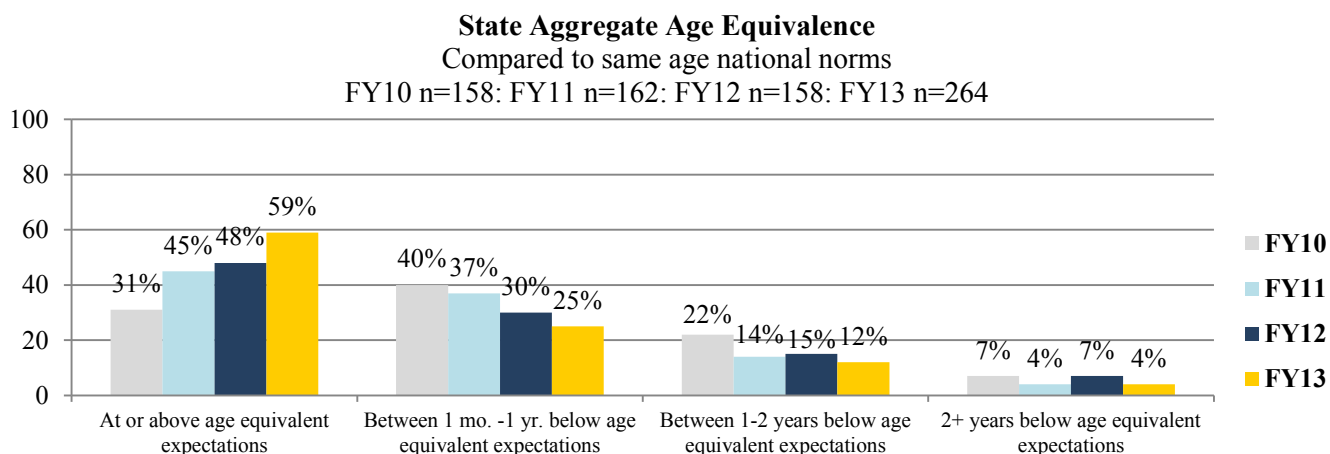
	2010	% of (n=158)	2011	% of (n=162)	2012	% of (*n*=158)	2013	% of (n=264)
At or above age equivalence	49	31%	73	45%	76	48%	155	59%
1 mo. – 1 year below	63	40%	60	37%	48	30%	66	25%
1-2 years below	35	22%	23	14%	23	15%	33	12%
2+ years below	11	7%	6	4%	11	7%	10	4%

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

In the fall and spring, students' developmental skills were measured using the *Developmental Indicators for the Assessment of Learning-Third Addition* (DIAL-3). The three performance areas tested were motor, concepts, and language. The results provided are for students who completed both fall and spring assessment data for the FY10, FY11, and FY12 school years.

Based on the national percentile rankings of the DIAL-3, the percentage of students in each quartile of the *TOTAL SCORE* was as follows:

State Aggregate DIAL-3 All Program Percentages (Fall)
FY10 n=174: FY11 n=187: FY12 n=161
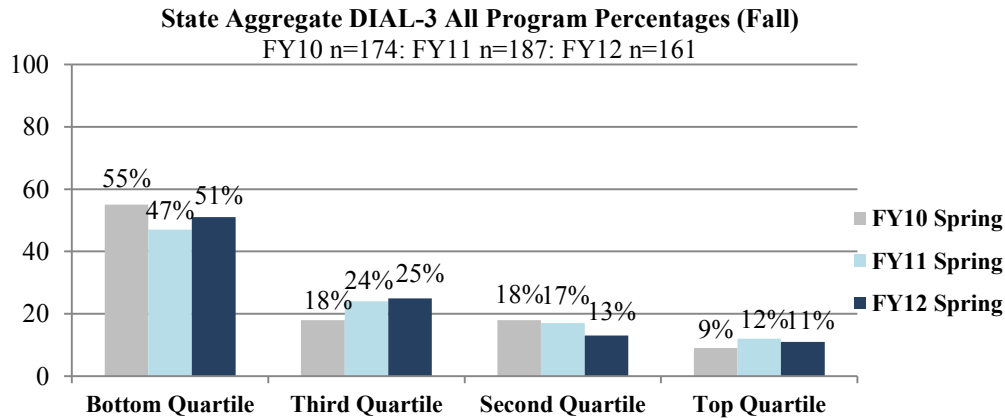
	2010	% of (n=174)	2011	% of (n=187)	2012	% of (n=161)
Top Quartile (75th-100th percentile)	16	9%	22	12%	18	11%
Second Quartile (50th-74th percentile)	31	18%	32	17%	21	13%
Third Quartile (25th-49th percentile)	31	18%	45	24%	40	25%
Bottom Quartile (0-24th percentile)	96	55%	88	47%	82	51%

