



REVISED March 7, 2023

## Early Learning Coordination

Early Learning Coordination is made up of the following components:

Program	FY2023 Funding Amount
<b>Head Start and Early Head Start</b> All federally funded Head Start programs in Alaska currently receive State grant funds. The annual State grant award is a straight percentage based upon each program's federal award.	\$6,853,000
<b>Parents as Teachers</b> Parents as Teachers is a collaboration with the Department of Health, Maternal Infant Early Childhood Home Visiting (MIECHV) program that provides support for early learners (birth to 5) by empowering caregivers through personal and group visits. Grants are awarded through a competitive application process.	\$474,700
<b>Best Beginnings</b> Best Beginnings is a public-private partnership that mobilizes people and resources to ensure all Alaska children begin school ready to succeed.	\$320,000
<b>Alaska's Quality Recognition and Improvement System</b> A grant is provided to <i>thread</i> to support early childhood programs to provide a quality framework with supports for early education programs to promote high quality programs. Support is provided to early childhood educators with coaching and professional development. The organization also provides support to families to become informed about high quality programs for their children.	\$201,800

## Pre-Kindergarten Grants

Pre-Kindergarten Grants is made up of the following component:

Grant	FY2023 Funding Amount
<b>Pre-Kindergarten Grants</b> Pre-Kindergarten grants support voluntary, comprehensive, school district-based preschool programs for four- and five-year old children that are based on the guiding principles and goals set forth in the Alaska Early Learning Guidelines.	\$5,700,000

## Program Information

### Head Start Grants

Head Start is a federal program that promotes school readiness of children ages birth to five from low-income families by supporting the development of the whole child through comprehensive services such as health, nutrition, and parent involvement. Head Start programs receive 80% of their funding from federal resources and are required to provide a 20% non-federal share. The State of Alaska has been providing State funding through the Department of Education and Early Development (DEED) towards this non-federal share requirement since 2001.

Under the new state funding formula in FY2021, all Alaska Head Start programs received the same percentage of their previous federal fiscal year funding allocation. The state funding formula ensures equitable funding for all 17 Head Start





programs regardless of size, location, or program options (such as center-based, home-based, part-time, or full-day). For example:

	<b>Children Served</b>	<b>Staff Employed</b>	<b>Communities Served</b>	<b>Federal Allocation</b>	<b>State Allocation</b>
Small Program	22	11	2	\$908,881	\$105,700
Large Program	656	209	22	\$9,572,973	\$1,047,124

## Parents as Teachers

The purpose of Parents as Teachers (PAT) is to offer children and their parents/caregivers home-based services during the early years of child development. PAT offers parents and caregivers research-based information on how children grow and develop; types of activities and toys that will foster learning and nurture development; methods of positive discipline; new techniques for problem solving; realistic expectations of child behavior; and attitudes that will raise children's self-esteem.

The PAT philosophy is guided by the following principles:

- Parents are their children's first and most influential teachers.
- The early years of a child's life are critical for optimal development and provide the foundation for success in school and life.
- Established and emerging research should be the foundation of parent education and family support curricula, training, materials, and services.
- All young children and their families deserve the same opportunities to succeed, regardless of any demographic, geographic, or economic considerations.
- An understanding and appreciation of the history and traditions of diverse cultures is essential in serving families.

<b>Grantee</b>	<b>Locations</b>	<b>Children Served July 1, 2022 – September 30, 2022</b>	<b>State Award</b>
Alaska Family Services	Mat-Su Valley	14	\$60,000
Kid's Corps	Anchorage	19	\$120,000
RurAL CAP	Haines and Kodiak	27	\$145,000
SEA-AEYC	Juneau	63	\$109,000
Grantee Training	All	N/A	\$525
DOH (Administrative)	Anchorage	N/A	\$40,175
<b>Total</b>		<b>123</b>	<b>\$474,700</b>

Since FY2018, the Department of Health, Public Health Division has provided assistance for the PAT program through a reimbursable services agreement with DEED.

## Best Beginnings

Best Beginnings' mission is to mobilize people and resources to ensure all Alaska children begin school ready to succeed. Through a partnership between DEED and Best Beginnings, Best Beginnings provides activities called for in AS 14.03.072(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





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shall include an Internet website that provides access to current research on early literacy, book recommendations, and vocabulary-building exercises.

In October, November and December of 2022, Best Beginnings has accomplished the following:

- 137 communities served by Imagination Library
  - 13,366 children under the age of 5 enrolled
  - 553,460 free books delivered
  - 50 virtual or in-person family engagement activities held serving 3,322 individuals
- Reports from the field:
  - “Our success lies in our ability to have a strong fiscal sponsor. Because of the backbone provided by Sprout we were able to meet the challenges of COVID and sustain connections with caregivers and donors.”
  - “A favorite activity was the Tsateshi Trails Spook Night. The kids told us about their favorite books, and it was obvious they felt a personal connection to Dolly. The parents shared the kids were always excited to have the book arrive.”

