

2/4/09

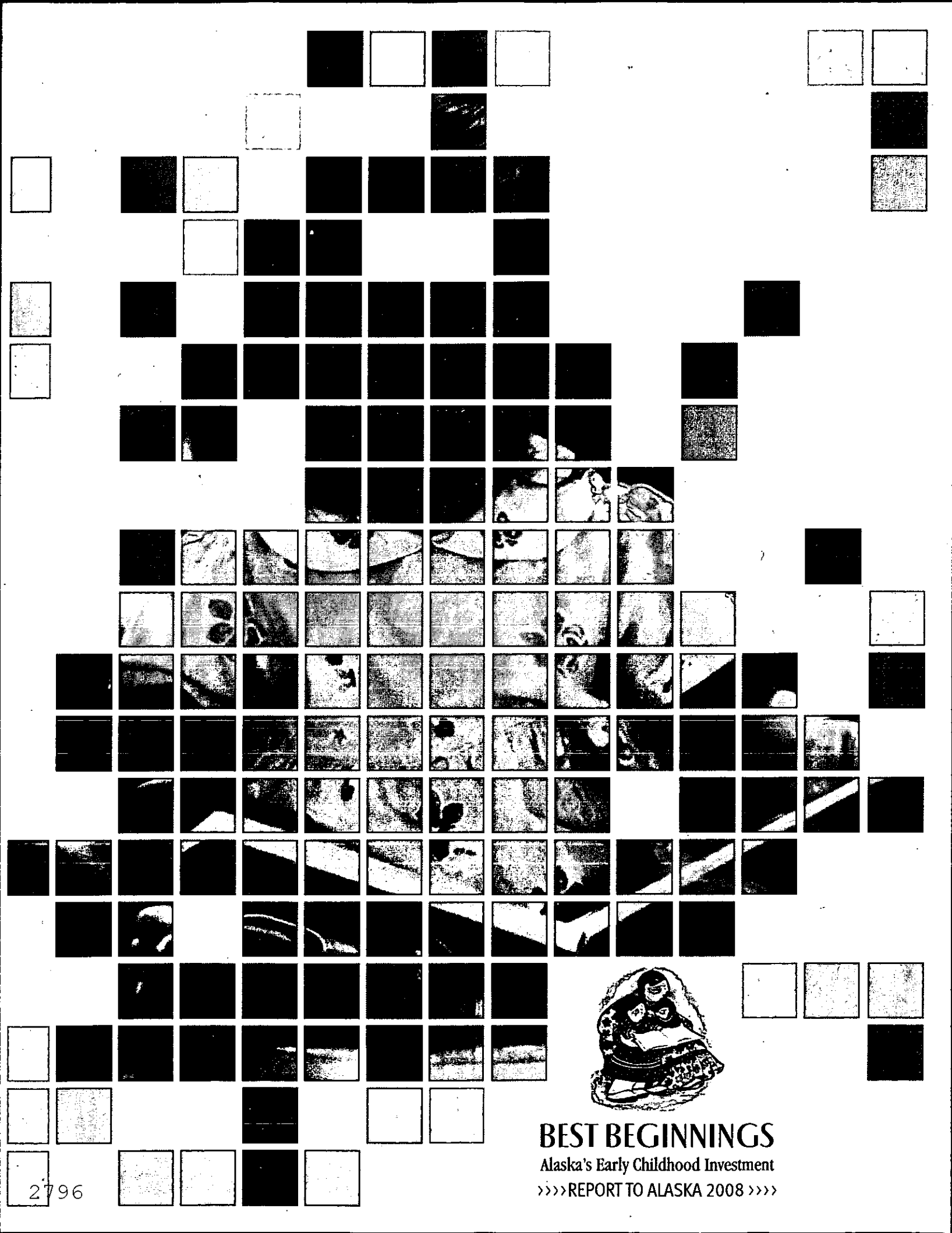
OVERVIEW:

DEED

EARLY

CHILDHOOD

PROGRAMS



BEST BEGINNINGS

Alaska's Early Childhood Investment

>>>>REPORT TO ALASKA 2008 >>>>



»» Best Beginnings Vision

All Alaska children begin
school ready to succeed.

»» Key Objectives

Best Beginnings will have succeeded when:

- » Parents and extended family are engaged in their children's learning from birth on.
- » Most Alaskans know that early learning and literacy are important to society.
- » Most Alaskans understand that investments in early learning pay big dividends to the state as a whole.
- » Sufficient funds are committed – from public and private sources – to ensure that every Alaska child has the opportunity to begin school ready to succeed.



»» From the executive director

A movement is underway. While many Alaskans are not yet aware of it, they soon will be, as the movement bubbles to the surface in communities across the state.

Books for babies? You bet.

Businesses care whether children start school prepared to succeed? Some do and more are joining their ranks.

Right from birth, babies and young children are primed to learn. When a baby's brain is nurtured by the adults in her world through reading, play, singing, and other forms of interaction, her brain develops in amazing ways at phenomenal speed.

Children aren't blank slates when they start school. There's a multitude of skills and knowledge they need if they're to succeed. To borrow from a speech by Bill Gates, Sr., we're not talking about 5-year-olds who can analyze the use of metaphor in Mark Twain's lesser works. We're talking about the basic building blocks of making sure a child is ready to learn in a school setting. Can she cooperate with other children? Can he recognize colors? Can she follow simple rules and instructions? Is he curious and eager to learn?

Preparing children for school is far more than just a family matter. Numerous studies have demonstrated an incontrovertible truth: early learning and literacy is a powerful determinant of success in school and success in life. Children who start school with a solid foundation of early learning contribute more to society. They go farther in school, they get better jobs, are far less likely to go on welfare, or go to jail. Early learning and literacy is everybody's business.

Alaskans are getting engaged in this critically important issue. Best Beginnings is both a reflection of that engagement and an accelerator of it. Thanks to the vision of Best Beginnings' founders and supporters, Alaska is on its way to becoming a place where all children have the opportunity to succeed in life and, in the process, build a healthy and thriving state.

Alaska will have what it needs to make sure all children are prepared for school when Alaskans expect and insist that our public and private institutions support whatever investments are needed to finance and sustain early learning and literacy.

That's called a cultural shift. It won't come easily and it won't come quickly – all the more reason to stoke it through advocacy, collaboration, and plenty of drum-beating.

That is precisely the charge of Best Beginnings.

Within that context, I am pleased to present the first comprehensive report of Best Beginnings. As you will see in the pages that follow, Best Beginnings has taken on an imposing amount of work since this public-private partnership got underway in late 2006. We are fully engaged and hope you'll join with us in this critical but formidable challenge – there's a role for every Alaskan to play.

Abbe Hensley
June 2008

“

... Alaska is on its way to becoming a place where all children have the opportunity to succeed in life and, in the process, build a healthy and thriving state.

”

“ Children who have access to quality learning opportunities, at home or in away-from-home programs, are more likely to graduate from high school, get better paying jobs, avoid spending time in jail, and lead more productive lives. ”



»» Why early learning matters

A large and growing body of research provides persuasive evidence of four related tenets. From birth to age 6, brain development occurs at an astonishing pace. Nurturing and brain stimulation during those years has a profound impact on how children fare in school. A child's readiness for school is a powerful determinant of how he or she will fare in life. And investments in early childhood development yield extraordinary returns to the workforce and the economy.

Economists say there is a profound link between a child's early exposure to learning and literacy and his or her success in later life as a contributing member of society.

Children who have access to quality learning opportunities, at home or in away-from-home programs, are more likely to graduate from high school, get better paying jobs, avoid spending time in jail, and lead more productive lives. They are more likely to develop critical thinking skills, pay higher taxes, and raise healthy families. They are less likely to go on welfare or be incarcerated.

Yet now nearly half of Alaska children enter school unprepared to become successful readers or learners. Alaska's children lag behind their peers nationally in reading and math skills. And declining pre-kindergarten trends contribute to Alaska's low scores on standardized third-grade tests, poor performance on the High School Graduation Qualification Exams, and high school drop-out rates.

The situation has serious implications for children's own prospects and for Alaska's. When children are not prepared for school, they rarely really catch up. They are far less likely to have the skills employers need, to contribute to a thriving economy, and to provide the highly trained workforce essential to compete in the global economy.

Economists and national business leaders agree that the most important step a state can make to strengthen its economy is to invest in early childhood education. That's why it matters.



»» Origin of Best Beginnings

The seeds for Best Beginnings were planted in 2003, when the Alaska Humanities Council, United Way of Anchorage, the Rasmuson Foundation, The CIRI Foundation, and the Alaska State Library began to focus attention on the need for coordinated efforts in early childhood literacy in Alaska.

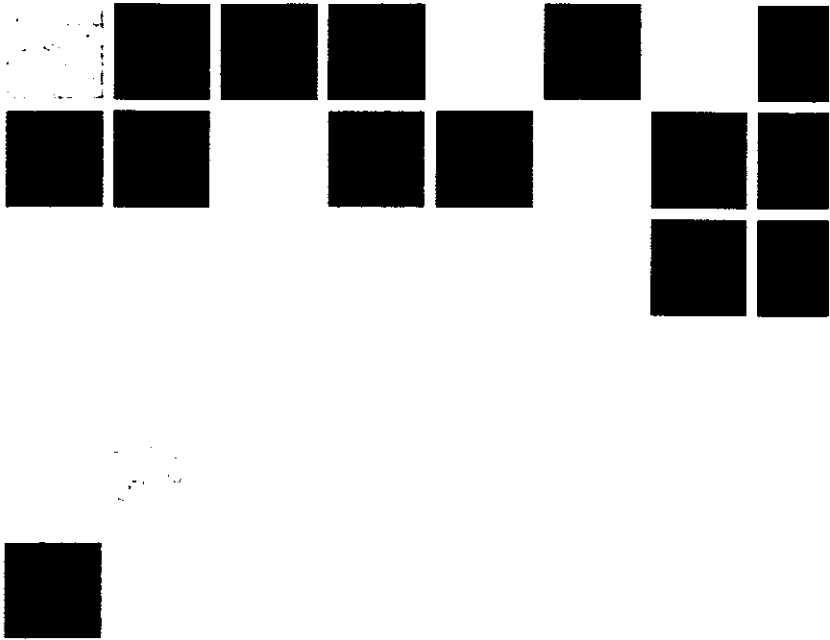
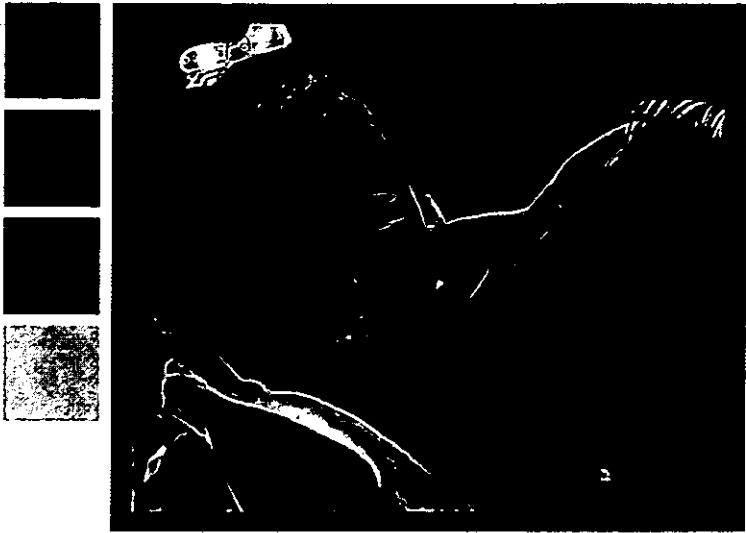
A nationwide movement on early education and literacy was triggered in large part by the publication in 2000 of "Neurons to Neighborhoods: The Science of Early Childhood Development." This report cast a spotlight on the gap between scientific knowledge about early childhood and actual practices in society.

The study put the nation on alert about the need to address early learning and literacy as a social and economic imperative with far-reaching implications. Initiatives began popping up across the nation, but in Alaska the efforts were isolated and uncoordinated.

In 2004, the Alaska Humanities Forum, with encouragement and funding from the Rasmuson Foundation and The CIRI Foundation, convened a gathering of professionals from myriad entities engaged in early childhood literacy. This first conference led to several more gatherings and conferences where the importance of early learning was seen in tandem with early literacy. A steering committee composed of entities concerned about these issues created the Ready to Read, Ready to Learn Task Force.

