

# Alaska Department of Education and Early Development

## Early Childhood Programs

### Component

#### Early Learning Coordination

Early Learning Coordination is made up of the following components:

Grant	Funding Amount
<b>Head Start Grants</b> <i>State grants to Head Start Grantees to help support the grantee 20% match requirement, teacher training, curriculum support, facilities or materials.</i>	\$6,853,000
<b>Parents As Teachers</b> <i>Parents As Teachers is a home visiting program that serves approximately 250 young children between the ages of 0-3. Services include child health and developmental screening and parent engagement.</i>	\$500,000
<b>Best Beginnings</b>	\$320,000

#### Program Information

##### Head Start Grants

Head Start programs provide free and comprehensive early childhood programs for children meeting federal poverty guidelines between the ages of 0-5. Head Start programs are required to meet stringent requirements for program excellence. The state of Alaska Department of Education and Early Development provides funding for 16 Head Start Grantees and the Alaska Head Start Association. This funding assists the Head Start programs with meeting the requirements for federal match. The funds can also be used at the grantee discretion to provide other support services.

Grantee	Number of Children Served	State Funding	Federal Funding
Alaska Head Start Association	0	\$25,000.00	0
Aleutian/Pribilof Association	43	\$30,000.00	\$1,083,036.00
Association of Village Presidents	221	\$357,948.00	\$2,467,125.00
Bristol Bay Native Association	80	\$73,934.00	\$1,422,226.00
CCS	260	\$567,099.00	\$ 2,799,444.00
Central Council of Tlingit Haida	249	\$441,170.00	\$2,686,877.00
Chugachmiut	23	\$30,000.00	\$659,941

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Cook Inlet Native Head	190	\$95,000.00	\$2,649,500
Council of Athabascan	22	\$57,460.00	\$496,351
Fairbanks Native Association	167	\$114,769.00	\$3,879,764
Kawerak		\$569,386.00	\$2,970,913
Kenaitze Indian Tribe	57	\$30,549.00	\$611,796.00
Kid's Corp	303	\$818,699.00	\$2,924,954.00
Metlakatla Indian Community	69	\$30,000.00	\$427,368.00
Play N Learn	196	\$439,596.00	\$2,163,092.00
RuRal CAP	680	\$2,589,143	\$8,979,950.00
Tanana Chiefs	190	\$583,238.00	\$2,975,540.00
<b>Total Grantees: 16</b>	<b>3,195</b>	<b>\$6,852,991</b>	<b>\$39,197,877.00</b>

### Head Start School Readiness and Partnerships

All Head Start programs in Alaska utilize the Teaching Strategies GOLD® Observation based assessment system. Data for Head Start programs is included on page 7 of this document. Head Start programs are located throughout Alaska and serve many children in many school districts. Head Start programs have been critical community partners. A list of Head Start programs in partnership with school district grantees is on page 5.

### Program Information

#### Parents as Teachers

Parents As Teachers is a home visiting program that serves approximately 175, young children between the ages of 0-5, annually. Services include child health and developmental screening and parent engagement.

Background:

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

Grantee		Children Served as of Jan 2017	State Award
<b>RuRal CAP</b>	Tok, Kodiak, Anchorage	52	\$262,114.00
<b>Kid's Corp</b>	Anchorage	33	\$86,637.00
<b>Southeast AEYC</b>	Juneau	52	\$90,675.00
<b>Sprout Services</b>	Homer	9	\$60,572.00
		146	\$499,998.00

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#### Best Beginnings

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

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

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

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

Across Alaska, as of December 31, 2016, for FY 2017:

- 110 communities served through Imagination Library
- 18,790 children under the age of 5 enrolled in Imagination Library
- 35% of all eligible Alaska children enrolled in Imagination Library
- 116,480 free books delivered through Imagination Library
- 70 family engagement activities/events
- 3,924 individuals attended family engagement events
- 280 volunteers implemented Imagination Library
- 27 informational presentations in support of early childhood

From Anchorage Imagination Library family engagement survey, as of December 31, 2016, for FY 2017:

- 92% of parents/families report increased knowledge of parenting and child development
- 84% of parents/families report receiving Imagination Library books has increased the amount of time spent reading with their child

Comments from a survey emailed to parents of Alaska Native children, January 2017:

- A great way to spend time with her & better than watching cartoons.
- Great bonding time for the both of us
- I never knew a child could love books and reading at such a young age!
- She likes to point to the different characters and repeat their name, or species, and I can really tell that she is really learning.
- I never knew it could be so connecting for us!

