

# Alaska Department of Education and Early Development

## Early Childhood Programs

### Alaska Pre-Kindergarten Program

In Alaska FY 2016, EED was provided with \$2,000,000.00 in General Funds to continue the competitive grants for the Alaska Pre-Kindergarten program (formerly the AP3). The funds to maintain pre-kindergarten services in all program were issued to the Lower Kuskokwim SD, Anchorage SD, Mat-Su SD, Nome SD, Juneau SD, Yukon Koyukuk SD. Reduced set asides went to Lower Yukon SD and Yupiit SD to provide intervention services.

#### Alaska Pre-Kindergarten Grantee and Site Information

The tables below represent the Alaska Pre-Kindergarten competitive grants. Set aside funds were provided to two districts to improve their coordination with existing early childhood programs in their communities and for parent outreach in communities with no services. The remaining funds went out as grants, contracts and materials supporting required training, assessments and reporting processes.

FY 13	Classrooms	Children	Grant	FY 14	Classrooms	Children	Grant
Anchorage	2	35	\$159,300	Anchorage	2	32	\$113,740
Dillingham	2	33	\$260,000	Dillingham	2	33	\$185,640
Juneau	4	64	\$380,133	Juneau	2	30	\$271,415
Lower Kuskokwim	2	33	\$321,387	Lower Kuskokwim	2	30	\$229,470
Mat-Su	6	79	\$497,000	Mat-Su	6	79	\$354,858
Nome	3	55	\$268,447	Nome	3	53	\$191,671
North Slope	2	25	\$158,407	North Slope	2	20	\$113,103
				Yukon Koyukuk	5	14	\$184,934
				Lower Yukon	Intervention		\$107,100
				Yupitt	Intervention		\$107,100
<b>Total</b>	<b>21</b>	<b>324</b>	<b>\$2,044,674</b>	<b>Total</b>	<b>24</b>	<b>291</b>	<b>\$1,859,031</b>

FY 15	Classrooms	Children	Grant	FY 16	Classrooms/Teachers	Children	Grant
Anchorage	2	48	\$330,924	Anchorage*	2-(2-FTE)	48	\$333,811
Juneau	4	60	\$405,000	Juneau*	4-(2-FTE)	64	\$407,887
Lower Kuskokwim	2	44	\$363,346	LKSD	3-(3-FTE)	44	\$366,233
Mat-Su	6	80	\$450,000	Mat-Su	5-4 FTE 2 .5 FTE	82	\$452,887
Nome	2	60	\$259,534	Nome*	2-2 FTE	60	\$262,421
Yukon Koyukuk	5	6	\$55,000	YKSD	3-3 FTE	6	\$57,887
Lower Yukon	Intervention		\$68,098				
Yupitt	Intervention		\$45,000	Lower Yukon	3-Home Visitor	15	\$70,985
				Yupitt	Coordination		\$47,887
<b>Total</b>	<b>21</b>	<b>298</b>	<b>\$1,976,902</b>	<b>Total</b>	<b>22</b>	<b>319</b>	<b>\$1,999,998</b>

*\*Districts in partnership with Head Start- Anchorage/Kids Corp, Juneau/Tlingit Haida, Nome/Kawerak*

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### Alaska Pre-Kindergarten Program

#### **Measureable Standards**

Alaska Pre-Kindergarten programs report quarterly on four standard areas.

These standard outcome areas are:

#### **Standard 1: Research-Based Programs with Qualified Staff**

All programs have a certificated lead teacher with bachelor degree or higher.

Program aides and assistants have received training and support hours in early childhood development.

#### **Standard 2: Class Size and Staff-Child Ratio**

Programs maintain a 1/10 teacher child ratio

#### **Standard 3: Child Outcome Measurement**

##### **Teaching Strategies Gold**

Teaching Strategies Gold (TSG) is a scientifically research based early childhood assessment process that is the required child outcome tool for the Alaska Pre-Kindergarten program. It is being utilized 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). An additional TSG alignment has been completed with the state's K-12 language arts and math standards.

##### **Peabody Picture Vocabulary Test**

Each fall and spring, program participant's receptive English vocabulary is measured using the Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4). The PPVT-4 measures the amount of vocabulary words a child can accurately identify.

#### **Standard 4: Program Evaluations**

The Early Childhood Environmental Rating Scale (ECERS), and the Classroom Assessment Scoring System (CLASS). Classrooms and teachers are evaluated in the fall and in the spring of each program year.