The 27 members of Alaska's Ready to Read, Ready to Learn Task Force included leaders in business, civic organizations, philanthropy, nonprofits, education, and government. Over the course of 10 months, the group gathered input from Alaskans and national experts.

The Task Force released its report and recommendations in September 2006. Best Beginnings emerged from the Ready to Read, Ready to Learn Task Force as a public-private partnership charged with pursuing the task force recommendations.



»» Activities and Accomplishments

The work of Best Beginnings falls generally into three areas.

Because parents are their child's first and most important teachers, Best Beginnings promotes early learning and literacy, family literacy, and education.

Because so many young children spend time in care away from home, Best Beginnings is a catalyst for high quality, affordable, accessible, child care and early learning programs for all families who want them.

Because preparing all children for success in school has such profound implications for the state as a whole, Best Beginnings is accelerating a cultural shift of Alaskans' expectations and priorities. We will know this cultural shift has taken root when Alaskans expect and insist on the investments required to finance and sustain early learning and literacy.



“
The Inupiat of the Northwest
Arctic have always known
that singing and purposeful
baby talk – called *nuniaoq* –
are good for a baby’s brain.
”



»»» *Supporting parents as a child’s first and most important teachers*

Supporting local initiatives

As more and more people engage in the drive for early learning and literacy, exciting initiatives are cropping up in communities all over Alaska. Best Beginnings is supporting them.

Best Beginnings provides ongoing assistance to the Anchorage-based early literacy project “ABC Read and Talk With Me.”

Best Beginnings is helping the Fairbanks Early Childhood Development Commission build a Web site with information for parents and others who care for young children.

The Inupiat of the Northwest Arctic have always known that singing and purposeful baby talk – called *nuniaoq* – are good for a baby’s brain. Best Beginnings partnered with local groups in Kotzebue and funded a public awareness campaign to reinforce *nuniaoq* through posters, bookmarks, and radio public service announcements.

In April 2008, Best Beginnings committed to help local Alaska communities that are launching Dolly Parton’s Imagination Library, a national program that provides a free book every month to young children in subscribing communities.

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Being prepared for school requires certain knowledge and skills acquired in the first five or six years of life.

”



Family-Friendly Activity Booklets

Parents want to teach their children early and well, but they don't always know which activities best prepare their young children for school. And for those families whose home language is not English, it is difficult to find materials that can help.

Best Beginnings is creating family-friendly activity booklets, based on the state's Early Learning Guidelines, in languages other than English. The first two are in Spanish and Yup'ik. Advisory groups are organized for each language community to ensure the activities are culturally relevant and appropriate. This project is supported by a multi-year grant from the Alaska Children's Trust.

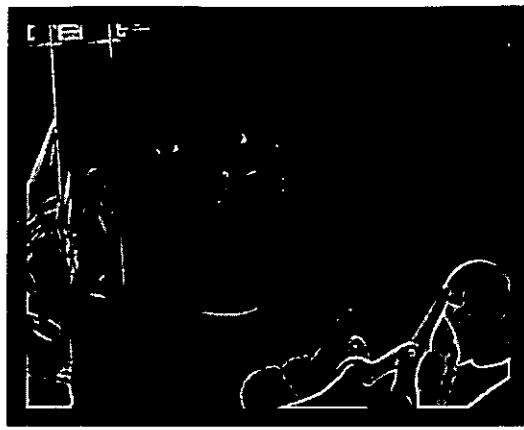
Books for young Alaskans

Children need to see themselves in books. Too often, the books available to children in our state are neither geographically nor culturally consistent with the lives of young Alaskans. Best Beginnings developed an annotated bibliography of books for young children that reflect Alaska people and their communities.

Spreading the word

To help spread the word among parents about the importance of early learning and literacy and to highlight the best practices for parents and extended family, Best Beginnings produces and distributes public service announcements for television and radio. These spots are broadcast in communities all over the state.

In addition, Best Beginnings partnered with KTUU Channel 2, seen in most of the state, in a six-week campaign promoting early learning and literacy. The campaign included two TV spots about easy, fun interactions between a parent and child, and taped segments of news personalities reading selected children's books. The segments were posted on the Channel 2 and Best Beginnings Web sites. The campaign ran in late 2007 and may be repeated in 2008.



>>> Advocating for high quality, affordable, accessible child care

Ratings and standards for child care

How do parents compare and evaluate early learning programs and child care facilities? What criteria do they use to determine which program is best for their child? For that matter, how do child care and early learning professionals know how they stand up against their colleagues and competition? Most child care and early learning professionals know what it takes to improve the quality of their programs but lack the resources to pay for them.

To help meet those needs the state contracted with Best Beginnings to develop the plan for a standards-based "Quality Rating and Improvement System." The system will be voluntary in that participation by child care and early learning programs won't be required, but there will be financial incentives to do so. The system will also offer financial incentives for quality improvements. Programs that earn high ratings would be strong candidates for any state-supported pre-kindergarten effort.

Such rating and improvement systems are used in 16 other states and are designed to assess, improve, and communicate the level of quality of early care and early learning programs outside the home.

The plan produced by Best Beginnings includes a budget for field-testing and phased-in implementation. The project was funded by a grant from the Alaska Department of Health and Social Services. The next step is to obtain funding in the FY 2010 state budget for field-testing. Field-testing will take about two years.

Early Learning Guidelines

Being prepared for school requires certain knowledge and skills acquired in the first five or six years of life. What should babies and young children know and be able to do – and when?

In 2007, the State of Alaska published Alaska's Early Learning Guidelines, a resource document describing what young children from birth to age 5 should know, understand, and be able to do at different stages.

The guidelines help parents and other adults who work with young children understand both child development and their own roles in providing appropriate learning opportunities for children.

Best Beginnings is involved with the Early Learning Guidelines in three ways. To make the guidelines easier to use and more accessible, Best Beginnings is creating family-focused activity books based on the guidelines, in languages other than English. This project is supported by a grant from the Alaska Children's Trust.

Because the guidelines aren't much good sitting on a shelf, Best Beginnings is helping to publicize and distribute the guidelines by making them available on its Web site and talking about them at every opportunity. Best Beginnings is also working with other agencies and organizations to develop and coordinate training of parents and early childhood educators in how to use the guidelines.



Adapting programs that work in other states

Best Beginnings is coordinating plans for a multi-year Alaska Native Head Start Literacy Project using the successful PBS program “Between the Lions” and locally adapted curriculum. As of May 2008, funds were being sought to support programs at selected Head Start sites. Once funding is secured, it will take about two years to implement and evaluate those first programs. After the evaluation, the curriculum and related materials will become available throughout Alaska.

The project has been very successful at 11 tribal Head Start programs in New Mexico and similar outcomes are expected for Alaska. In the New Mexico programs, children at risk for reading failure dropped from 39% to 12% and children scoring above average increased from 23% to 64%.

Best Beginnings’ partners in this effort include WGBH Boston, The CIRI Foundation, BP, RurAL CAP, Southcentral Foundation Head Start, Bristol Bay Native Association Head Start, the Alaska Head Start Collaboration Office, the Alaska State Library, Northwest Regional Education Laboratory, and the Institute of Social and Economic Research (ISER).

>>> Accelerating the cultural shift

Alaska will have what it needs to make sure all children are prepared for school – paving the way for a vibrant workforce and thriving economy – when most Alaskans expect and insist on the investments required to finance and sustain early learning and literacy.

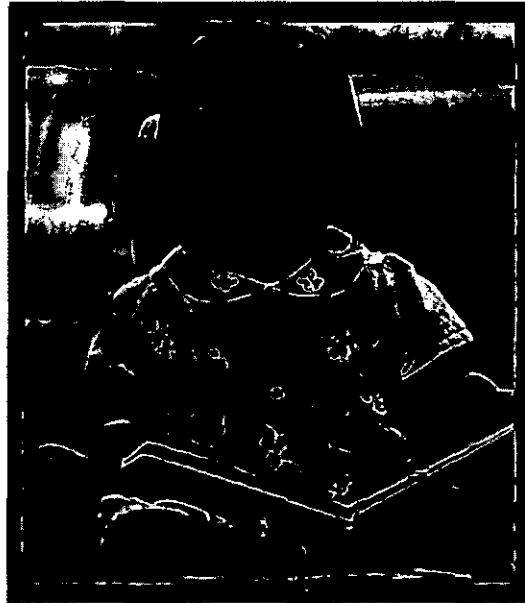
Communications

Accelerating a cultural shift includes, among many other elements, finding ways to enter the public consciousness. All of Best Beginnings’ work contributes to that end, but Best Beginnings is also disseminating information through electronic media, with a Web site and electronic newsletter, as well as press releases when appropriate.

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Best Beginnings views bringing people together as one of its most important functions.

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Engage, convene, mobilize

Many agencies and groups in Alaska are actively pursuing early learning and literacy in myriad ways, but there has been little coordination and communication. To help make the most of the various efforts, Best Beginnings organizes formal conferences, such as the Governor's Summit on Early Learning, as well as impromptu, informal meetings of groups with related interests.

Best Beginnings views this role of bringing people, groups, and organizations together as one of its most important functions. Government, private, and nonprofit sectors must be partners in the drive for early learning and literacy. To increase awareness among leaders in these sectors, Best Beginnings collaborated with the Governor's Office and others to coordinate a two-day conference in December 2007. The summit was funded by the National Governors Association and Alaska partners.

The conference brought together more than 150 Alaskans – including elected officials, business and nonprofit leaders, child care professionals, and education leaders – to address three goals: improve access to early literacy and learning opportunities for

children most in need of such services at home and away from home; improve coordination of these services; and increase the engagement of parents and extended family in young children's learning by providing support, resources, and incentives.

Work is underway on four of the five highest priority recommendations. All the recommendations have been presented to Governor Palin.

Learning from the best

Several other states are further along than Alaska in their early learning initiatives and Best Beginnings is taking advantage of what others have learned. Best Beginnings was one of two initiatives in the country to receive a two-year technical assistance grant in 2008 to learn from North Carolina's Smart Start initiative, one of the nation's leading programs. Best Beginnings is the 12th initiative nationwide to tap the experience of Smart Start.

The technical assistance grant gives Best Beginnings access to resources, meetings, conferences, and expertise.

“

All Alaskans have a stake in building a statewide system that provides and supports quality early learning at home and in away-from-home programs.

”



>>> Collaborators

All Alaskans have a stake in building a statewide system that provides and supports quality early learning at home and in away-from-home programs. Many of our most prominent corporations and nonprofit and philanthropic organizations understand both the implications of success and the consequences of inaction.

These entities are collaborating on the unique public-private partnership that is Best Beginnings. Without them, it would not be possible. With them, everything is possible.

>>> Major Supporters

The major supporters below have made multi-year commitments of funding or other resources.

Alaska Public Telecommunications, Inc.
BP
ConocoPhillips
Smart Start's National Technical Assistance Center
State of Alaska
United Way of Anchorage

>>> Friends & Allies

The following organizations provide financial assistance or other valuable forms of support to Best Beginnings. Their collaboration is essential to the success of our shared mission.

Alaska Association for the Education of Young Children
Alaska Child Care Resource & Referral Network
Alaska Children's Trust
Alaska Democratic Party
Alaska Head Start Association
Alaska Humanities Forum
Buster Consulting & Communications
Child Care Connection, Inc.
First Alaskans Institute
Information Insights
National Conference of State Legislatures
National Governors Association
Rasmuson Foundation
Raven Management Consulting
Rural Alaska Community Action Program, Inc.
Shell Oil Company
The CIRI Foundation
University of Alaska Anchorage
University of Alaska Fairbanks College of Rural & Community Development
University of Alaska Southeast System for Early Education Development (SEED)



>>> Ready to Read, Ready to Learn Task Force

The work of Best Beginnings is guided by the recommendations of Alaska's Ready to Read, Ready to Learn Task Force. The Task Force recommendations fall into three categories: home, outside the home, and looking ahead:

In the Home

- >> Increase the engagement of parents, grandparents, and extended family in their child's learning by providing resources and incentives.
- >> Develop and increase access to quality, culturally engaging reading materials.
- >> Increase access to proven, family centered literacy programs by partnering with other organizations.

