THE STATE of ALASKA
GOVERNOR MIKE DUNLEAVY

**Department of Education &
Early Development**

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House Finance Subcommittee on the Department of Education and Early Development
Follow-up on Committee Member Comments
Prepared by DEED Staff
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1. **Please provide a 10-year lookback of Pre-Kindergarten Grants.**
    Enclosed is an Early Learning Historical Funding Summary which includes appropriations from
    FY2007 through FY2022 Governor's Request for Pre-Kindergarten Grants.

2. **Regarding the one-time Pre-Kindergarten Grant funding, what programs received funding and
    are no longer receiving funding?**
    Enclosed is a summary of Early Learning and Pre-Kindergarten Awards outlining the awards for
    FY2018 – FY2021. This outlines the awards made from the $6 million one-time appropriation for
    Pre-Kindergarten Grants in FY2019 and FY2020.

3. **Provide information on how money is allocated for Pre-Elementary Grant Funding and the
    process use to determine allocation of funding?**
    Enclosed is a summary of Early Learning and Pre-Kindergarten Awards outlining the awards for
    FY2018 – FY2021.

    Pre-Elementary Grants were awarded to districts to build pre-kindergarten programs in their
    districts. Please note that on the attached spreadsheet (Early Learning Historical Funding
    Summary), from FY2010 through FY2018 these were called Pre-Kindergarten Grants. In,
    FY2021 the $2,000.0 Pre-Kindergarten Grants and the $1,200.0 Additional Early Learning
    Programs grants were consolidated into one $3,200.0 grant to districts.

    In FY2020, there were two applications to accommodate the two funding sources. One grant was
    for $1,200.0 and the other was $2,000.0 The same application was posted for each grant. Each
    grant application was reviewed by two Department of Education and Early Development (DEED)
    staff on the Early Learning team. The applications were initially reviewed by each staff member
    independently using the scoring rubric that was included in the grant application. The team then
    came together to combine their scores and determine grant recipients. All applications were
    awarded.

    In FY2021, one grant application was issued for $3,200.0. Three DEED staff followed the same
    review process. Reviewers included one person from the Early Learning team, one person from
    the Assessments team, and one person from the Federal Programs/ESEA team. Applications that
    earned 60% or more of the possible points outlined on the scoring rubric were awarded funds.

4. **Provide a summary of what occurred in the budget after the one-time funding for Pre-
    Kindergarten Grants ended.**

The $6 million one-time appropriation for Pre-Kindergarten Grants was appropriated over FY2019 and FY2020. During the development of the FY2021 budget, the legislature added $4.3 million one-time funding for Pre-Kindergarten Transition Grants. This funding was vetoed.

5. **Provide a summary of the funding allocated to school districts for the Moore Settlement.**
   In FY2018, DEED provided $1,200.0 in grant funds to districts that received Moore Settlement funds to help districts create sustainability measures for their preschool programs. Enclosed is a summary of Early Learning and Pre-Kindergarten Awards outlining the awards for FY2018 – FY2021. This outlines the awards made from the Moore Settlement.

6. **Provide information on the Head Start Program federal space requirements.**
   Federal Performance Standard 1302.21 Center-Based Option
   > (d) *Licensing and square footage requirements*. (1) The facilities used by a program must meet state, tribal, or local licensing requirements, even if exempted by the licensing entity. When state, tribal, or local requirements vary from Head Start requirements, the most stringent provision takes precedence.
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   > (2) A center-based program must have at least 35 square feet of usable indoor space per child available for the care and use of children (exclusive of bathrooms, halls, kitchen, staff rooms, and storage places) and at least 75 square feet of usable outdoor play space per child.
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   > (3) A program that operates two or more groups within an area must ensure clearly defined, safe divisions to separate groups. A program must ensure such spaces are learning environments that facilitate the implementation of the requirements in subpart C of this part. The divisions must limit noise transfer from one group to another to prevent disruption of an effective learning environment.