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### Alaska Pre-Kindergarten Program

#### Teaching Strategies Gold

Pre-Kindergarten grantees use the Teaching Strategies Gold assessment system as the primary method of growth measurement. This assessment links to specific goals found in both the Alaska Early Learning Guidelines and the Alaska Developmental profile. Data has been collected since 2012 when TS Gold became available to the Alaska Pre-Kindergarten program.

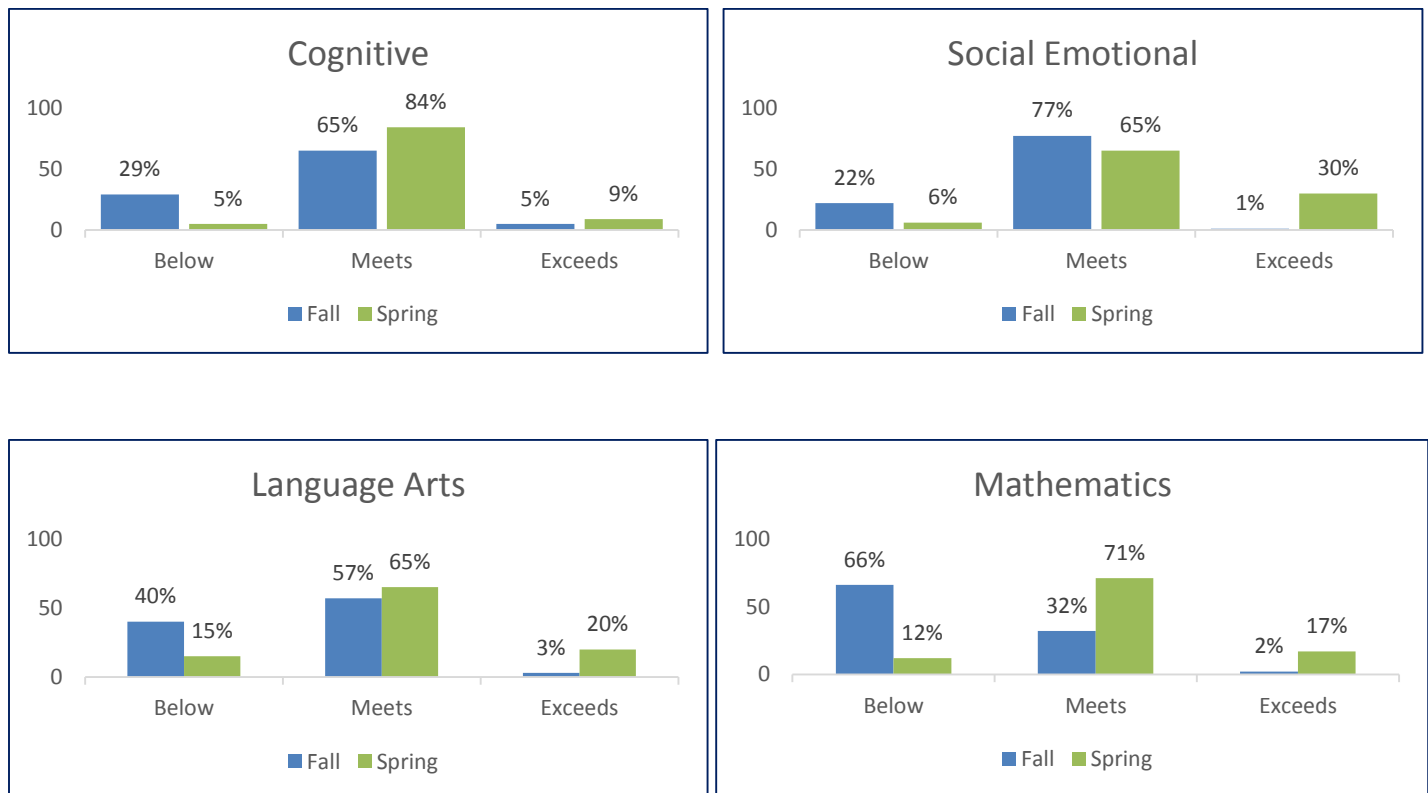
The tables below show the percentages of children who were assessed as below widely held expectations, meeting widely held expectations, or exceeding widely held expectations, for 4 year old children in the fall and in the spring. Expectations are labeled in the data charts as: Below, Meeting or Exceeding. 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.