Out of the Home in Child Care & Early Education Programs

- >> Distribute Alaska's Early Learning Guidelines (ELGs) in family friendly formats.
- >> Implement a quality rating system (QRS) to help parents evaluate child care and early learning programs and to guide program improvement.
- >> Increase the professional development opportunities and qualifications for early childhood educators and provide appropriate compensation.
- >> Develop a statewide system of voluntary and affordable early childhood education with options available for children and families in all communities.

Looking Ahead

- >>> Create a commission, council, public-private consortium, or other entity to implement Task Force recommendations.
- >> Develop a multi-year work plan for implementing recommendations.
- >> Educate Alaskans about the social imperative of preparing children from birth to age 6 to be ready to read and learn.
- >> Ensure future funding from private, nonprofit, foundation, and government sources.



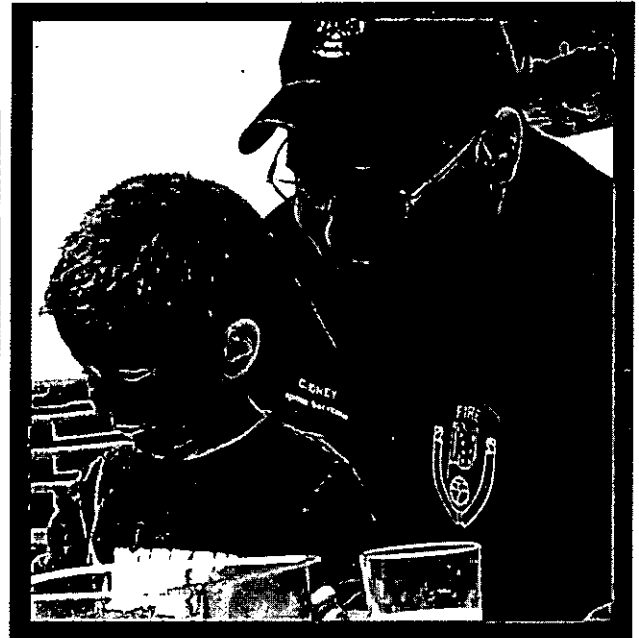
»» Best Beginnings Staff

Abbe Hensley	Executive Director
Melinda Myers	Senior Manager
Carmin Sponseller	Administrative Coordinator

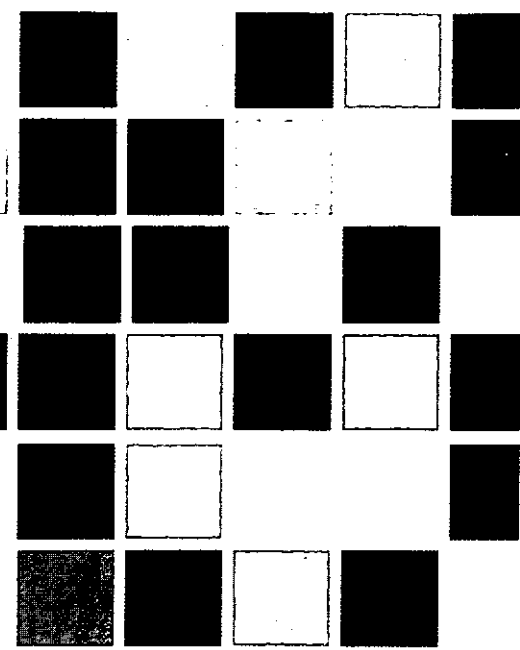
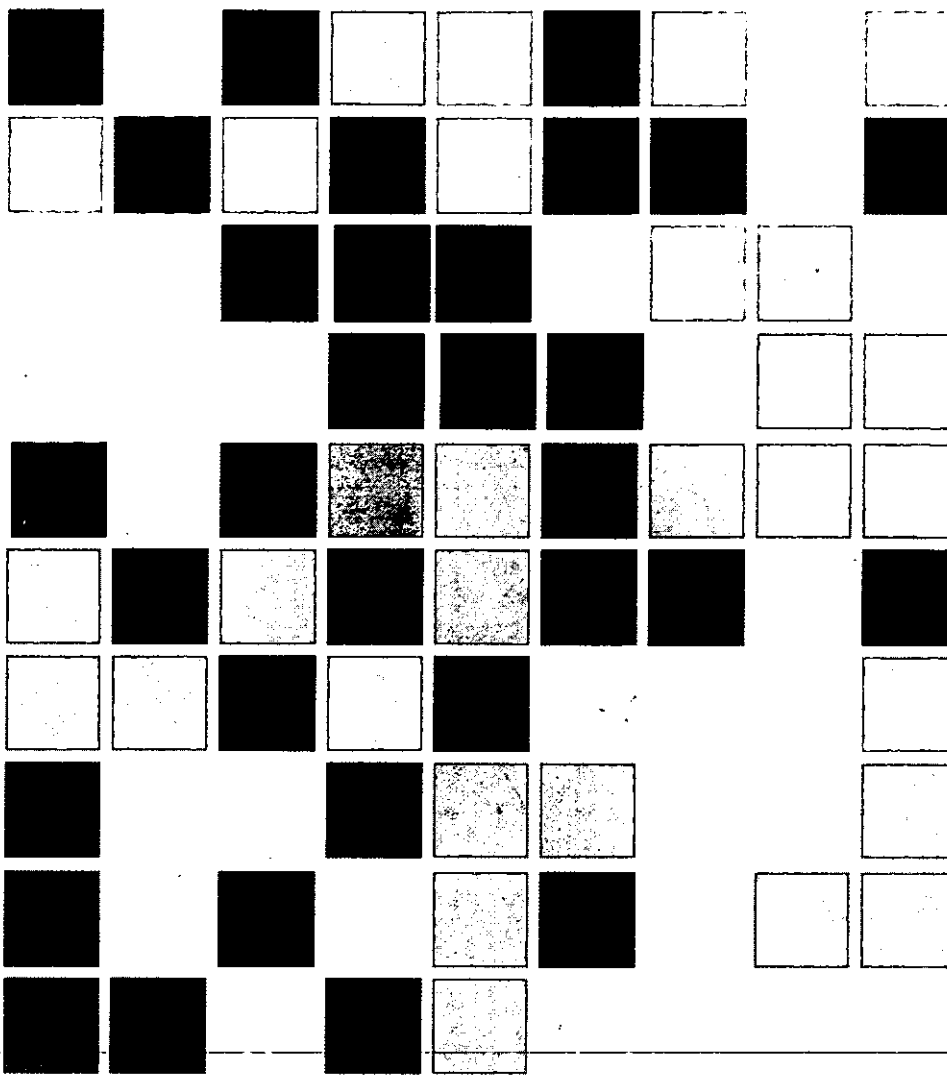
»» Early Learning Council

Susan Anderson	President & CEO, The CIRI Foundation
Margaret Bauer	Director, Work Life Services, Providence Health & Services Alaska
Deborah Bonito	President, Sourdough Mercantile, Inc.
Steve Brezenski	Regional HR Manager, Carrs Safeway
Michele Brown	President & CEO, United Way of Anchorage
Carol Comeau	Superintendent, Anchorage School District
Ronnie Dent	Director of Programming, KAKM, Alaska Public Telecommunications, Inc.
Sharon Gagnon, Ph.D.	Advocate, Early Childhood Literacy and Learning
Ernie Hall	Owner & Manager, Alaska Furniture Manufacturing, Inc.
Sue Hull	Member, Fairbanks North Star Borough School Board
Bernice Joseph	Executive Dean, College of Rural & Community Development, University of Alaska Fairbanks
Edna MacLean	President Emeritus, Ilisagvik College
AnneMarie Mattacchione	Alaska Head Start Association
Brad McKim	Managing Attorney, BP Exploration Alaska
Ira Perman	President, Important Work
Cathryn Rasmuson	Trustee, Rasmuson Foundation
Sarah Scanlan	Deputy Director, RurAL CAP
Barbara Thompson	Commissioner, Alaska Department of Education & Early Development
Stephanie Wheeler	Executive Director, Alaska Office of Faith-Based & Community Initiatives
David Wight	President & CEO, Retired, Alyeska Pipeline Service Company
Candace Winkler	President & CEO, Child Care Connection, Inc.

» Photos on pages 7 (lower), 9, 10, 13, inside back cover (lower) are courtesy of the Southcentral Foundation Head Start.

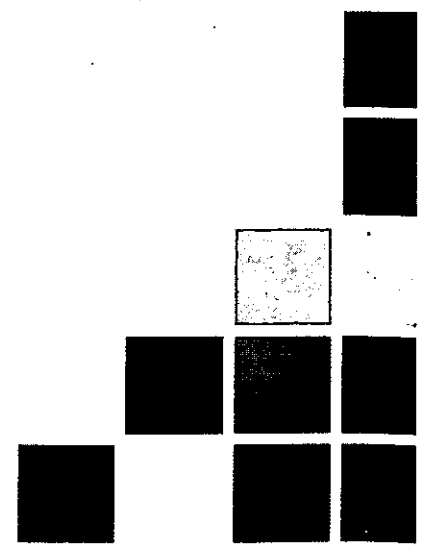


“ Alaska will have what it needs to make sure all children are prepared for school – paving the way for a vibrant workforce and thriving economy – when most Alaskans expect and insist on the investments required to finance and sustain early learning and literacy. ”



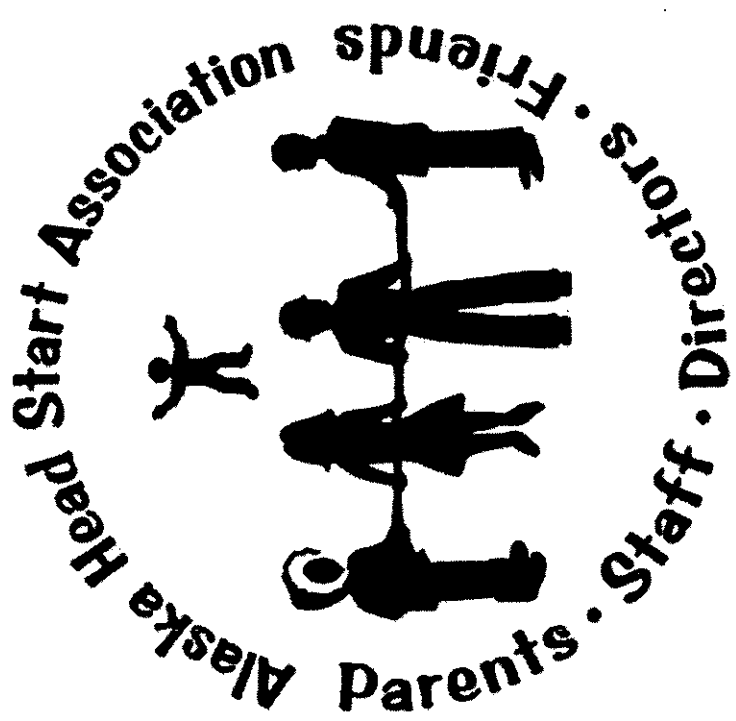
BEST BEGINNINGS
Alaska's Early Childhood Investment

>>>>REPORT TO ALASKA 2008>>>>
3350 Commercial Drive, Suite 104A
Anchorage, Alaska 99501
PH| 907.297.3300 FAX| 907.297.3304
BestBeginningsAlaska.org

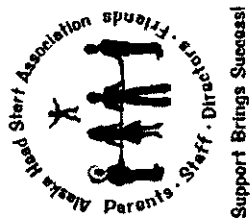


House Education Committee

February 4, 2009



Support Brings Success!



Let's take a look...





What is Head Start?

- Federal Program started in 1965
- All Head Start Grantees must meet and abide by Federal Performance Standards
- Governed by Board of Directors (Community Members) and Policy Council (Parents)
- All Head Start services (education, family, disabilities, health, etc) provided at no cost
- Comprehensive focus on both child and family
- Early health and developmental screenings are required for all children



What is Head Start?

- **Monitoring and reporting is extensive**
 - Over 5000 regulations associated with Head Start
 - Early Alert System to discuss individual program challenges and to make improvement plans
 - Triennial on-site program reviews by the Office of Head Start (OHS)
 - Annual Program Information Report (PIR)
 - Monthly enrollment reporting
 - Each grantee is required to create and publish an annual report
 - Annual self assessment required – participation and oversight by both policy council and governing board



Who is Eligible for Head Start Services?