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#### Program Information

##### Prekindergarten Grants

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

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

DEED is specifically interested in providing targeted support based on local community design. In July of 2016 DEED awarded 14 locally designed grants to school districts. While each program is unique grantees are required to demonstrate commitment and outcomes based on the following goals and activities.

##### Alaska pre-elementary program goals and activities include:

<b>Goal 1</b>	Promote school readiness on positive outcomes in all areas of child development addressed in the <i>2007 Alaska Early Learning Guidelines</i> , build strong early childhood literacy by incorporating the appropriate areas of the <i>Alaska Literacy Blueprint</i> , and align with the goals of their districts.
<b>Goal 2</b>	Identify and provide support for Alaska's children who are most in need of support.
<b>Goal 3</b>	Maximize parental choice and continuity of care, by encouraging community based collaboration from a mixed delivery system of early learning support which includes, state, federally funded, private, and non-profit early learning environments.
<b>Goal 4</b>	Support the use of child reliable and valid assessment systems and tools to ensure programs are effectively measuring children's progress across all the domains in the <i>2007 State of Alaska Early Learning Guidelines</i> and using assessment information to inform practice and inform policy decisions.
<b>Goal 5</b>	Support the transition of pre-elementary children to Kindergarten through partnership and strong school and family relationships. Programs will build ongoing, long lasting, trusting relationships with parents, including them in decision making concerning curriculum and other aspects of their child's education and development.
<b>Goal 6</b>	Ensure that early childhood professionals have excellent preparation, ongoing professional development, and compensation commensurate with their qualifications and experience to provide the most effective teacher/child interactions.

Grantee districts also ensure that other funds (federal, grants and private) can be leveraged to provide, to the best extent possible, more pre-elementary slots for children. The next table shows the grants, grantee partners, grant funds, additional funds and total number of children served within a district.

## 2016-2017 DEED Pre-Elementary Grantee District Information

School District/State and Federal Partners	# of 4 yo children served w state funds		Additional Classroom Supports and Supplies	# of children served with other funds including federal	Total Combined Children Served
<b>Anchorage School District</b> <ul style="list-style-type: none"> <li>Kid Corps Head Start</li> <li>Title I Preschool</li> </ul>	48	\$354,763	Curriculum Support. Assessment and Teacher Training.	260	308
<b>Bristol Bay School District</b> <ul style="list-style-type: none"> <li>Bristol Bay Child Care</li> </ul>	11	\$84,000	Child care extension, additional teacher training hours	20	31
<b>Chugach School District</b> <ul style="list-style-type: none"> <li>FOCUS Home School</li> </ul>	29	\$83,978	Teacher training, classroom supplies and materials	0	29
<b>Fairbanks Northstar Borough</b> <i>*Will start summer of 2017. Full teacher training for PreK Literacy Intervention</i>	30	\$99,686	Funds for summer Jump Start program for literacy intervention.		
<b>Hoonah School District</b> <ul style="list-style-type: none"> <li>Tlingit Haida Head Start</li> <li>Special Education</li> </ul>	8	\$83,966.20	On-site support for program administrator. We Can PreK Literacy curriculum for Head Start	14	22
<b>Juneau School District</b> <ul style="list-style-type: none"> <li>Tlingit Haida Head Start</li> <li>Special Education</li> </ul>	20	\$103,000	*Partnership activities with Tlingit Haida Head Start. Allocation of classroom space	0	22
<b>Lower Kuskokwim</b> <ul style="list-style-type: none"> <li>Moore Grants</li> <li>Alaska Native Education</li> <li>Self-funded schools</li> </ul>	81	\$259,000	Program support. Supplies, training	144	225
<b>Lower Yukon School District</b>	11	\$15,000.	Support leadership and preschool teacher training	11	22
<b>Matanuska Susitna</b> <ul style="list-style-type: none"> <li>Title I</li> <li>Special Education</li> </ul>	73	\$408,000	Program training, assessment, supplies, snacks	291	364
<b>Nome School District</b> <ul style="list-style-type: none"> <li>Private preschool</li> <li>Kawerak Head Start</li> </ul>	13	\$276, 678	Teacher support/classroom materials/training	36	49
<b>Northwest Arctic Borough School District</b>	0	\$3000	Support leadership and preschool teacher training	20	20
<b>Sitka School District</b> <ul style="list-style-type: none"> <li>Tlingit Haida Head Start</li> <li>Sitka Tribe</li> </ul>	17	\$102,996	Special education services/busing/training/support	45	62
<b>Yukon Koyukuk School District</b>	22	\$118, 758		0	22
<b>Total</b>	<b>358</b>	<b>\$1,992,825</b>		<b>841</b>	<b>1206</b>