TS Gold data was collected in the following Domain Areas:

- **Cognitive:** Attends and engages, uses classification skills, thinks symbolically.
- **Social Emotional:** Follows limits and expectations, balances needs of self and others.
- **Physical:** (Not included in this report)
- **Language Arts:** Discriminates rhyme, identifies and names letters, writes name, comprehends language.
- **Mathematics:** Counts, compares and measures.

#### Teaching Strategies Gold Statewide Aggregate

FY 12

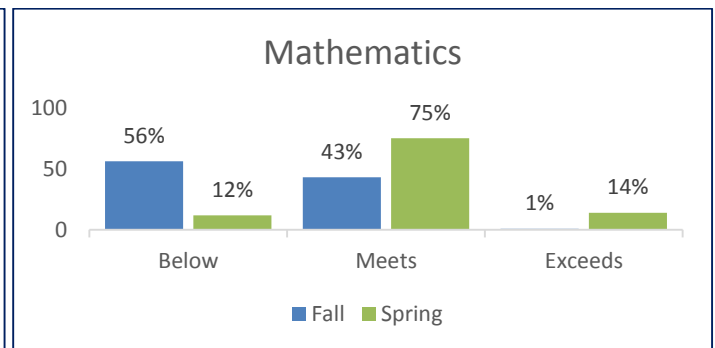
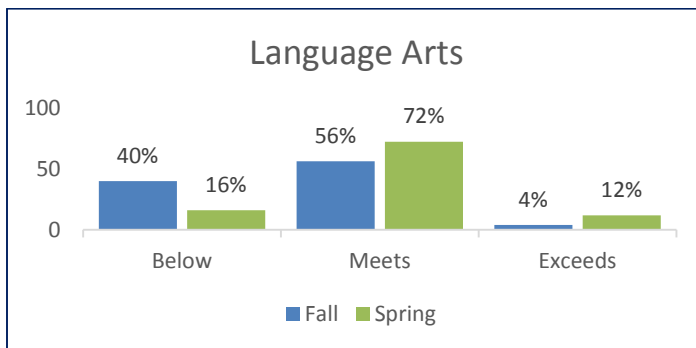
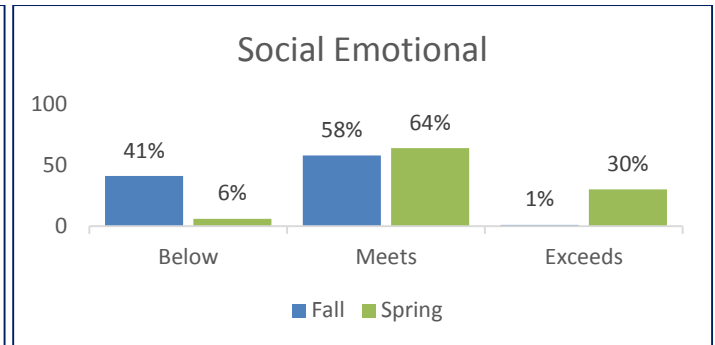
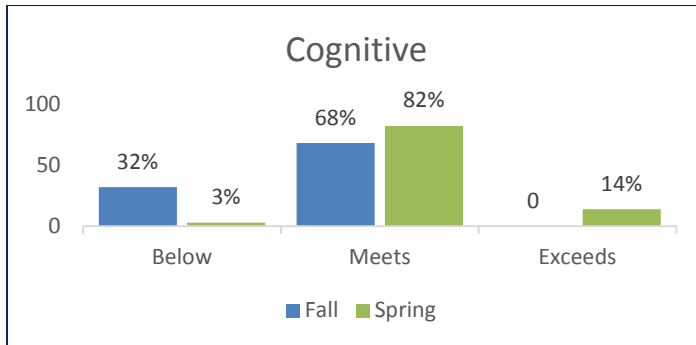