- Priority is given to:
 - Children from low income families

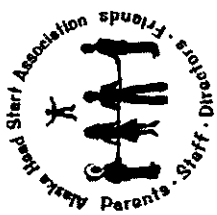
2009 Income Guidelines

<u>Family Size</u>	<u>Income</u>
2	\$18,210
4	\$27,570
6	\$36,930
8	\$46,290



Who is Eligible for Head Start Services? (continued)

- Priority is also given to:
 - Children with special needs
 - Homeless children
 - Foster children
 - Children who will attend kindergarten the following year
 - Returning Head Start children



Support Brings Success!



How Many Children Do We Serve?

- 17 Grantees provide services in 100 Alaskan communities
- There are just over 3,100 Head Start slots available statewide in FY 2009
- A conservative estimate is that over 7,700 children in our state are currently eligible but are not served

For more details please refer to:
Alaska Head Start Association
Fact Sheet 2008-2009 Program Year



What Services Do We Provide?

- Educational Services
 - Pre-Literacy
 - Pre-Math
 - Social and Emotional Development
 - Violence Prevention
 - Language Development
 - Creative Arts
 - Physical Health & Development



What Services Do We Provide?

continued

- **Family Education & Empowerment**
 - Home visits are made by the child's teacher
 - Family goals are set and assistance is given to help meet these goals
 - Referrals to other community resources or agencies
 - Family Advocacy is provided for families that need additional assistance



What Services Do We Provide?

continued

- Health, Dental, Mental Health and Nutritional Services
 - Immunizations required
 - Physical exam (including vision and hearing) required
 - Dental exam required
 - Health, Mental Health and Nutrition consultations are provided
 - Head Start is required to follow up on all identified concerns



Support Brings Success!



What Are The Goals?

- Early Intervention
- Family Involvement and Empowerment
- Developing an Educational Foundation
- Social and Emotional Development
- Addressing any and all obstructions to learning (health, nutrition, transportation)
- In summary... **SCHOOL READINESS!**



What is Needed?

AHSA Critical Issues 2009

- Increase State of Alaska Investment
- Develop a comprehensive state plan
- Dedicated workforce development funds
- Support increased health care access
- Capital funds to address current and future needs



Other Resources

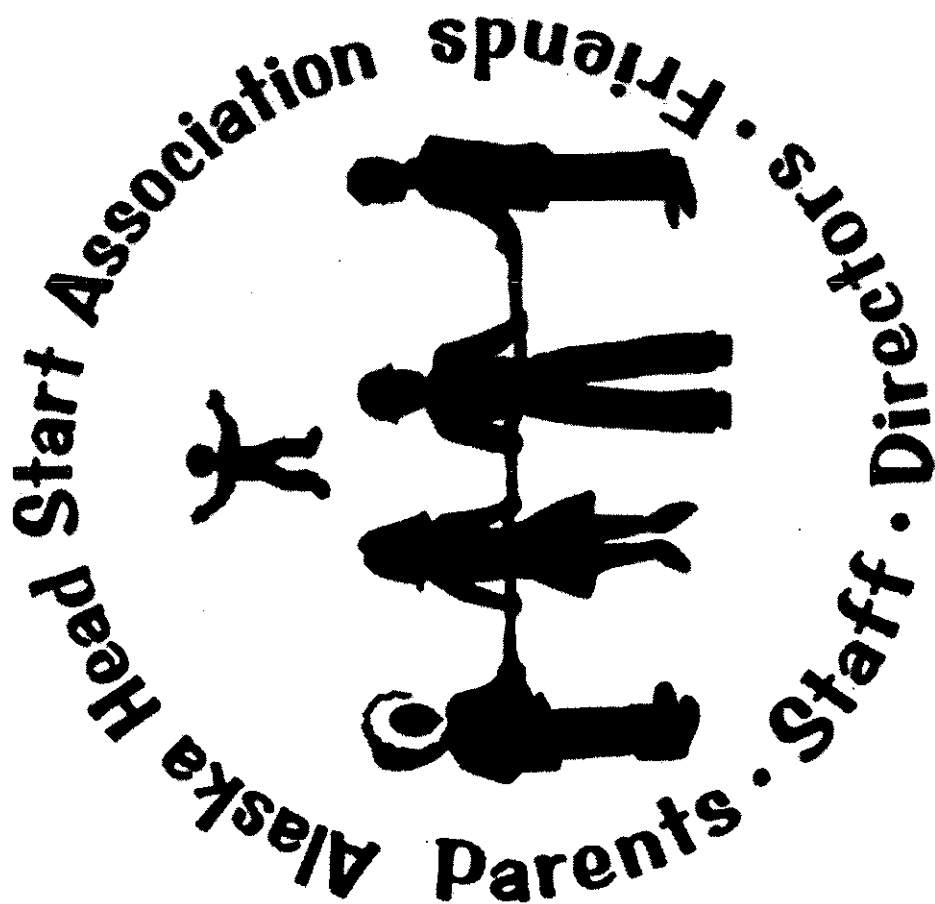
- **Alaska Head Start Association**
Pre-K Position Paper
- **ISER Research Summary – Jan 2009**
“The Cost of Crime: Could the State Reduce Future Crime and Save Money by Expanding Education and Treatment Programs?”
- **Economic Impact of Early Education and Child Care Services in Alaska**
McDowell Group – July 2006
- **www.akheadstart.org**



Support Brings Success!

Questions ?

Thank You !



Support Brings Success!

Mt. Edgecumbe High School
Report Topics
February 4, 2009

Admissions and Enrollment

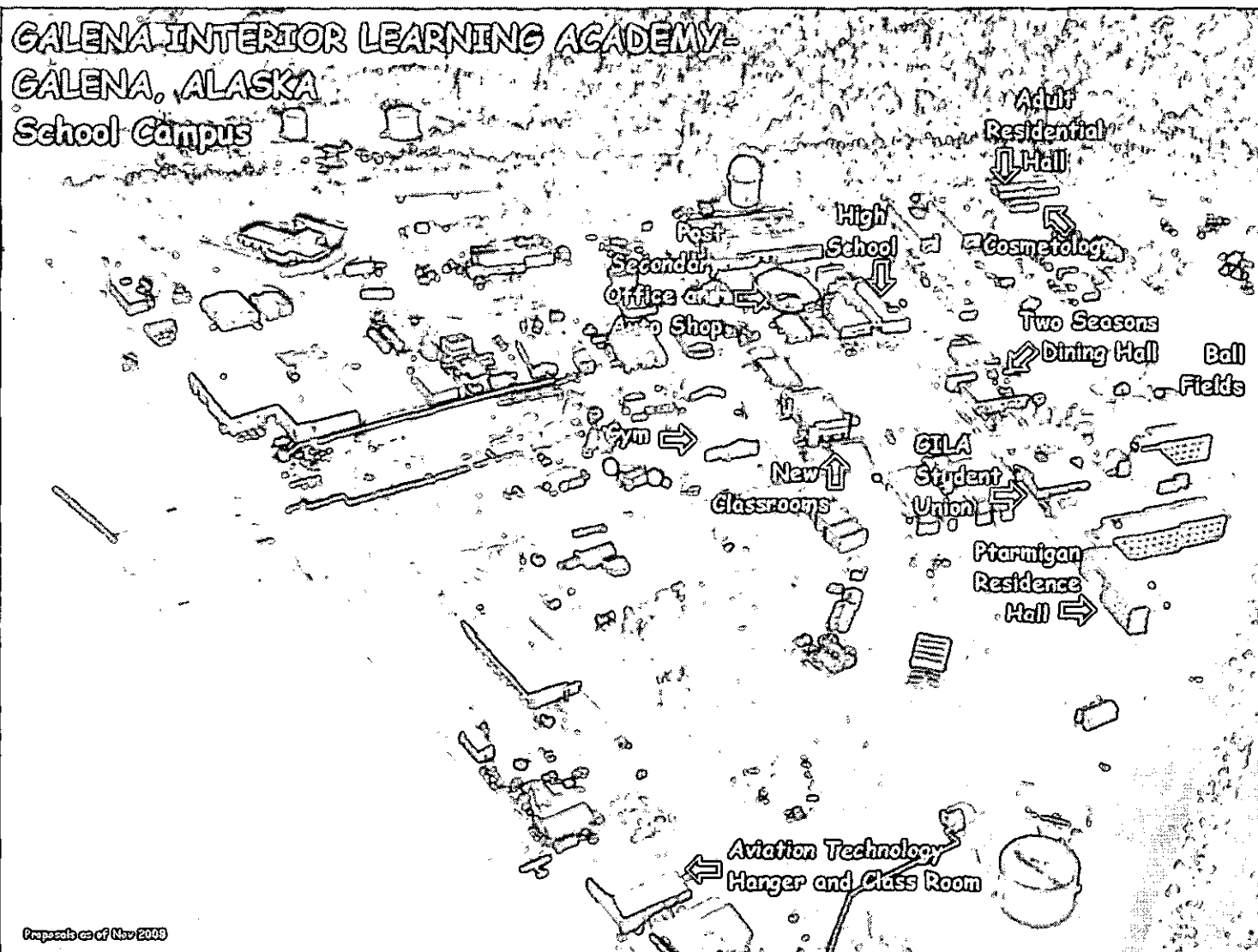
Academic Environment

Career/Technical Programs

Residential Life

Why students come to MEHS

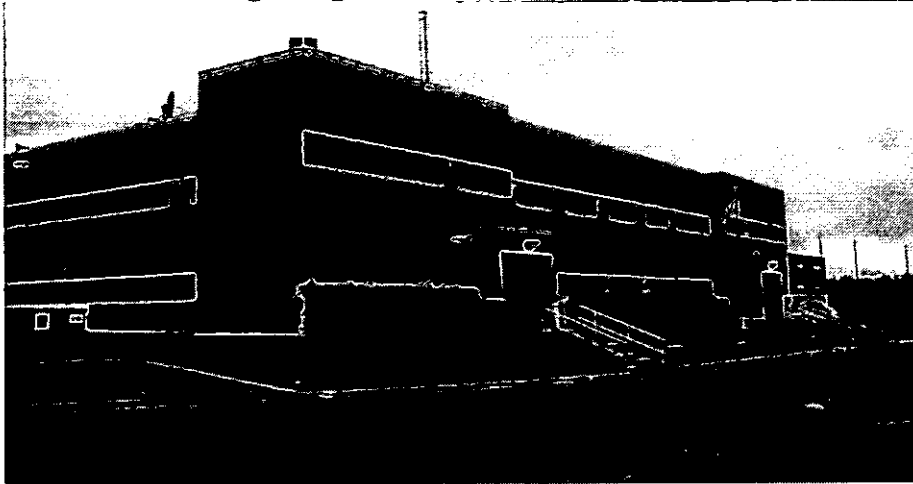
Challenges



**Galena City School District
presentation to the House
Education Committee
February 4, 2009**

-Galena Interior Learning Academy Facilities-

Air Force Building Designation: 1854



Building: Headquarters

Currently four classrooms and rental space for State Troopers

Square Feet: 12,000

Structure: Metal Framing

Year Constructed: 1984

Air Force Building Designation: 1847



Composite Building

Classrooms, Auditorium, Offices, Library

Square Feet: 16,700

Structure: Steel and wood

Year Constructed: 1985

Air Force Building Designation: 1859



Building: Big Dining Hall

Food Service for up to 400

Square Feet: 10,662

Structure: Concrete slab suspended with wood construction

Year Constructed: pre- 1963

Air Force Building Designation:1851



Building: Gymnasium

Physical and Health Education Center

Square Feet: 15,610

Structure: Steel and wood

Year Constructed: 1966

Air Force Building Designation: 1845



Building: School Auto Shop

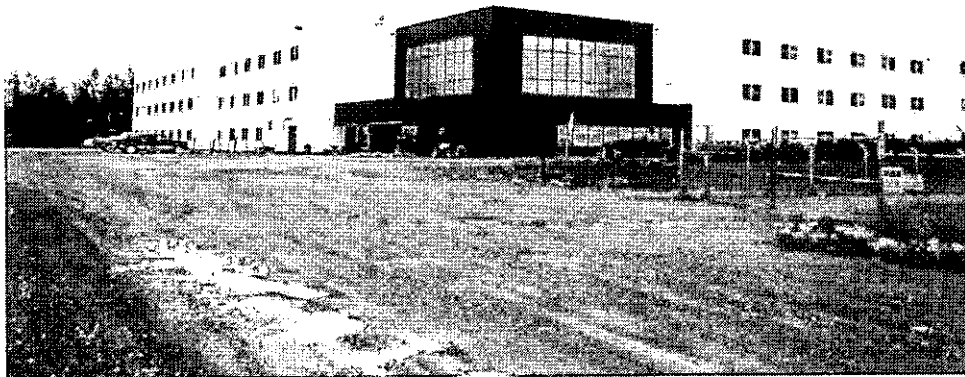
Auto Mechanics and Adult Programs Center