# Alaska Pre-Elementary Grant Outcome Measures

## Child Pre-Elementary Growth during School Year

### School Year 2015 -2016

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

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

- Anchorage School District
- MatSu School District
- Juneau School District
- Yukon-Kuskokwim School District
- Lower Kuskokwim School District
- Nome School District
- Lower Yukon School District

Educators in the seven districts observed children in the following four developmental areas:

- Cognitive
- Language
- Literacy
- Mathematics.

Each developmental domain was further broken down into objective goals.

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

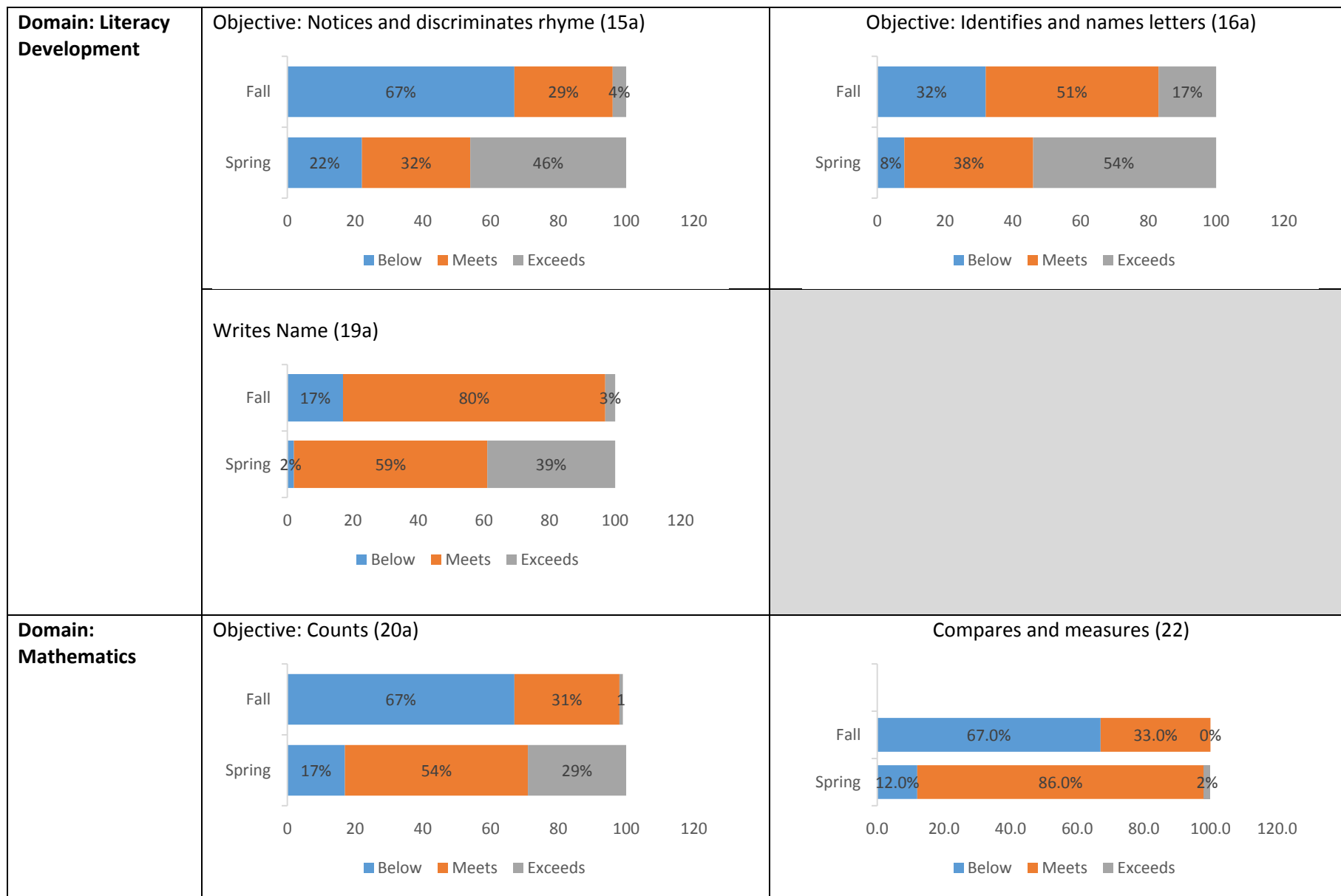
Teachers record data during three checkpoint periods, Fall, Winter and Spring. Only **Fall 2015** and **Spring 2016** are presented in this report. Only children who were enrolled in Pre-Elementary for at least two checkpoint periods are included in this report.