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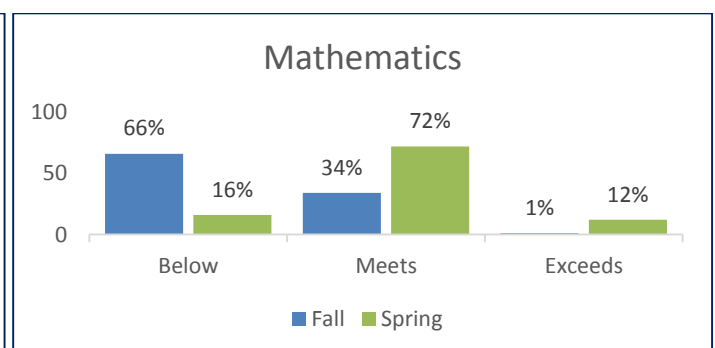
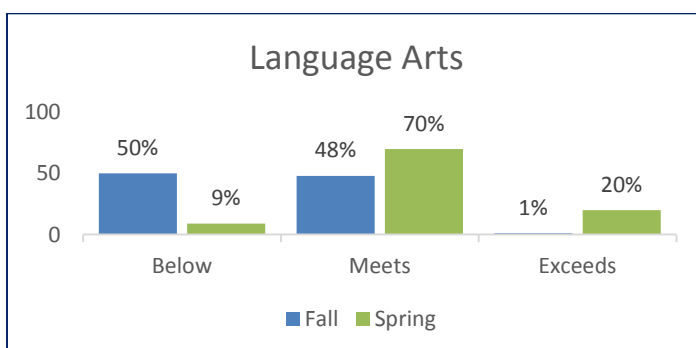
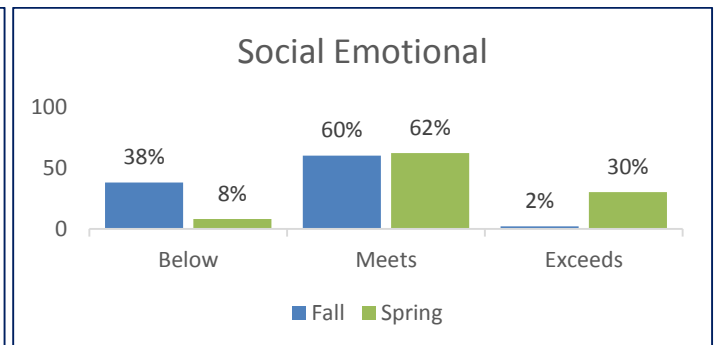
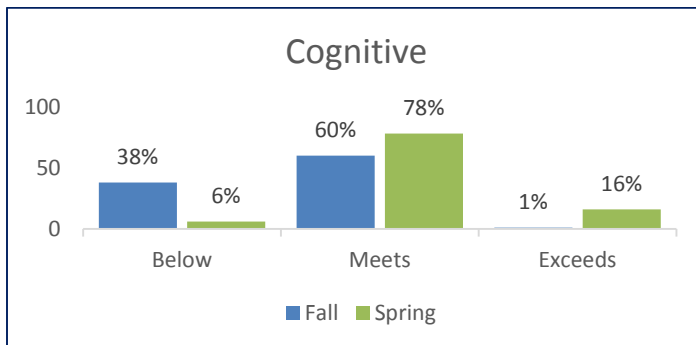
## Early Childhood Programs

### Alaska Pre-Kindergarten Program

**FY 13**



**FY 14**



# Alaska Department of Education and Early Development

## Early Childhood Programs

### Alaska Pre-Kindergarten Program

#### Teaching Strategies Gold Summary

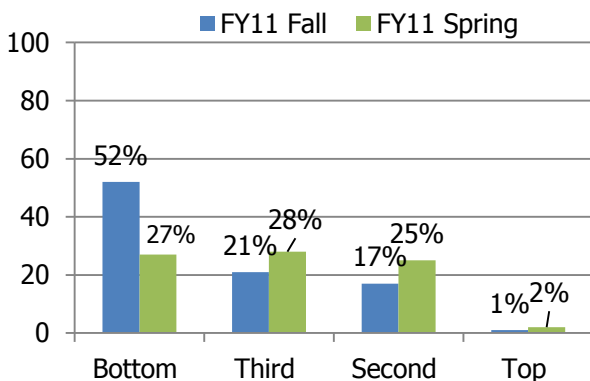
TS Gold is an assessment collected by observing child skills in each of the domain areas. During all of the reporting years, young children consistently showed growth in all domain areas. Some of the strongest growth areas can be seen in the fall/spring differences as children move from below expectation to meets expectations. The greatest gains were made in language arts and mathematics.