Square Feet: 6720

Structure: Steel and Wood

Year Constructed: 1959 Remodeled 2001

Air Force Building Designation: 1874



Building: Ptarmigan Dorm

Student Housing 116 rooms for double occupancy

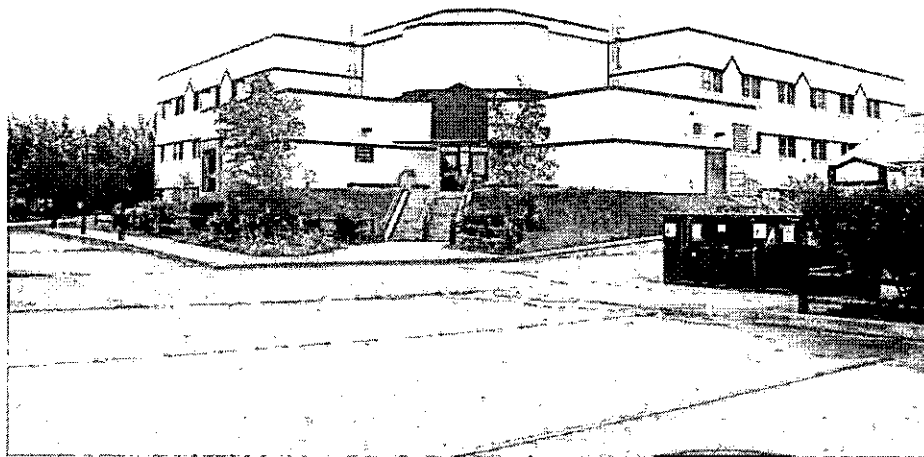
Square Feet: 58,494

18 suites

Structure: Concrete and Steel

Year Constructed: 1988

Air Force Building Designation: 1876



Building: Iditarod Hall

Current Designation: Residential Living – 52 suites

Projected Function: 12 classrooms

Square Feet: 32,774

Structure: Concrete and Steel

Year Constructed: 1988



GALENA POST-SECONDARY ADULT PROGRAMS

Galena City School District, Galena, Alaska

CULINARY ARTS DEPARTMENT



Hands-on learning in a working kitchen

P.O. Box 359, Galena, Alaska, 99741
Tel: (907) 656-2053 Fax: (907) 656-2107
Email: jjacobs@galenanet.com

Courses	Length @30hrs/wk	Institutional Course Costs [Tuition, Enrollment, Lab Fees]	Books/Uniforms Knives/Hand Tools	Next Enrollment Date
Commercial Kitchen Production	two semesters		Provided by school <i>Student needs to purchase appropriate shoes</i>	

Commercial Kitchen Production is a one year [two semester] classroom and hands-on instructional course in a large working kitchen that prepares students for employment in the food service or related industry placing emphasis on the institutional environment [school, hospital, camp kitchen, mining and oil industry kitchens]. A certificate is granted upon successful completion of the course.

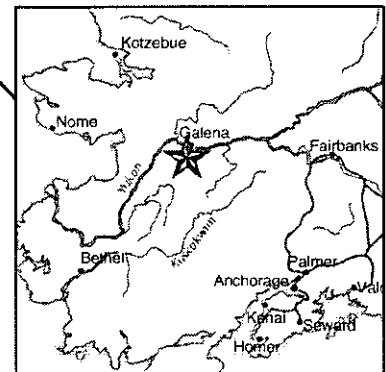
Financial Aid

GCSD can assist or guide students in obtaining financial aid, dealing with tribal organizations, local, state and federal agencies that may provide student financial aid, although financial aid is not guaranteed. Some financial aid available to those that qualify.

GCSD Culinary Arts Department: Credentials

Authorized by Alaska Commission on Postsecondary Education: (ACPE)
Eligible Training Provider through the Department of Labor and Workforce Development for WIA funds

Instructor: Certified Chef, Rand Rosecrans: Graduated with Honors from Western Culinary Institute
Registered member of the American Culinary Federation
Holds Type M State of Alaska Teaching Certificate



Enroll Early! Space is limited!



Notification of Civil Rights Compliance:
It is the intent of this institution to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations, and operations. Students attending this institution may participate in all education programs and activities, regardless of race, color, national origin, religion, age, handicap or gender. Accommodation will be made for handicap students for full access to activities.

Adult Student Accommodation Facilities available for individual students in the newly constructed Birchwood Hall. Walking distance to major facilities on GCSD campus. Family accommodation opportunities not offered by GCSD. Students to make own arrangement for accommodation in Galena: Various rental options generally available.

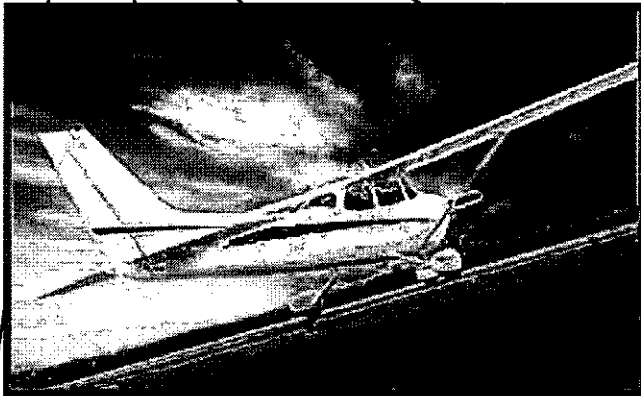


GALENA POST-SECONDARY ADULT PROGRAMS

Are you interested in becoming a pilot for the aviation industry?

Galena City School District, Galena, Alaska
AVIATION TECHNOLOGY DEPT.

P.O. Box 359, Galena, Alaska, 99741
 Tel: (907) 656-2053 Fax: (907) 656-2107
 Email: jjacobs@galenanet.com



The Private Pilot Course is a one semester- long classroom, simulator, lab and practical course leading the students towards taking their Private Pilot License exam set by the FAA. Instruction consists of theory, lab, computer-based learning and training in a FAA certified flight simulator [available to all students]. Students will also have an opportunity to log flight hours in Galena in a fully equipped training Cessna 1507. The GCSD owns a C150 which is used for flight training purposes.

Instrument Rating Ground School and Commercial Rating Ground School (with associated flight training) is also offered in the forthcoming semesters; allowing students to prepare towards entry-level qualifications in the aviation industry.

Courses

Private Pilot Ground School*

(* Covers ONLY Ground School courses. It excludes flight training cost listed below)

Flight Training in Cessna 150 \$150/hr: Dual flying \$110/hr Solo flying \$40/hr Pre-Post flight Preparation Time
 (FAA minimum requirement for PPL: 20 hrs of dual flying plus 15 hrs of solo flying; although normally a student requires about 35 hrs of dual flying and 15 hrs of solo flying).

Instrument Rating Ground School* One semester

(* Covers ONLY Ground School courses. It excludes flight training cost listed below)

Flight Training in Cessna 172 \$170/hr: Dual flying \$130/hr Solo flying \$40/hr Pre-Post flight Preparation Time
 (FAA minimum requirement for IR: 35 hrs of dual flying.
 ** Student must meet FAA enrollment requirements

Commercial Rating Ground School* One semester

Flight Training call for details.
 ** Student must meet FAA enrollment requirements

Institutional Course Costs
 [Tuition, Enrollment, Simulator Fees]
EXCLUDES FLIGHT COSTS

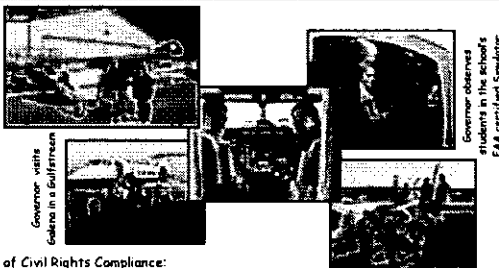
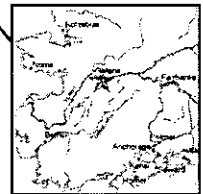
Next Enrollment

GCSD Aviation Department: Credentials – Operating as Part 61 Flight School

Authorizing by Alaska Commission on Postsecondary Education: (ACPE)
 Eligible Training Provider through the Department of Labor and Workforce Development for WIA funds
 Flight Instructor: FAA Certified Flight Instructor: CFI: Mr Noel Frisbie

Financial Aid

GCSD can guide students in obtaining financial aid, working with tribal organizations, local, state and federal agencies that may provide student financial aid, although financial aid is not guaranteed.



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GALENA POST-SECONDARY ADULT PROGRAMS

Galena City School District, Galena, Alaska
**AUTOMOTIVE TECHNOLOGY
DEPARTMENT**



Modern automotive workshop

P.O. Box 359, Galena, Alaska, 99741
Tel: (907) 656-2053 Fax: (907) 656-2107
Email: jjacobs@galenanet.com

Courses	Length @30hrs/wk	Institutional Course Costs [Tuition, Enrollment, Lab Fees]	Books/Uniforms Concurrent Fees	Next Enrollment Date
Introduction to Automotive Technology	one semester	\$846.00	\$200	
Automotive Brake Systems	one semester	\$846.00	\$200	

Introduction to Automotive Technology is a one semester classroom and hands-on instructional program which is designed to introduce students to the major automotive systems, theories of operation, automotive tools/equipment, basic maintenance and repair procedures. Students who meet the proficiency requirements will be offered certification as a lubrication technician and tire repair technician

Automotive Brake System is a one semester classroom and hands-on instructional program which is designed to give students an in-depth knowledge of automotive brake systems; including repair, maintenance and operations. Students who meet the proficiency requirements will be offered certification as a brake technician

Financial Aid

GCSD can assist or guide students in obtaining financial aid, dealing with tribal organizations, local, state and federal agencies that may provide student financial aid, although financial aid is not guaranteed. Some financial aid available to those that qualify.

GCSD Automotive Technology Department: Credentials

Introduction to Automotive Technology

Authorized by Alaska Commission on Postsecondary Education: (ACPE)

Eligible Training Provider through the Department of Labor and Workforce Development for WIA funds

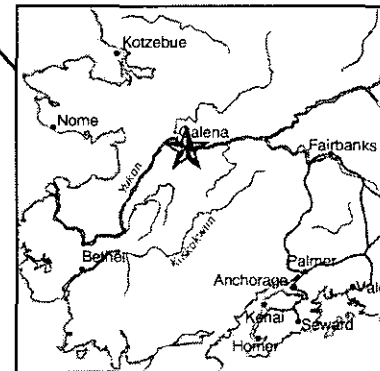
Automotive Brake Systems

Authorized by Alaska Commission on Postsecondary Education: (ACPE)

Eligible Training Provider through the Department of Labor and Workforce Development for WIA funds

Instructor: Mr. Stephen Hoffie: Type M State of Alaska Teaching Certificate

New automotive technology workshop with state of the art equipment.



Enroll Early! Space is limited!



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GALENA POST-SECONDARY ADULT PROGRAMS

Galena City School District, Galena, Alaska

COSMETOLOGY DEPARTMENT



Modern new facilities - Small classes

P.O. Box 359, Galena, Alaska, 99741
Tel: (907) 656-2053 Fax: (907) 656-2107
Email: jjacobs@galenanet.com

Courses	Length @30hrs/wk	Institutional Course Costs [Tuition, Enrollment, Lab Fees]	Books/Kit/ Student Permit	Next Enrollment Date
Hairdressing	1650 clock hrs [\pm 55 wks]	\$6,750.00	\$350.00	
Esthetician	350 clock hrs [\pm 12 wks]	\$1,800.00	\$400.00	
Instructor Training	600 clock hrs [15 wks @ 40hr/wk]	\$3,050.00	\$350.00	Open enrollment/ active recruitment

Upon completion of these courses, graduates will be eligible to apply for the various State licensing examinations.