## 2015- 2016 Child Growth in Developmental Areas and Objectives

Domain: Cognitive Development	Objective: Attends and engages (11a)	Domain: Uses Classification Skills (13)
	Domain: Thinks symbolically (14a)	
Domain: Language Development	Objective: Comprehends Language (8a)	Objective: Uses expanded expressive vocabulary (9a)

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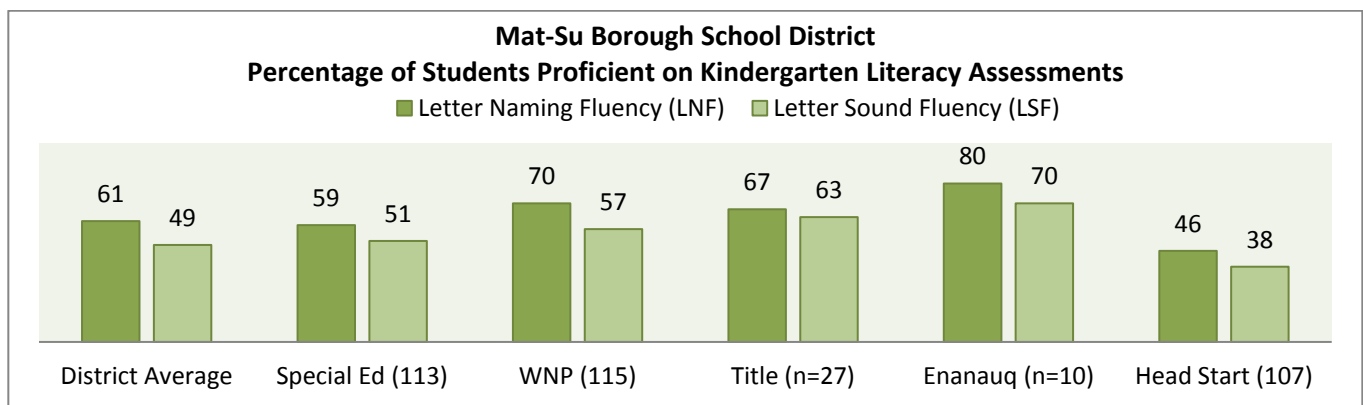
## Early Childhood Programs

### Performance of Pre-elementary Children in the Later Grades

#### Matanuska –Susitna Borough School District

The Matanuska-Susitna Borough School District serves 365 pre-elementary children ages 3-5 leveraging state and federal dollars. There are several preschool programs in the district; Special Education, Title I (Title), Indian Education (Enanauq) and CCS Head Start. In addition to the aforementioned programs, DEED provides a grant to support **73 children in state funded pre-elementary called, Widening the Net (WNP).**

The district used the MAP Assessment to measure the kindergarten literacy skills of children who had attended the preschool programs within the district. The district averages and the percentage scores for children in each program were provided.