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

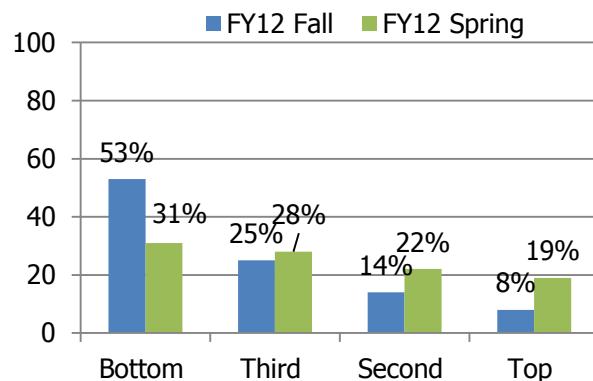
Each fall and spring, students' receptive English vocabulary is measured using the Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4). The *Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)*, measure, is a test of the receptive (hearing) vocabulary of children and adults. The measure is an individually administered, norm-referenced, wide-range instrument. The results provided are for students who completed both fall and spring assessment data for the FY11, FY12, FY13, and FY14 school years. Results are reported by grouping percentile scores into quartiles. The PPVT data shows larger numbers and percentages of children starting the year in bottom quartile. Growth can be seen by reviewing the decrease in percentage between fall and spring data for the bottom quartile and reviewing the increase in percentages of the third, second and top quartiles. 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/Spring

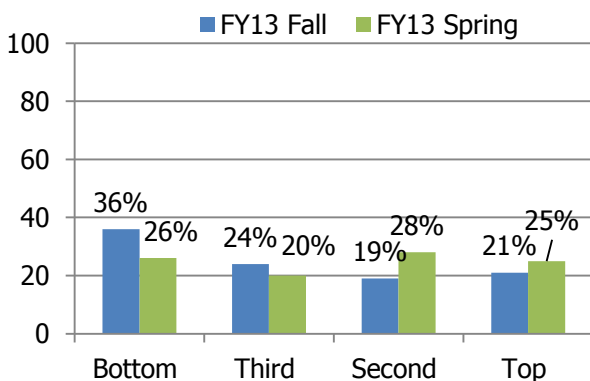
**FY 11 n=188 in percentages**



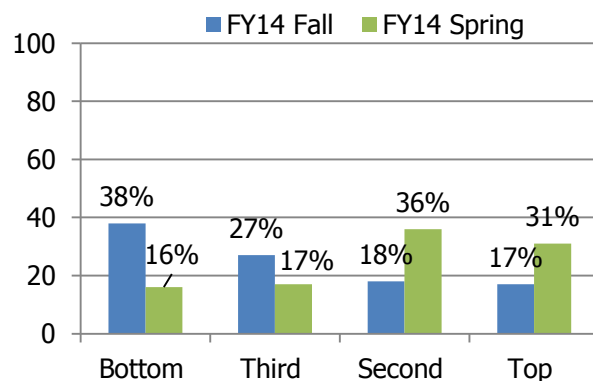
**FY 12 n=158 in percentages**



**FY 13 n=264 in percentages**



**FY 14 n=278 in percentages**



# Alaska Department of Education and Early Development

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### Best Beginnings

#### Introduction

Best Beginnings supports community-based, volunteer-led work to:

- Further early literacy in children between birth and age 5 through Alaska's Imagination Library, bringing a high quality, age-appropriate book each month to a growing number of children in all parts of the state – at no cost to their families – and holding communitywide events that engage families in reading.
- Address early childhood issues in individual Alaska communities through early childhood partnerships, citizen coalitions that determine what their communities need to do to be better places for young children, and bring together people, agencies, and businesses to do the work.

Best Beginnings also conducts statewide research and, with partners, develops and implements public awareness campaigns to increase Alaskans' knowledge of early childhood development. Best Beginnings' investments its partner's impacts Alaska communities in three focus area:

- Early Language & Literacy;
- Strong children, parents and families;
- Community awareness and support related to early learning.

#### Two Year Comparison

FY 15		FY 16	
<b>Program Budget</b>		<b>Program Budget</b>	
<b>Account</b>	<b>Approved Budget</b>	<b>Account</b>	<b>Approved Budget</b>
Personnel	\$290,400	Personnel	\$97,350
Travel	\$35,700	Travel	0
Contractual	\$249,000	Contractual	\$112,650
Supplies	\$355,500 (Imagination Library Grants)	Supplies	\$110,000 (Imagination Library Grants)

# Alaska Department of Education and Early Development

## Early Childhood Programs

### Alaska Imagination Library Sub Grants Imagination Library

In FY 2015, the number of

- Imagination Libraries in Alaska grew from **32 to 33**. The number of communities Imagination Libraries serve grew from **110 to 113**. The number of children enrolled in Alaska in Imagination Libraries grew from 22,006 at the beginning of the year to **23,687** at year's end for an increase of **1,681** Alaska children receiving a book every month in the mail at no cost to their families.
- Nearly **44%** of all Alaska children under 5 years of age were enrolled in the program at the end of the fiscal year.
- In total, **275,580** books went out to children during FY 2015.