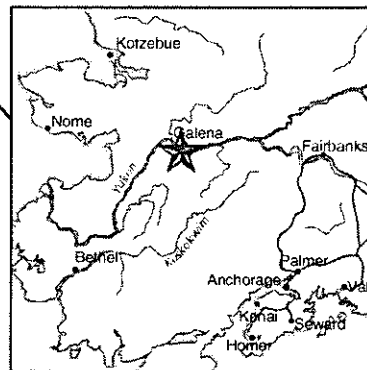
Financial Aid

GCSD can assist or guide students in obtaining financial aid, dealing with tribal organizations, local, state and federal agencies that may provide student financial aid, although financial aid is not guaranteed. Some financial aid may be available to those that qualify.

GCSD Cosmetology Department: Credentials

Licensed as a "school" by the State of Alaska: Division of Occupational Licensing: Board of Barbers and Hairdressers
Authorized by Alaska Commission on Postsecondary Education: (ACPE)
Eligible Training Provider through the Department of Labor and Workforce Development for WIA funds

Instructor: Mr. Gar' Wong: qualified, experienced [over 29 years]
Licensed Instructor by the State of Alaska: Holds Type M State of Alaska Teaching Certificate



Enroll Early! Space is limited!

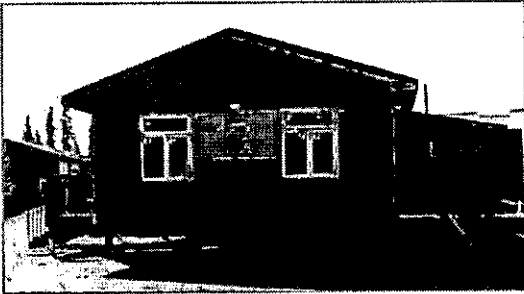


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GALENA, ALASKA

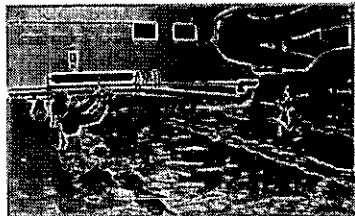
Facilities: City of Galena



Galena Early Learning Center



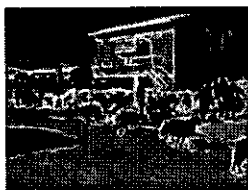
Public Indoor Heated Swimming Pool



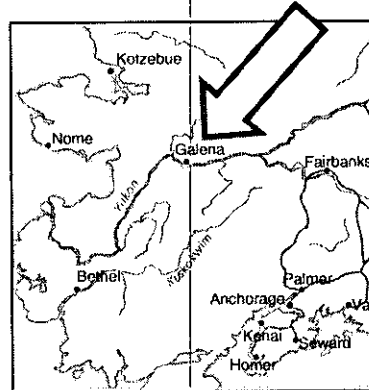
The Iditarod checkpoint and in the background, an example of rental accommodation available in Galena



Various Gym opportunities



Galena City School District, City of Galena, Louden Tribal Council, Tanana Chiefs Conference



Population:

Galena with a population of ± 700 people is situated on the Yukon River and 260 miles west of Fairbanks.

Accessibility:

Galena is served with ± 5 daily flights from Fairbanks on two weekly flights from Anchorage. Galena is the hub for the region.

Facilities and Amenities:

Galena has many local amenities: 2 stores, 2 churches, a heated indoor Olympic sized swimming pool, a new modern health and dental center, restaurant, B&B, schools, UAF Rural Campus, Native and City Council offices, Magistrates Court, State Troopers and other facilities. The best feature of Galena is its friendly people.

Facilities: City of Galena



City Hall, Health Clinic, Mental Health Facilities, Telemedicine



Official Opening of the Facility



Former Lt. Gov Loren Leman, Elder Sidney Huntington, Elder Bobby Vent of Huslia

Northwest Association of
Accredited Schools



GALENA INTERI★R LEARNING ACADEMY
Part of
Galena City School District, Galena, Alaska

High School
Annual Report
2008-09

EVIDENCE BASED
SCHOOL EVALUATION

Annual Report and Standards for the Northwest Association of Accredited Schools

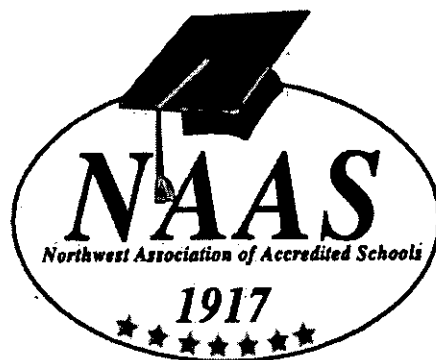
Setting World Standards for Accreditation



2008-09

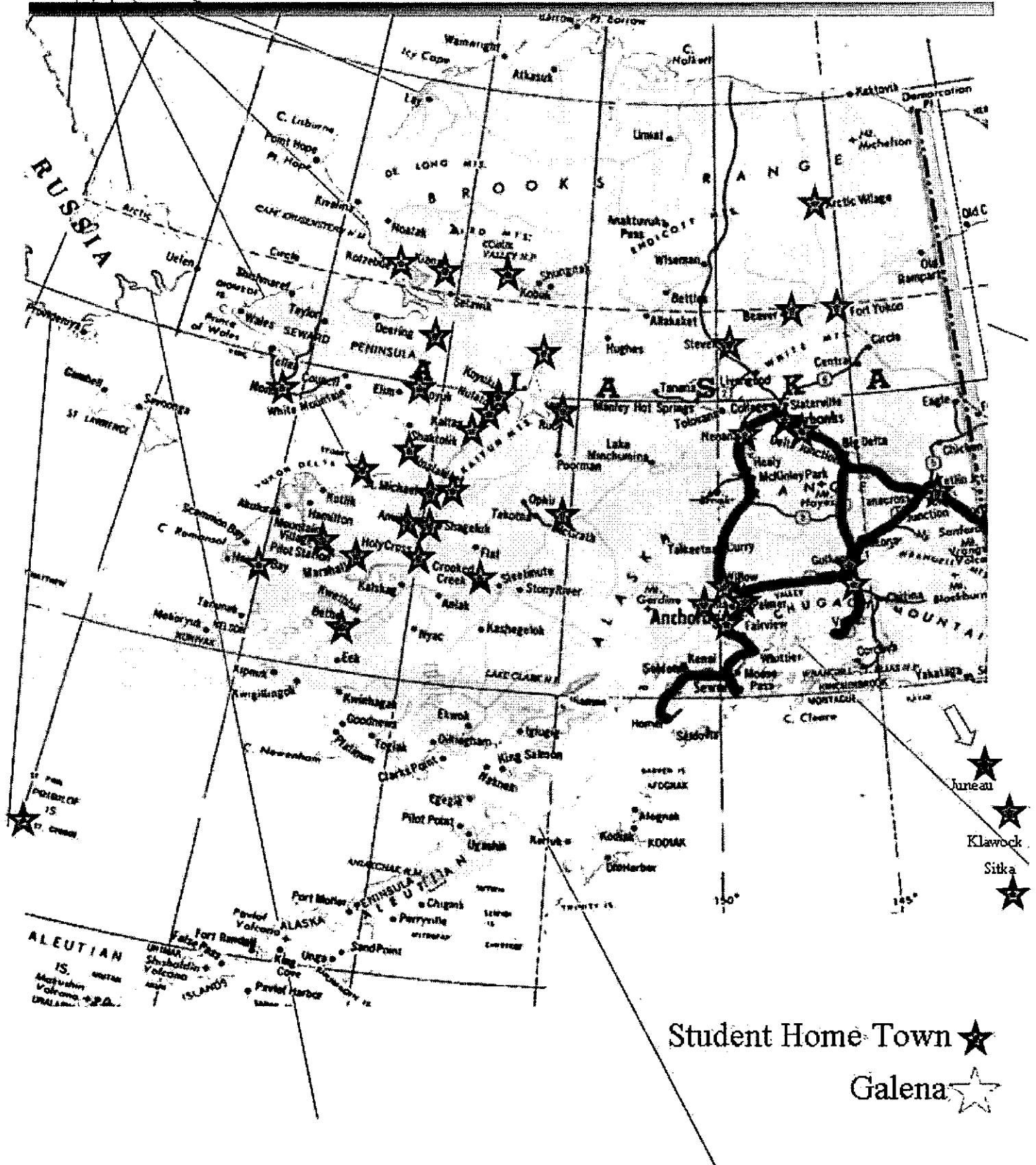
www.NorthwestAccreditation.org

The mission of the Northwest Association of Accredited Schools is to advance excellence in education through the process of accreditation.





GILA Student Home Town



Student Home Town ★

Galena ★

GALENA INTERIOR LEARNING ACADEMY

UNIQUE PROGRAM FEATURES

Galena Interior Learning Academy, a statewide boarding school for grade 9 -12 students that are seeking another choice, is Alaska's longest operating residential secondary vocational school. It is accredited by the "Northwest Association of Accredited Schools".

GILA offers High School age students the opportunity to gain industry standard vocational certification in aviation, automotive technology, cosmetology and culinary arts while achieving the academic skills necessary to succeed in post secondary studies. Students enroll in these programs receiving many hours of instruction which may lead to continuation after graduation there by leading to certification and future employment. This opportunity provides motivation for undergraduates to excel academically allowing more time for the vocational career pathways. Vocational and technical teachers are hired from industry for upper level career pathways, validating the programs meeting the standards required by industry.

GILA is located in Galena, a village in Interior Alaska. It attracts students from all over the state, ranging from the Pribilof Islands in the West, to Prince of Wales Island in the South, Northway in the East and Arctic Village to the North. For the 2008 school year, 52 villages and communities were represented at GILA. It appeals to the lifestyle of the rural students but it is also accessible to students from urban communities who desire to pursue an education more focused to their individual needs. As Alaska Native families are forced to relocate because of the high cost of living in the villages, we as a boarding school are receiving greater numbers of applications each year, thus proving to be a more viable educational option.

The GILA campus is located on a former U.S. Air Force Base and offers modern residential and educational facilities. The Air Force has officially turned over many buildings to Galena City School District and will complete the process on September 30, 2008, allowing GILA to expand further in to more facilities. Future remodeling will allow for greater numbers of classrooms to accommodate for the increased number of applications. The strong partnership with the Air Force, City of Galena, Louden Tribal Council, University of Alaska Fairbanks, Alaska School Boards Association, local organizations and businesses contributes to a first class education for students.

ENROLLMENT

GILA started FY 2008 with 128 students and ended with 124, a 97% retention rate. Homesickness and family needs are the main reasons why students leave during the school year. As these departing students chose other options, we at GILA assist them in enrollment into another educational institution to continue their educational endeavors.

Enrollment interest remains strong with more classroom space being necessary each year. Since the BRAC (Base Realignment and Closure) decision occurred, opportunities and challenges are being faced with great success. The Air Force's departure provides space for more programs and students while adding costs to the physical operations. In 2007-2008, enrollment increased to 128 students creating the challenges which were changed to opportunities for greater programs with the required expansions to accommodate the numbers. More content area classes and electives were added with an increase of 4 required class offerings and 6 electives being added to the class schedule.

Anticipated GILA enrollment:

FY 2006-07 110 students (actual 112)

FY 2007-08 130 students (actual 128)

FY 2008-09 150 students (actual 117)

Continued increased in enrollment is expected in 20 to 30 student increments each year until maximum capacity is reached at approximately five years.

The 2006 Alaska State Legislature provided an additional boost for GILA in the form of financial assistance for room and board. This act supported by the Governor, State Board of Education, and the Alaska Association of School Boards, brought recognition of the public support for "boarding schools of choice" in today's Alaskan economy. A strong emphasis is placed on student resiliency and the "assets" program shared with Alaska Association of School Boards.

The staff at GILA works hard to maintain a cohesive relationship with the diversity of its students. A majority of underclassmen return each school year, with over 50 new students adding to the increased numbers. This includes replacing the graduation senior class as well as the increase in total student numbers.

Many systems are used to advertise the opportunities at GILA; however the most prevalent is word of mouth with recommendations among friends and family. State-wide publicity via newspaper, radio and TV has been recently implemented in order that families are aware of the opportunity which GILA affords. With many families being required to move toward more urban areas for employment or reduced cost of living, attending GILA is an opportunity that allows their high school aged children to continue their education while remaining in rural Alaska. These efforts resulted in many applicants, of which 128 were invited to attend for the 2008 school year.

