



AMENDMENT #2 offered by:

OFFERED IN THE HOUSE
TO: CSHB 65(FIN)

Rep. Kawasaki
#1 Rep. Drummond
Rep. Kerttula
Rep. Tall
Rep. Gore
Tuck

- 1 Page 11, line 13:
- 2 Delete "237,746,600"
- 3 Insert "238,226,600"
- 4 Delete "30,328,200"
- 5 Insert "30,808,200"
- 6
- 7 Page 11, line 28:
- 8 Delete "2,000,000"
- 9 Insert "2,480,000"

~~Kern~~
Rep. Josephson
Drummond
Guttenberg
J. Kress-Tomkins

Rose Foley

From: Herman, Marcy J (EED) <marcy.herman@alaska.gov>
Sent: Wednesday, March 06, 2013 11:37 AM
To: Rep. Les Gara
Cc: Rose Foley (rose_foley@legis.state.ak.us)
Subject: DEED

Follow Up Flag: Follow up
Flag Status: Flagged

Rep. Gara,

Commissioner Hanley has asked me to forward this email to you regarding early learning and early literacy programs.

There is no evidence of duplication between the Head Start program and the state funded Pre-K program. While the Pre-K program has resulted in additional Head Start classes, those are students that were not being served otherwise. No student attends both a Pre-K class and a Head Start class that would have existed without the Pre-K grant.

Best Beginnings and Parents as Teachers are early literacy programs not pre-k programs. These programs supplement an early learning program whether government funded or privately funded.

Additionally, according to data from the National Institute for Early Education Research (NIEER), Alaska ranks #1 for quality standards of our pre-k program. Alaska is one of five states who meet all ten quality standards benchmarks. Alaska also ranks #37 for access to pre-k in our state. We serve 2% of our four year old population while the national average is 28%.

Please let us know if you have related questions or if you need additional information.

Sincerely,

Marcy Herman
Special Assistant to the Commissioner
Alaska Department of Education & Early Development
P.O. Box 110500
Juneau, AK 99811
(907)465-2803

As in years one and two the same six districts received the same level of funding through the third year of the competitive grant. The six districts provided services to 211 children and their families in the fall 2011 through spring 2012 school year. This represents a decrease of 15% compared to year two and an increase of 5.5% over the 200 children served in the first year of the grant.

Year Three Numbers of Children Served and Grant Amounts

Anchorage	2	39	\$167,684
Juneau	2	43	\$201,073
Nome	2	35	\$219,539
Total	14	211	\$1,614,301

The remaining \$85,699 provided the majority of the costs for program evaluations.

This report presents information on the third year performance of the AP3 project in both child outcomes and in program outcomes.

In year three, as in previous years, child outcome data was gathered through the use of the Peabody Picture Vocabulary Test (PPVT) and the Developmental Indicators for the Assessment of Learning (DIAL – 3). Program outcomes were evaluated through the use of the Early Childhood Environmental Rating Scale (ECERS - R).

Determining Child Outcomes

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

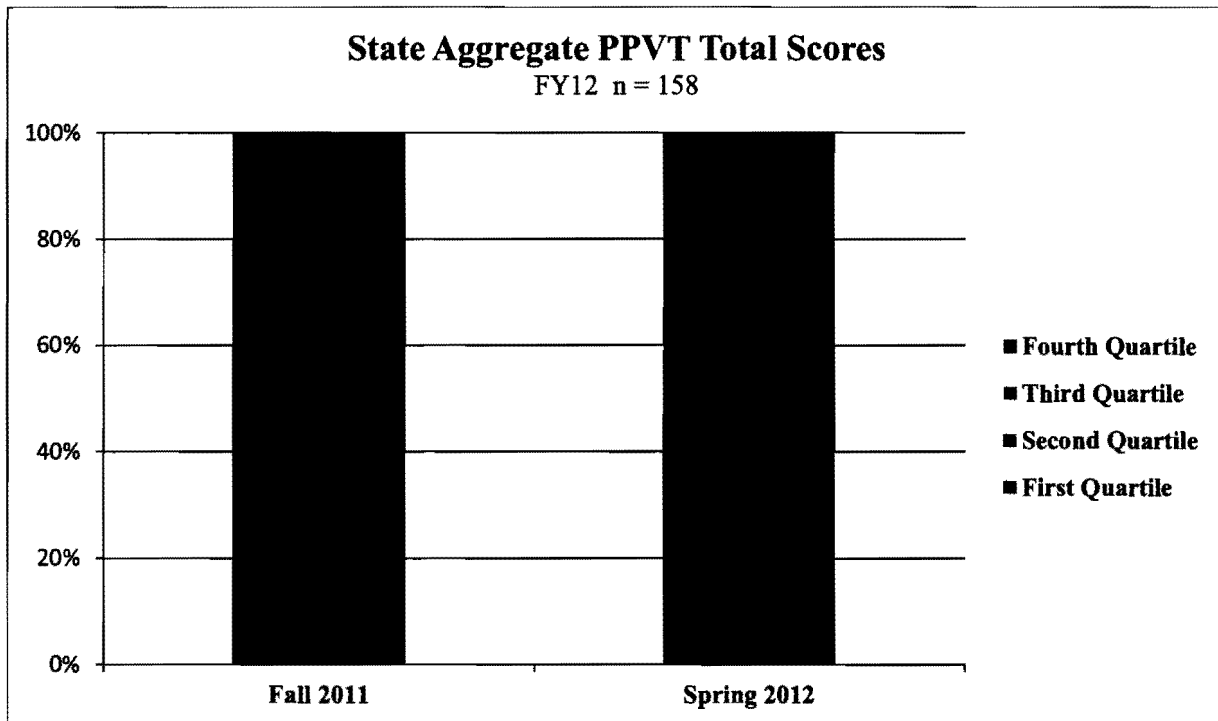
The PPVT provides information on vocabulary and receptive language development. It is a norm-referenced test designed to assess children’s scholastic aptitude in terms of verbal ability from age 2 years 6 months, to age 7 years and 4 months. The PPVT is an English language assessment that has been in use with large numbers of early childhood settings for many years. It is known for its correlation to later school success. This assessment allows for national comparison and for growth model use in a pre and post methodology.

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 2011-2012 school year.

Based on the national percentile rankings of the PPVT, the percentage of students in each quartile was as follows:

158 Students Total (<i>n</i>)	Fall 2011	% of (<i>n</i>)	Spring 2012	% of (<i>n</i>)
Fourth Quartile (75 th -100 th percentile)	13	8%	30	19%
Third Quartile (50 th -74 th percentile)	22	14%	34	22%
Second Quartile (25 th -49 th percentile)	39	25%	45	28%
First Quartile (0-24 th percentile)	84	53%	49	31%

In the spring, 11% more students scored in the fourth quartile than in the fall. The first quartile decreased by 22%.



As well as percentile national comparison the PPVT provides an Age Equivalence compared to national norms for same age children. The chart below illustrates the number and percentage of children compared to those national norms along a continuum from more than 2 years below national norms to more than two years above national norms.