### Alaska Imagination Library Sub Grants Imagination Library

Year-end data is not available until June of 2016.

### Early Childhood Partnerships

With support from Best Beginnings, **6 communities** in Alaska organized and built early childhood partnerships in their communities. Community involvement is essential to helping families prepare their children to succeed. Local parents, citizens, and organizations are in the best position to identify what the children in their communities need and how to meet those needs.

- Anchorage Success By 6
- Fairbanks Families
- Homer Early Childhood Coalition
- Juneau Partnership for Families and Children
- Early Childhood Partnership of Mat-Su
- Wrangell Early Childhood Coalition

Program	Grant Amount
Anchorage Success by Six	<b>\$31,500</b>
Fairbanks Families	\$52,500
Homer Early Childhood Coalition	\$45,000
Juneau Partnership for Families and Children	\$50,000
Early Childhood Partnership of Mat-Su	\$45,000
Wrangell Early Childhood Leadership Coalition	\$17,902

In FY 2015 Best Beginnings hosted two conferences for partners from around the state: one for Early Childhood Partnerships and one for Imagination Libraries in Alaska. This resource is provided at no cost to the partners and is

### Early Childhood Partnerships

Due to reduced funding, Best Beginnings has been unable to support early childhood partnerships.

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made available to all partners regardless of whether or not they are currently receiving funds from Best Beginnings.

Best Beginnings worked with partners to identify training topics that will strengthen the work and sustainability of the partners. The conferences held in FY 2015 included sessions on the following topics with the following outcomes:

### FY 16 Best Beginnings Imagination Library Grant Amounts

Community	Award Amount FY15	Award Amount FY 16	Community	Award Amount FY15	Award Amount FY 16
Akiachak	\$1,100	\$1500	Metlakatla	\$1,400	\$1000
Anchor Point	\$1,600	\$1100	Ninilchik	\$500	
Anchorage	\$181,000	\$100,000	North Star	\$14,635	\$8000
Brevig Mission	\$750		Old Harbor	\$1,000	\$500
Chevak	\$550		Seward	\$850	
Copper River	\$2,050	\$1350	Southeast	\$29,350	\$25000
Cordova	\$2,250		Togiak	\$1,250	\$900
Delta	\$3,000	\$1125	Upper Tanana	\$2,000	
Dillingham		\$800	Valdez	\$1,611	
Homer	\$4820	\$3850			
Kenai/Soldotna	\$16,800	\$15000			
Kotzebue		\$975			
Mat-Su	\$59,000	\$20000			
			Total State Allocation	\$325,516	\$181,000
			Best Beginnings Contribution	\$355,000	\$110,000
					\$71,000

### StoryTRACKS

Best Beginnings' project StoryTRACKS is in its second year of implementation. StoryTRACKS is an interactive family reading activity that can be borrowed, free of charge, by any community organization. Approximately **4,800** people were exposed to one of ten StoryTRACKS books at **22** different events from Willow to Valdez. 100% of those surveyed reported that event attendees enjoyed StoryTRACKS, that they would recommend it to other organizations, and that they planned to use them again in the future.

### Strong Children Parents and Families

Each Best Beginnings partner is encouraged to meet their community's needs through their engagement activities. In FY 2015, Best Beginnings partners hosted, partnered in hosting, and/or implemented **752** engagement activities for families



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in their communities. These included story times, family literacy events, reading/music classes, resource fairs, health fairs, Ready 4 Kindergarten! courses, parent support groups and water safety classes.

Early childhood care providers were given opportunities to access training, children received scholarships to participate in extracurricular activities, transportation vouchers were provided to families in order to access services, along with various efforts to meet each community's needs in this focus area.

### **Community Awareness and Support Related to Early Learning.**

In FY 2015, Best Beginnings partners engaged in 1,119 early childhood-focused advocacy interactions with legislators, policy makers, local leaders, and community members. This included presentations to community groups, businesses, and families in addition to letters, phone calls, visits, and testimony to legislators.