State Aggregate DIAL-3 All Program Percentages (Spring)
FY10 n=166: FY11 n=177: FY12 n=161
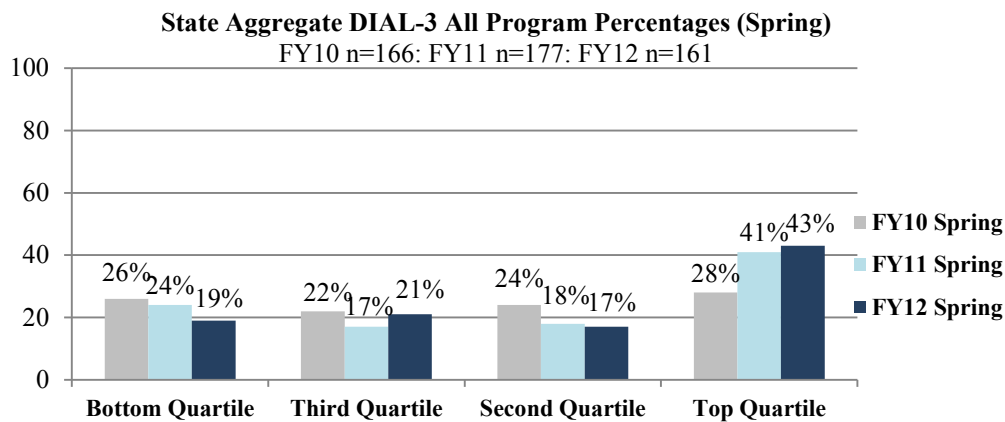
	2010	% of (n=166)	2011	% of (n=177)	2012	% of (n=161)
Top Quartile (75th-100th percentile)	46	28%	73	41%	70	43%
Second Quartile(50th-74th percentile)	40	24%	32	18%	28	17%
Third Quartile (25th-49th percentile)	37	22%	30	17%	33	21%
Bottom Quartile (0-24th percentile)	43	26%	42	24%	30	19%

Teaching Stratigies Gold (TSG) is a new scientifically research based early childhood assessment process that has replaced the DIAL – 3 as one of the required child outcome tools for the Alaska Pre-Kindergarten program. It is being utalized by Alaska's Head Start programs as well. TSG is an authentic observational assessment system for children from birth through Kindergarten. It is designed to inform educators and care givers about the children they work with – what they know and can do, as well as their strengths, needs, and interests across all areas of development and learning. TSG has been aligned with both the Alaska Early Learning Guidelines (ELG) and the Alaska Developmental Profile (ADP). The specific goals from the ELG and the ADP are listed under the appropriate dimension assessed and reported below.

The table below shows the numbers and percentages of children who were assessed as below widely held expectations, meeting widely held expectations, or exceeding widely held expectations for 4 your year old children in the fall and in the spring. While the state level reporting shows only fall and spring, the main use of this assessment process is on-going through out the year and can be used across years as well to guide classroom activities and interventions that meet individual children's needs and strengths.