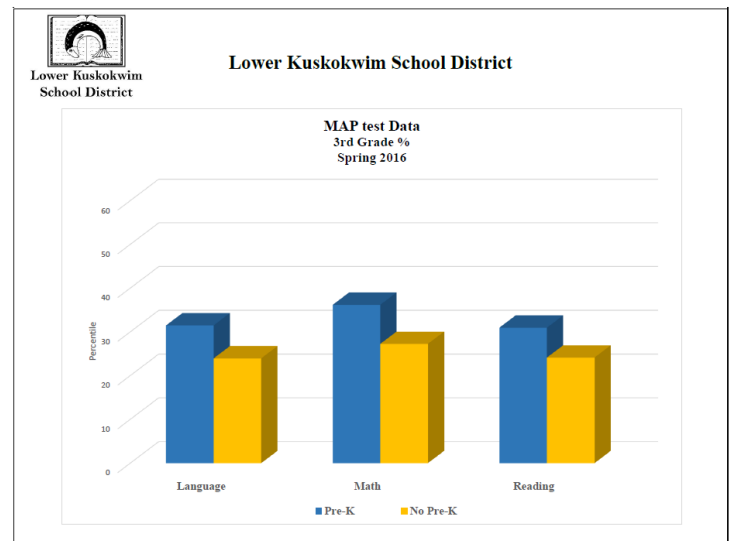


#### Lower Kuskokwim School District

Lower Kuskokwim School District (LKSD) serves 144 preschool children in programs across the region. LKSD uses state grant funds to support 81 4 year old students. LKSD used MAP test data to show 3<sup>rd</sup> grade performance for only those children who attended the state funded preschool classrooms.

*Note: Children attending the state funded preK programs (blue), out performed the children who did not receive any preschool on 3<sup>rd</sup> grade Language, Math and Reading Assessments.*

*\*LKSD has more outcome data but DEED was unable to include that data in this report due to time constraints.*



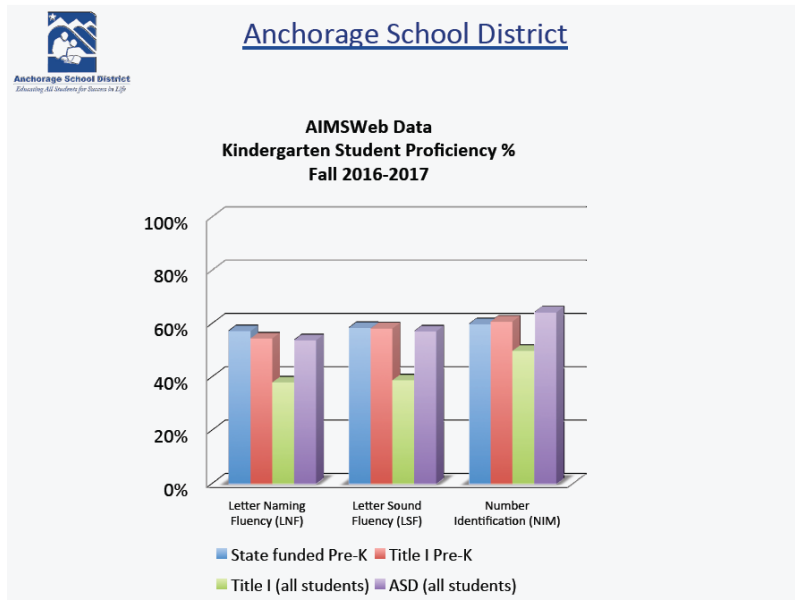
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### Anchorage School District

The Anchorage School District serves 440 pre-elementary children ages 3-5 leveraging state and federal dollars. In addition to Title I, Head Start and Special Education funds, DEED provides a grant to support 48 children in a shared partnership pre-elementary Kids Corps Head Start.