Twenty two seniors graduated on May 16, 2008, 100% of which passed all portions of the Alaska High School Graduation Qualifying Examination. This class was 94% Alaska Native, exceeding the graduation rate of this group in most rural and urban schools in Alaska.

The graduation featured distinguished speaker Senator Albert Kookesh JD., our Senator for Interior Alaska. His strong message to Alaska Native students was very well received. An additional surprise visit from Todd Palin, the First Gentleman was a great treat as well. As a pilot in his own rite, Mr. Palin was invited to pin the wings on four graduates, two of which had achieved the Private Pilot status and two who had achieved Instrument Pilot Status.

ACHIEVEMENTS

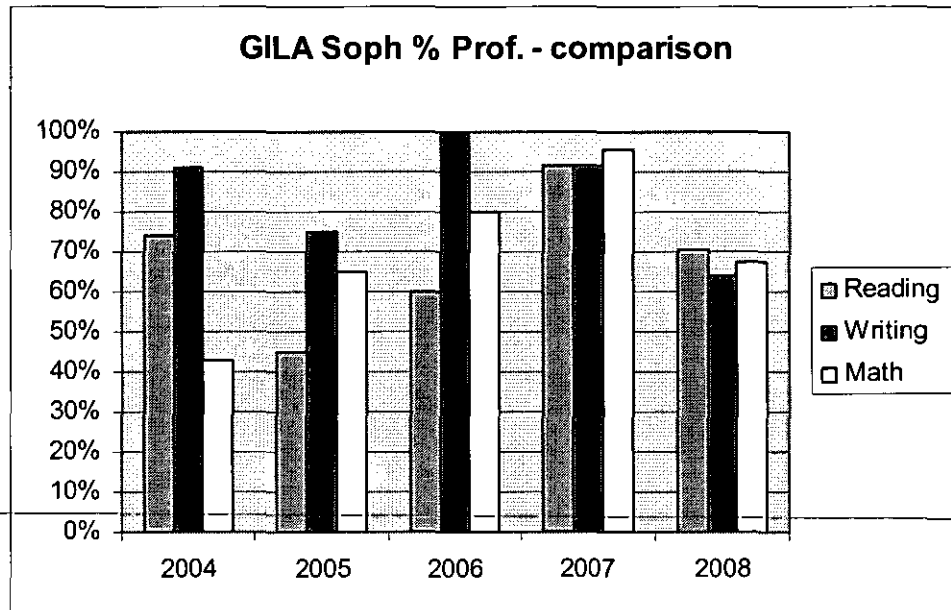
All GILA students grades 9 through 12 were administered the Terra Nova test, with grades 10 through 12 also taking the AHSGQE. The Standards Based Assessments was administered to the freshman as well as being imbedded in the sophomore AHSGQE. The results of those assessments follow.

ALASKA HIGH SCHOOL GRADUATION QUALIFYING EXAM

For the past three years over 90% of Galena Interior Learning Academy graduates have passed all three portions of the Alaska High School Graduation Qualifying Exam, with 100% passing rate for the 2008 graduates.

A high percentage of the sophomore class achieved great success on their first attempt at the AKHSGQE . In the content area of reading, 70.7% of Sophomores were proficient, in Writing 64.2% were proficient and in Math 67.4% were proficient on their first attempt.

Although sophomores have been enrolled at GILA from one to 15 months in our program at this assessment date, our rigorous educational system provides exceptional learning opportunities as indicated by these scores.



Soph	% Proficient				
	2004	2005	2006	2007	2008
Reading	74%	45%	60%	91%	71%
Writing	91%	75%	100%	91%	64%
Math	43%	65%	80%	96%	67%

ADEQUATE YEARLY PROGRESS

Adequate yearly progress is determined by 31 categories on the 9th and 10th grade Standards Based Assessment at GILA.

Although our assessment scores for 2008 show a slight reduction, reflecting that we did not make AYP for that calendar year, we have made great strides with hiring an additional math teacher and a special education teacher to improve on the learning of our students and subsequently those scores.

As seen, GILA students are showing great improvement, which are directly proportional to the number of years in the GILA educational system. This information is especially important with data showing 89% of GILA seniors, 93% of the juniors and 88% of the sophomores and 96% of freshman are Alaska Natives. This provides a total of 92% of GILA students being Alaska Native on the end of the year count.

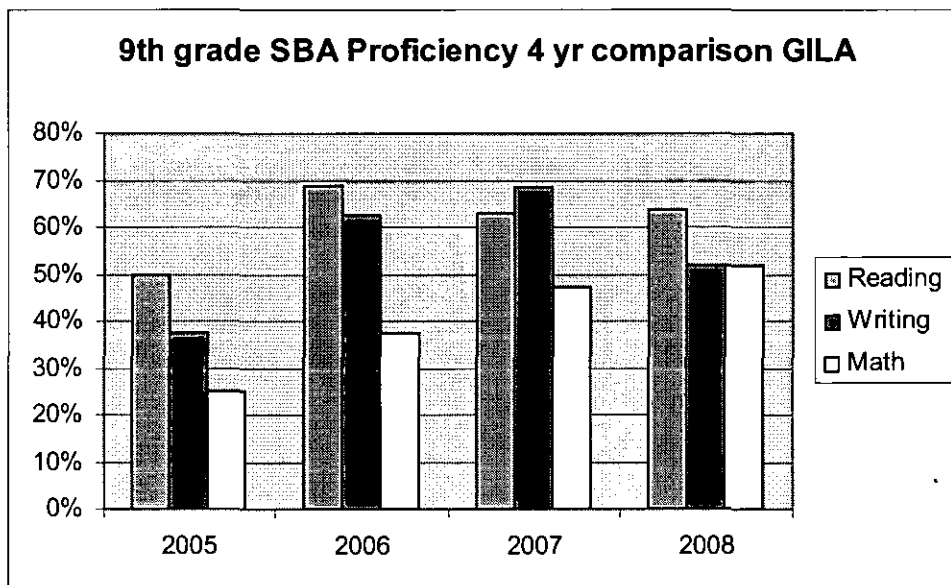
GILA STANDARDS BASED ASSESSMENTS (SBA)

The Alaska Standards Based Assessments are scored based on the percentage of student's proficient on each test. The Alaska Standards Based Assessments measure how well students have mastered the Alaska academic standards in reading, writing, and mathematics, each of which has their own subcategory. These tests are designed specifically to assess the Alaska standards with Alaska students. Test results are reported in terms of level of mastery, that is, the percentage of correct answers. These assessments are then used to determine AYP for each school and district.

A primary goal of GILA is to provide an academic and vocational education opportunity where the students can take advantage of their abilities. The longer the students stay at GILA, the greater their academic progress. In the data below, you will notice increasing scores each year students attend the school.

Grade 9 Standards Based Assessments

As you will observe in the data below, the freshman at GILA are showing constant improvement in all subject areas. It should be noted that upon acceptance of students into GILA at this beginning grade level, academic ability is discounted completely.



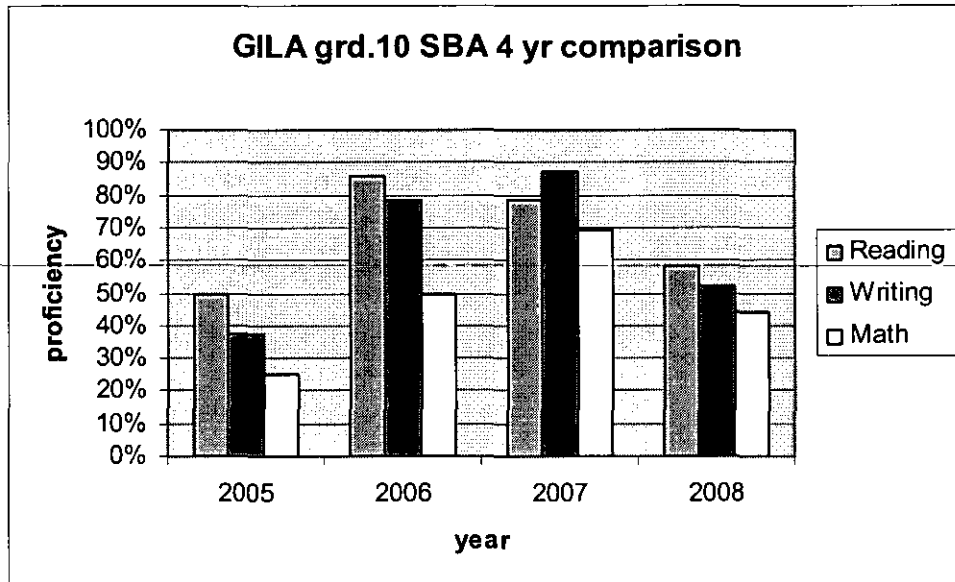
SBA 9th Proficient				
	2005	2006	2007	2008
Reading	50%	68%	63%	64%
Writing	38%	63%	68%	52%
Math	25%	38%	47%	52%

We feel with our staff development system the staff provides the opportunity for education that will give all students learning opportunities which are essential to success. Freshman students have been involved from one to 6 months in our educational system at this first state assessment date.

We require 480 minutes of monitored education 5 days per week which compares to 300 minutes required by DEED. The success of our model shows in the assessments scores.

Grade 10 Standards Based Assessments

Over the four years the SBA questions have been imbedded in the Qualifying Exam, GILA students have shown regular improvement as documented in the graph below. Although we feel improvements are needed, the scores remain similar between the students 9th grade SBA and a more difficult 10th grade SBA.



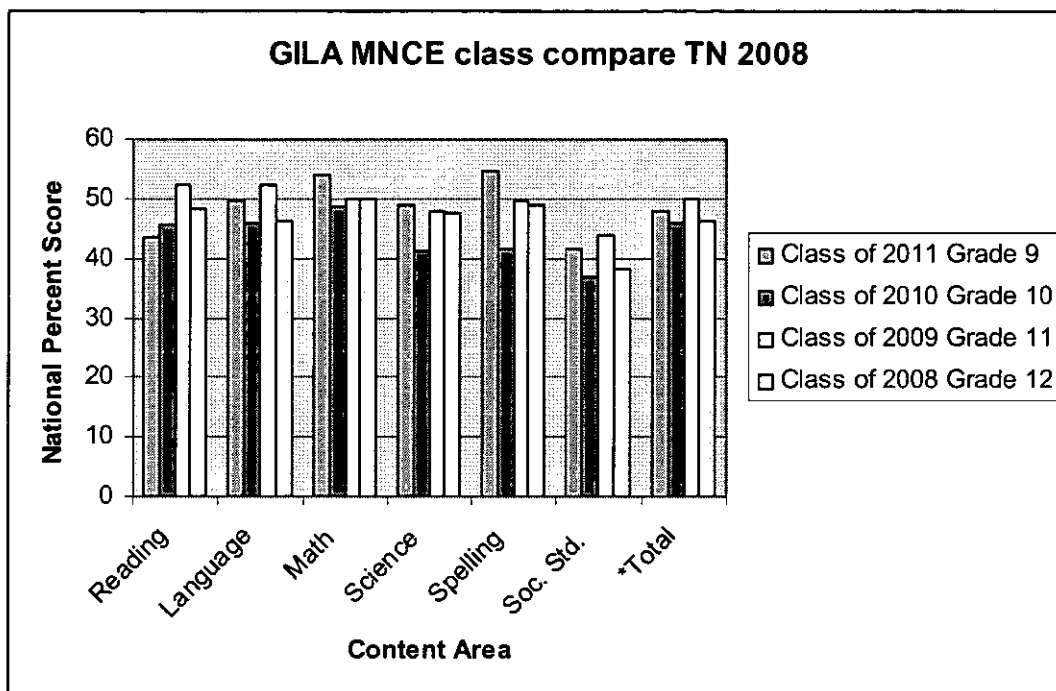
SBA	grade 10 4 year comparison			
	2005	2006	2007	2008
Reading	50%	86%	78%	59%
Writing	38%	79%	87%	52%
Math	25%	50%	70%	44%

Sophomore students have been involved in our system from one to 15 months at this assessment date. This data provides evidence of the high number of sophomores who were invited with in the last few months while students who previously attended kept the scores from dropping excessively.

GILA: TERRA NOVA ASSESSMENTS

The Terra Nova is a norm-referenced test which means that the scores presented are comparative. The Mean Normal Curve Equivalent is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group. The Mean Normal Curve Equivalent scores show how well Galena students at each grade and in each subject area compare to their grade level peers around the country.