Teaching Strategies Gold Snapshot								
Dimension		**Below**		**Meeting**		**Exceeding**		**Total (n)**
1B-Follows Limits and Expectations ELG Goal # 24 ADP Goal # 4	*Fall*	74	25.5%	209	72.5%	5	2%	288
	Spring	29	9%	318	70%	66	21%	313
3A- Balances Needs and Rights of Self and Others ELG Goal # 17 ADP Goal # 3	*Fall*	54	19%	231	80%	2	1%	287
	Spring	10	3%	183	59%	119	38%	312
6-Demonstrates Gross Motor Manipulative Skills ELG Goal # 1 ADP Goal # 1	*Fall*	98	35%	187	66%	0	0%	284
	Spring	17	5%	292	94%	2	1%	311
7A-Uses Fingers and Hands ELG Goal # 2 ADP Goal # 2	*Fall*	116	42%	163	58%	0	0%	279
	Spring	26	8%	285	92%	0	0%	311
8A- Comprehends Language ELG Goals # 57 &63 ADP Goal # 9	*Fall*	142	48%	151	52%	0	0%	293
	Spring	32	10%	270	87%	8	3%	310
9A- Uses an Expanding and Expressive Vocabulary ELG Goal # 61 ADP Goal # 10	*Fall*	65	22%	225	76%	4	1%	295
	Spring	20	6%	257	83%	34	11%	311
11A- Attends and Engages ELG Goal # 29 ADP Goal # 6	*Fall*	87	35%	158	64%	1	1%	247
	Spring	23	7.5%	259	84%	26	8.5%	308
13- Classifies ELG Goal # 33 ADP Goal # 8	*Fall*	64	26%	183	74%	0	0%	247
	Spring	1	0%	260	84%	47	15%	308
14A- Thinks Symbolically ELG Goal # 30 ADP Goal (not addressed in ADP)	*Fall*	48	19%	207	28%	2	2%	258
	Spring	8	3%	245	80%	54	17%	307
15A- Notices and Discriminates Rhyme ELG Goal # 65 ADP Goal # 11	*Fall*	174	70%	71	28%	5	2%	250
	Spring	56	17.5%	173	54.5%	88	28%	317
16A- Identifies and Names Letters ELG Goal # 66 ADP Goal # 13	*Fall*	72	29%	143	58%	33	13%	248
	Spring	13	4%	108	35%	192	61%	313

19A- Writes Name ELG Goal # 72 ADP Goal # 13	*Fall*	70	28%	179	72%	1	0%	250
	Spring	3	1%	259	81%	56	18%	318
20A- Counts ELG Goal # 38 ADP Goal # 7	*Fall*	177	71%	71	28%	3	1%	251
	Spring	53	16.5%	168	52%	101	31.5%	322
22- Compares and Measures ELG Goal # 40 ADP Goal (not addressed in ADP)	*Fall*	162	64.5%	89	35.5%	0	0%	251
	Spring	23	8%	262	89%	8	3%	293

The table below shows a breakdown of the numbers of children across the continuum of development. Children in the blue shaded area are meeting widely held expectations. This allows us to see who is solidly in that range, who has just entered the range and may need continuing guidance and reinforcement, and who is moving towards the next level of development and may benefit from mediated approaches to exceed widely held expectations. The sections to the left of the blue areas show the spread of children not meeting expectations; those who are close to meeting them and those outliers with more significant needs. Those sections to the right of the blue areas show the spread of children exceeding widely held expectations; reflecting those already meeting kindergarten expectations or even exceeding kindergarten expectations.

Teaching Strategies Gold Dimensions											
Dimension		NY	1	2	3	4	5	6	7	8	9	Total (N)
1B-Follows Limits and Expectations ELG Goal # 24 ADP Goal # 4	*Fall*	0	4	5	13	35	55	97	22	5	0	236
	Spring	0	0	2	2	25	24	67	103	36	0	259
3A- Balances Needs and Rights of Self and Others ELG Goal # 17 ADP Goal # 3	*Fall*	1	7	11	27	104	52	31	31	2	0	235
	Spring	0	4	0	10	21	58	92	49	23	0	258
6-Demonstrates Gross Motor Manipulative Skills ELG Goal # 1 ADP Goal # 1	*Fall*	0	0	2	1	17	39	131	19	24	0	233
	Spring	0	0	0	2	5	8	57	121	75	1	269
7A-Uses Fingers and Hands ELG Goal # 2 ADP Goal # 2	*Fall*	0	0	1	4	11	73	98	32	18	0	237
	Spring	0	0	0	1	4	20	37	109	88	0	258
8A- Comprehends Language ELG Goals # 57 &63 ADP Goal # 9	*Fall*	0	1	3	7	27	64	115	19	5	0	241
	Spring	0	0	1	1	15	14	55	103	48	7	244
9A- Uses Expanding and Expressive Vocabulary ELG Goal # 61 ADP Goal # 10	*Fall*	0	1	3	9	42	109	68	6	4	0	243
	Spring	0	0	0	2	17	28	102	78	29	1	257
11A- Attends and Engages ELG Goal # 29 ADP Goal # 6	*Fall*	0	1	2	4	65	73	50	4	1	0	205
	Spring	0	0	0	5	17	42	100	75	15	0	254
13- Classifies ELG Goal # 33 ADP Goal # 8	*Fall*	0	2	7	25	121	27	13	0	0	0	195
	Spring	1	0	0	0	49	57	102	20	25	0	254