The district used **AimsWeb** to measure the kindergarten literacy skills of children who had attended the preschool programs within the district. The district averages and the percentage scores for children in each program were provided.

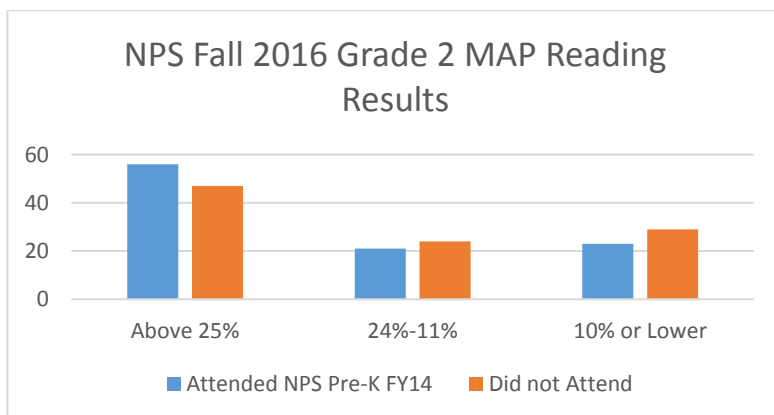


*Note: On this graphic, children in the blue attended ASD State Funded PreK Programs. The children eligible for those programs are typically at a federal poverty rate of below 150% and considered at risk. Children in Title I schools (green) who did not have preschool are far below their peers when entering kindergarten. The graphic shows the impact the state funded and Title I preK programs have on child growth in order to ensure those children are closing the achievement gap.*

### Nome Public Schools

Nome Public Schools (NPS) serves 36 children. 13 of those children receive direct state funding for to provide preschool in a partnership classroom with Kawerak Head Start.

NPS used MAP data to show Grade 2 reading results for students who attended Nome Public Preschool and those that did not attend.



*Note: Children attending the state funded preK programs (blue), were above the 25 percentile in Grade 2 MAP Reading Assessments. Children in the orange did not attend preschool.*

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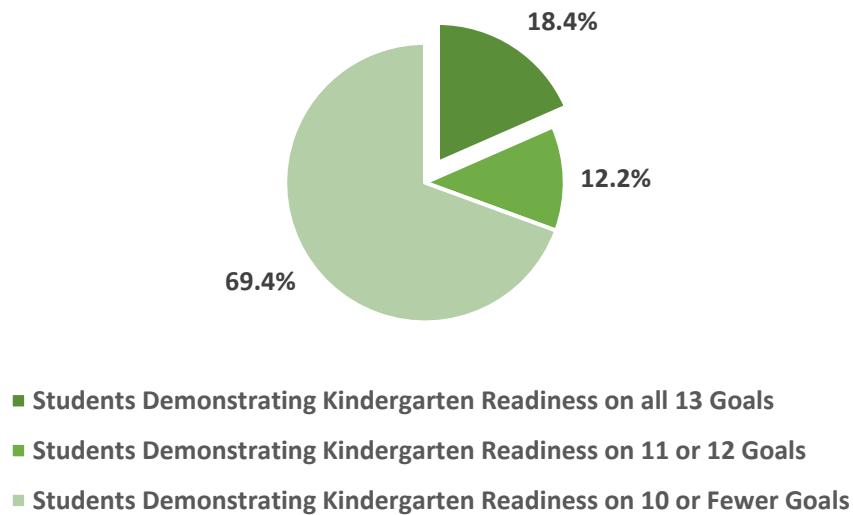
## Early Childhood Programs

### Alaska Developmental Profile (ADP) Data

An observational tool administered by teachers to all kindergarten students during the first four weeks of the school year. During the fall of 2016 **9,707** Alaska Developmental Profiles were given to kindergarten students. Teachers provide a ratings for each student for 13 goals within five domain areas. There are 3 possible ratings

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

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



The chart above shows that 69.4% of students entering kindergarten are not able to meet developmental goals that would be considered age appropriate for kindergarten entry.