Partners also utilize information shared by Best Beginnings to garner local awareness and support for early childhood throughout the State. This includes *Words Count* products that encourage adults to read, talk, sing, and play with young children every day, and information/relevant messaging shared through our network to bolster awareness and generate action.

# Alaska Department of Education and Early Development

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### Parents as Teachers

Parents as Teachers (PAT) is an early childhood parent education and family support program designed to empower parents to give their children the best possible start in life. Home visits and group socializations are offered to families through four grantee organizations. The PAT approach is to support all children so that they will learn, grow and develop to realize their full potential. Parents as teachers is a free, voluntary home visiting program for any pregnant family or family with a child up to age 3. A PAT trained home visitor schedules and completes a one hour visits with families and children in either their home or their community.

#### Alaska Parents as Teachers Grantee and Site Information

FY16 -FY13 PARENTS AS TEACHERS SUMMARY				
Grantee	FY16	FY15	FY14	FY13
RURAL CAP	262,114.00	357,000.00	357,000.00	407,792.00
RURAL CAP	-	-	-	97,500.00
Kid's Corp	86,637.00	118,000.00	118,000.00	143,244.00
Assoc. for the Ed. of Young Children	90,675.00	123,500.00	123,500.00	150,000.00
Sprout Family Services	60,572.00	82,500.00	82,500.00	100,000.00
Totals	499,998.00	681,000.00	681,000.00	898,536.00

#### Measureable Standards

The Alaska PAT program must report on five standard areas and adhere to the Parents as Teachers National model. The PAT program is strongly held accountable by the Parents as Teachers National Center. PAT affiliates must adhere to the established standards for quality implementation based on best practices in the field of early childhood home visitation.

- **Standard 1: Research-Based Programs with Qualified Staff**
  - The PAT program is based on scientific research and is presented by a PAT certified home visitor/parent educator who meets the standards set by the PAT National Center.
- **Standard 2: Staff-Family Ratio**
  - A home visitor should serve 20-24 families with visits 2 times per month.
- **Standard 4: Program Evaluations**
  - Programs will be assessed through the National PAT Center processes for affiliate programs on an annual bases and quality assurance assessment every three years.
- **Standard 5: Program Reports**
  - The following must be submitted with each quarterly report:
    - Fiscal Report and Request for Reimbursement
    - Parents as Teachers Performance Report ( submit with 4<sup>th</sup> Quarter Report only)

# Alaska Department of Education and Early Development

## Early Childhood Programs

### Parents as Teachers

#### FY 16 First Quarter Report

Grantee Program	Standard 1: Research-Based Programs with Qualified Staff	Standard 2: Staff-Family Ratio			Standard 3: Child Outcome Measurement  ASQE Delivered/Referrals Hearing/Vision		Standard 4: Program Evaluations	Standard 5: Program Reports
		Family/ Child/Waitlist	#of Visits	Monthly Activities Y/N				
AEYC	Yes	38/46/20	248	Y	16	1	Yes	Yes
					2	0		
Sprout – Homer	Yes	5/7/0	Weekly	Y	N	0	Yes	Yes
					N	0		
Kids’ Corp- Anchorage	Yes	34/39/16	68	Y	26	1	Yes	Yes
					26	2		
Rural CAP- Anc Kodiak TOk	Yes	39/51/1	205	Y	38	1	Yes	Yes
					37			
Totals: 4 programs/6 sites					80	3		
					65	2		
	100%	123/143/37	521	100%			100%	100%

#### FY 16 Quarter One Summary

FY 16 monies for the PAT program were reduced. This resulted in programs releasing staff and alerting families that they would no longer receive services. When money was re-appropriated the programs formed again and began to provide service. Due to this loss several program staff who were trained and qualified to meet the national PAT standards were not able to continue with the program. It took some programs time to hire and re-train staff to meet the national PAT standards. This resulted in a diminished ability to serve families as with the case with Rural CAP and Sprout Family Services.

Grantee programs continued to provide an effective nationally normed home visiting program using the PAT model. Currently there are 116 children receiving home visiting services. The program continues to provide support to families and children and often times the home visitor is the first contact to provide early childhood screening and assist with the follow up needed for those referrals. In FY 16 Quarter One, 37 screenings had been completed with 1 referral in process.