Item	Season											Total
14A- Thinks Symbolically ELG Goal # 30 ADP Goal (not addressed in ADP)	*Fall*	0	3	6	19	**130**	**31**	**14**	2	0	0	**205**
	Spring	1	0	1	5	**43**	**58**	**97**	27	21	0	**253**
15A- Notices and Discriminates Rhyme ELG Goal # 65 ADP Goal # 11	*Fall*	1	10	47	71	**45**	**10**	**14**	0	4	0	**202**
	Spring	1	1	9	40	**34**	**53**	**69**	29	26	0	**262**
16A- Identifies and Names Letters ELG Goal # 66 ADP Goal # 13	*Fall*	5	56	**54**	**27**	**24**	**10**	13	4	3	0	**197**
	Spring	2	11	**22**	**28**	**27**	**25**	55	46	40	3	**259**
19A- Writes Name ELG Goal # 72 ADP Goal # 13	*Fall*	0	10	43	**34**	**34**	**41**	**36**	0	0	0	**198**
	Spring	0	1	2	**11**	**20**	**6**	**122**	47	1	0	**264**
20A- Counts ELG Goal # 38 ADP Goal # 7	*Fall*	3	5	23	42	78	**32**	**12**	2	1	0	**199**
	Spring	1	0	4	12	32	**76**	**63**	63	14	3	**268**
22- Compares and Measures ELG Goal # 40 ADP Goal (not addressed in ADP)	*Fall*	3	2	52	74	**56**	**8**	**6**	**0**	0	0	**201**
	Spring	1	0	2	16	**56**	**94**	**49**	**14**	7	0	**239**

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

The Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) is a scale designed for use in classroom-based early childhood care and education programs serving children aged two to six years. It is organized into six scales: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, and Program Structure. 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.

Results: State Aggregate ECERS – R Program Outcomes

State Aggregate	Fall 09	Spring 10	Spring 11	Spring 12	FY13 Mid-Year
Overall Score:	3.76	4.69	5.44	5.02	4.69
Space and Furnishings	3.06	4.08	5.22	4.45	4.59
Personal Care Routines	2.64	3.33	4.46	3.74	3.78
Language-Reasoning	4.10	5.43	5.98	5.12	5.30
Activities	3.16	4.33	5.04	4.45	4.41
Interaction	4.54	4.80	5.87	5.94	5.33
Program Structure	4.26	5.41	5.65	5.69	5.29
Parents and Staff	5.44	6.13	6.24	6.35	*

*These scores represent programmatic growth on the ECERS. FY2013 began a new grant cycle with almost half of the grantees new to the program. The National ECERS program removed the parent & staff section as it is now represented within program structure.

Conclusion

As mentioned, FY 2013 saw the beginning of a new Pre-K grant cycle. It led to the departure of one of the grantees from years 1 -3 (Bering Straits) and the expansion to three new district programs (North Slope, Mat-Su, and Dillingham). With these changes we saw a continuation of child and program growth.

The FY 2013 PPVT showed our largest numbers and percentages of children starting the year in the top 2 quartiles, although still not the majority. 171 of our children showed greater than expected growth. While this is more than in other years it is a smaller percentage of the total group. Lastly on the PPVT 155 children, a full 59% scored at or above their age equivalent compared nationally. These numbers and percentages have grown each year the program has been offered and for the first time in FY2013 the majority of children met or exceeded their same age national norms.

In FY 2013 the Pre-K grantees began using the Teaching Strategies Gold assessment system in place of the DIAL 3 screening tool. While we have no other Alaska Pre-K TSG data to compare to, this assessment links to specific goals found in both the Alaska Early Learning Guidelines and the Alaska Developmental profile.

FY 2014 saw an approximate 29% budget reduction and we expect to see fewer children served than in FY 2013. We have continued training and use of the Teaching Strategies Gold assessment system and will begin links to the Developmental Profile data and the K – 12 assessment system.