### Pre-Kindergarten Grants

FY2023 is the third and final year of a three-year cohort of State-supported Pre-Kindergarten grants. Any Alaskan public school district was eligible to apply for the FY2021-2023 Alaska Pre-Elementary Grant with the purpose of planning for, beginning implementation of, or supporting existing programs that meet Alaska’s Pre-Elementary Goals. Pre-Elementary Programs include children ages 3-5 years and 5-year-old children who missed the age cut-off date for kindergarten enrollment. Through a competitive application process, 17 school districts were awarded funds. The total allocation for FY2023 was \$5.7 million. Awards were based on a formula using base allocation and per student rate using FY2022 mid-year enrollment. Grantees projected student enrollment at the beginning of the 2022-2023 school year to include 674 students.

School District	Projected Number of Students	FY2023 Allocations
Alaska Gateway School District	15	\$242,254
Aleutians East Borough School District	18	\$261,023
Anchorage School District	103	\$935,298
Bristol Bay Borough School District	14	\$234,019
Chatham School District	8	\$219,851
Chugach School District	57	\$501,573
Fairbanks North Star Borough School District	160	\$396,718
Hydaburg City School District	10	\$210,870
Juneau Borough School District	60	\$520,076
Kake City School District	10	\$211,563
Kenai Peninsula Borough School District	104	\$191,888
Kodiak Island Borough School District	8	\$365,878
Lower Kuskokwim School District	29	\$328,870
Sitka School District	18	\$261,023
Southeast Island School District	18	\$260,042
Southwest Region School District	20	\$273,359
Yukon-Koyukuk School District	22	\$285,695
<b>Total</b>	<b>674</b>	<b>\$5,700,000</b>



## Alaska Pre-Elementary Program Goals and Activities

<b>Goal 1</b>	Promote school readiness on positive outcomes in all areas of child development addressed in the <i>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>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.

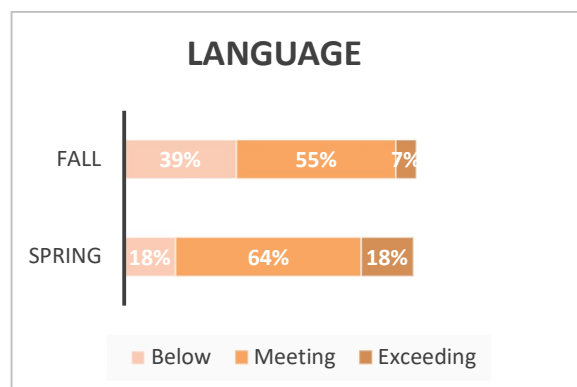
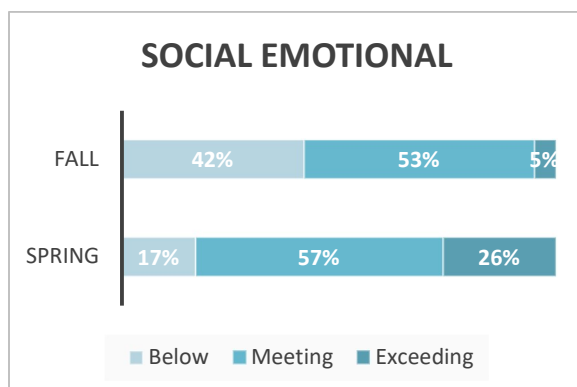
## Alaska Pre-Elementary Grant Outcome Measures

### Child Pre-Elementary Growth during School Year 2021-2022

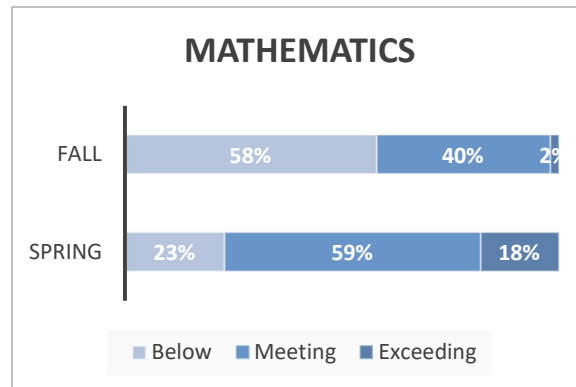
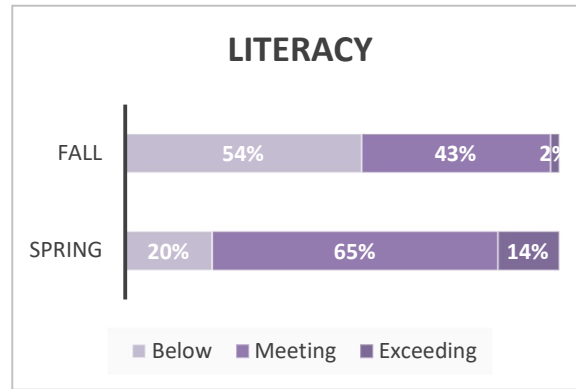
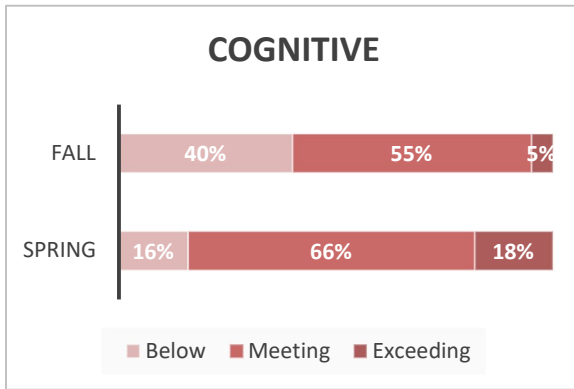
Head Start and school district grantees are required to use the same child development assessment. In the 2021-2022 school year, some grantees piloted use of COR Advantage while others continued to use Teaching Strategies GOLD. The following is data from grantees using Teaching Strategies GOLD.

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 children’s skills, knowledge, and behaviors for each grade/class are typically observed. A student’s development is recorded as meeting, exceeding, or below “widely held expectations” for a child their age. DEED requires pre-elementary grantees to submit data from the following five developmental areas: social emotional, cognitive, language, literacy, and mathematics.

The following graphs show data during two checkpoint periods, Fall of 2021 and Spring of 2022. Three and four-year-old students from school districts and Head Starts receiving state funds are represented.







## Alaska Developmental Profile (ADP)

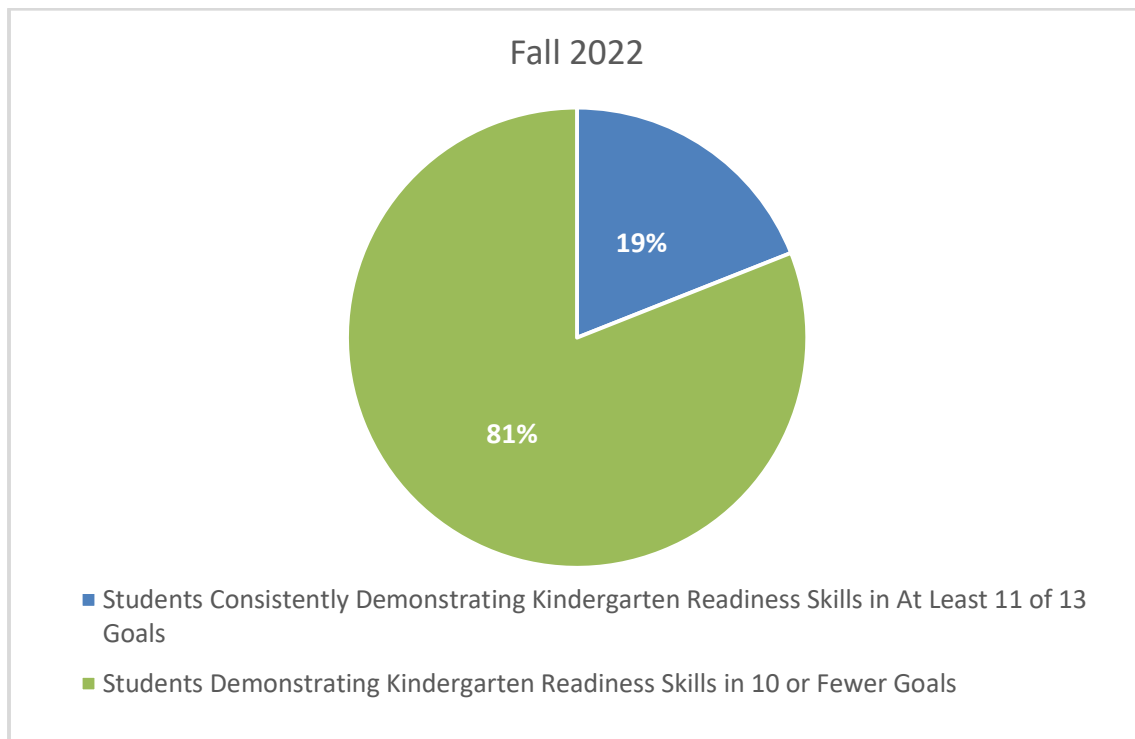
The ADP is an observational tool administered by kindergarten teachers to all kindergarten students during the first four weeks of the school year. First-grade students who did not attend kindergarten were also assessed and are represented in the data presented below. Teachers provide a rating for each student for 13 goals within five domain areas. There are three possible ratings:

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

A student who receives a two (2) on at least 11 out of 13 goals is determined to be demonstrating kindergarten readiness skills.

The following ADP data is from the Fall of 2022. During the Fall of 2022, 8,623 students were assessed with the Alaska Developmental Profiles. Results show nineteen percent (19%) of students assessed were demonstrating kindergarten readiness skills while eighty-one percent (81%) were not.





The ADP was not administered in Fall 2020 due to COVID-19 pandemic. Before Fall of 2020, the percentage of students demonstrating kindergarten readiness skills was increasing. Post COVID-19, it decreased by two percent (2%). This year's data indicates a slight increase in percentage of students demonstrating kindergarten readiness skills.