The Terra Nova Mean Normal Curve Equivalent Scores in the spring of 2007 are shown in the table and graph below. Virtually all Terra Nova scores are within the National Averages and are grade appropriate. The data shows scores are remaining within the national percentile in virtually all areas.



Total Score MNCE by Grade Level		2/08/08 testing							
MNCE	Reading	Language	Math	Science	Spelling	Soc. Std.			
*Total									
Class of 2011	Grade 9	43.5	49.6	54	48.9	54.5	41.4	47.9	
Class of 2010	Grade 10	45.6	45.6	46	48.5	41.1	41.7	36.8	46
Class of 2009	Grade 11	52.3	52.3	52.2	49.8	47.8	49.7	44	49.8
Class of 2008	Grade 12	48.3	48.3	46.3	50	47.5	49.1	38.1	46.4

STAFF

All certified staff at GILA has accomplished "Highly Qualified" status. The vocational staff is certified professionals who have had additional training in educational techniques. GILA enjoyed 100% teacher retention rate this year among core academic staff however one of our vocational instructors moved into retirement at age 68. The instructional team consists of six core academic teachers, four industry-certified vocational instructors, a counselor and a native culture arts instructor. To that, we are adding two additional core teachers, one for Math/Technology and one for Special Education to accommodate the higher numbers of students.

Certified staff development is through 'Performance Excellence for All Kids' (PEAK) methodology. Each new staff attends a week long workshop in the summer. The district offers up to 18 days of additional training for all teachers, which includes ten days of Assessment Writing Workshops, half of which are on Saturdays.

The teaching staff is very dedicated. They work with those students who make a grade "C" or less in the after-school and Sunday evening tutoring sessions. All students attend a one hour home work session before dinner. Principal Harry White feels that the twenty minutes of daily "Silent Sustained Reading" for students and staff, vocabulary instruction in all classes and the cross curriculum teaching of Reading, Writing and Math attributed to the achievement of AYP.

The residential hall staff is responsible to supervise students all hours outside the school day and reside in the same building with them. They build a unique bond with the students, assist them in their homework, provide activities and regulate their schedules in off school hours supporting a successful learning environment. Resiliency and "assets building" training are provided for all residential hall staff.

The residential staff members are predominately graduates of university programs in residential living. This year four of the staff held degrees in education, where one was actually a certified teacher. Others are hired for their understanding and expertise in cultural needs, medical experience and activity organizational training.

NO CHILD LEFT BEHIND REQUIREMENTS

Highly Qualified Staff

One Hundred Percent of our staff are Highly Qualified. According to "No Child Left Behind" each parent has the right to know whether their students are being taught by a federally defined "highly qualified" teacher. Any parent who wishes to inquire about the qualifications of their child's teacher is encouraged to contact Mr. Harry White, Principal of GILA and/or refer to the district web site listed above.

For further information regarding what defines a "highly qualified" teacher please refer to the federal definition

http://www.eed.state.ak.us/nclb/pdf/teacher_and_paraprofessional_requirements.pdf
http://www.eed.state.ak.us/nclb/pdf/teacher_and_paraprofessional_requirements.pdf
2006 Goals & Accomplishments

ACHIEVEMENT OF PAST GOALS

The goals for 2009 and for the future include continuing our academic success while raising assessment scores in all areas. We also plan to more completely develop our vocational enrollment by improving on the quantity and enrollment of short courses with the post secondary program. Searching for funding in order to afford the increasing cost of increased enrollment and new on line buildings will remain an on going challenge until GILA becomes a fully funded boarding school for rural Alaskan Native students.

Student academic achievement, measured by the Terra Nova, Standards Based Assessments and Alaska High School Graduation Qualifying Examination continues to improve. Although our students come to us with various and at times undetermined academic abilities, the data on all assessments show marked improvements every year of continuous attendance at GILA.

Vocational job opportunities in our nation comprise over 75% of all employment opportunities for young people today. We are continuing to explore additional vocational options for GILA students, having provided four additional short courses this year which have both led to summer jobs and potential permanent employment upon graduation. These courses consist of Industrial Electrical training, Plumbers and Construction/Maintenance with a focus on Carpentry. In all three courses together we have trained in excess of 30 post secondary students. An additional Content Course for students involves the medical profession. Our high school Health teacher is teaching an Allied Health course for college credit. From this course students may enroll at UAF in their medical field.

Drivers Education is an additional course which is more complete this year. In past years, we have offered the academic portion of Drivers Education, leading to success on the written portion of the state test. For this year, we have acquired a vehicle for students to practice driving. Our course is now approved with all facets of the program for students to succeed in getting their drivers license and possibly move on to CDL and equipment operating licensures which will be required for the Gas Pipeline.

Research indicates that students cannot read if they do not first comprehend the vocabulary words within the passage they are reading. Our staff receive ongoing extensive training to implement vocabulary in their content areas allowing them to move beyond the normal vocabulary instruction to teach students methods to digest prefixes, suffixes and root words. This allows the students to break apart words which they may not have ever come in contact with, and realize their meaning. Vocabulary words are discussed in assemblies and students are challenged in recreational settings with new words. Our reading scores are improving, however other academic areas are improving greatly which we feel is in large part due to the ability of the student to read and comprehend the material in those areas.

With these concepts in mind, twenty minutes of daily "Silent Sustained Reading" remains for all students and staff. Students and staff have spoken loudly to keep this system in place for years in the future. Students are now sitting and reading casually on their own time. They are now reading more and understanding what they read at a higher level. The improved State Assessment scores in all areas show that this approach is successful.

2008 PROGRAM HIGHLIGHTS

School:

The 2008 school year provided evidence that GILA continues to provide exceptional educational opportunities for Alaskan youth. Our student retention rate remained the highest of Alaska's three 9-12 boarding schools. Although achievement of ADEQUATE YEARLY PROGRESS was not accomplished, we have added new positions in Math and Special Education to address those needs. All program and teaching adjustments, staff development increases, and changes were implemented to increase student learning.

Vocational course adjustments were made with additional classes offered in each area. Participation in these career pathways continues to increase with the job markets demand.

The aviation program had thirty students, with two achieving their FAA approved Private Pilot Licensure and two achieving their Instrument Licensure. Several took the written portion of the FAA exam as well as building hours for completion of the Private Pilot License.

Cosmetology had great success with three students completing their 1650 hours of instruction, have passed all state testing requirements and presently working in the industry. Cosmetology continues to grow with two future instructors in the program to complete their training, thus making the program triple in size to three instructors. New equipment has been purchased to also increase the square footage of that training area by 100%.

The automotive program participation is continuing to grow with reorganization of class structures. Our new instructor just completed all areas of the ASE certification over the summer, allowing the statement that he has accomplished the highest level of certification possible. Additionally the Automotive program has added two sections of Drivers Education to meet the on going demand for CDL operators.

Success continues to be our goal and we are achieving it. Biweekly staff meetings are held in collaborative groups through out the school year to discuss classroom assessments, homework, distributed practice, corrective loops and other areas. Our student success is the result of this team concept among the staff. Reading, writing and math are included in each subject area with additional content areas beginning to receive increased emphasis. Data driven decision making is the basis for all staff development and class offerings.

A fantastic year was experienced in the area of student health and safety. Many evening activities augment those offered through the school including wrestling, volleyball, basketball, cross country running, cross country skiing, academic decathlon, Battle of the Books, science fair and more. These opportunities provide healthy choices to students. A Saturday Cultural day was held during spring where students could learn to snowshoe, cross country ski and complete in races. It was a great way to shake off the winter cabin fever.

Residential Hall: (Resiliency project)

Galena Interior Learning Academy Resiliency Project

This project is a project of Galena City Schools. The GILA Resiliency Project focuses on building and sustaining assets in Alaska Native students attending the Galena Interior Learning Academy (GILA), a public boarding school. This project supports the Fund for the Improvement of Education Appropriation Act which authorizes this project to "support operation of its (Galena City School District) boarding school for low-performing Native Students from remote villages

across Western Alaska." This project will start serving 130 students but will grow to serve up to 300 Alaska Native students as the school grows over the next three years.

The goal for this project is to increase the assets of Alaska Native students to help them successfully complete their education in Galena Interior Learning Academy.

The objectives of this project are:

- 1. To train all staff in asset development and engage them as a team in strategies that develop positive development of the Alaska Native teens they serve**
- 2. To implement out of school component of Reconnecting Youth, a nationally proven program that results in increased decision-making and problem-solving skills, teamwork, cooperation and trust**
- 3. To provide culturally relevant activities that provides avenues for students to understand and practice traditional Native values.**
- 4. To increase ways that families can communicate and support students in the boarding school.**
- 5. To increase local community connection and support for boarding school students.**

Learning from previous grant projects and boarding school history that know that we must focus on not only the academic skills of our students, but also their social and emotional foundations for success. The activities of this project are:

1. Train all staff including residential hall staff, teachers, administrators and support staff on assets development in youth and how they can contribute to the three elements necessary for student success.
2. Implement Reconnecting Youth, a program of classroom and out of classroom lessons and activities for students deemed at-risk for school failure.
3. Increase the Alaska Native culturally relevant activities through collaboration with Louden Tribal Council.
4. Increase local community connections for students including churches, organizations and community service activities.
5. Increase the connections with families in remote villages through use of the Internet.
6. Increase recreational and outdoor experiential learning activities for students paying particular attention to activities that promote resiliency, youth development and leadership.

Through this project we expect the following outcomes:

- Students will increase their achievement levels and lower negative or risky behaviors such as substance use, negative behaviors, and disciplinary actions.
- Student academic achievement will increase
- Students will feel more comfortable and bonded with the school and residential halls

There will be a decrease of students who leave the school due to homesickness, substance use, mental health issues or disciplinary actions

2008 STUDENT HIGHLIGHTS

GILA students again participated with the Galena City School athletes and completed a very successful sport season. The Girls and Boys teams which were comprised of both Sidney Huntington School and GILA, won the Basketball regional championships and went on to compete at state level. The Boys team won the State 2A title at those competitions with the girls placing 4th. Success was also exceptional in mixed six volleyball with them attending state competition as well, ending in 4th place. Wrestling ended with six students completing at state, coming out with one champion and various other placings. Academic Decathlon performed very well, with a third place finish. Several students won individual medals and notoriety. Participating students not only were required to adhere to state and local eligibility requirements,

but also complete all residential life chores and maintain a high level of citizenship at the boarding school. While completing in numerous extra curricular activities, our teams received first place honors for their Academic Achievements at the state Basket Ball Tournament with highest GPA.

Students participated in the 'Student of the Month' program, 'Spirit of Youth' competitions and state wide pageants. Each month a boy and girl are chosen by staff to receive a 'Student of the Month' award and recognition; from which a 'Student of the Year' is selected. This student receives recognition and gifts at the end of the year. Although this program started with donations, the district has adopted it financially. Again this year GILA had a student who won the 'Spirit of Youth' for the State of Alaska. This comes with financial and personal opportunities in their academic studies after high school.

All these positive accomplishments were achieved by students while complying with the challenges of residential life and being far from their families. Sacrifices are made for a better education not often available at home. Student applications continue to increase, although we have the highest credit requirement in the state at 26 and exceed the number of minutes required by the state per day by 150%.

GOALS FOR 2008-2009

The 2009 school year will be the eleventh year that GILA is operating. We have improved in our assessment scores each and every year.

Our major goal will be to continue the improvement in our academic areas while adding to our already well attended vocational areas. Our goal for the upcoming year is a Reconnecting Youth Health course as a pilot for at risk students. Implementation of Peer Helpers in conjunction with Sidney Huntington School is planned to give students not only another extracurricular activity, but to assist in at risk behaviors. Staff has been trained in both the reconnecting youth health class and peer helper leadership with a follow up refresher next fall.

Reading remains a nation-wide challenge and will also remain a targeted area for GILA. Reading comprehension is a crucial skill for all educational endeavors and all content areas. With emphasis on reading and vocabulary in the past, we have raised all other content area scores on the state assessments. We plan to continue this focus and concentrate on Science more completely as that content area is added to the state exams.

With one of the most intensive staff development models in the state, our staff rise to the occasion to give more than expected each year. We meet a minimum of every two weeks through the school year for collaboration with colleagues. Increasing the abilities of certified staff to develop effective assessments and distributed practice in their areas of expertise is a priority. Regular assessments, with varied methods of distributed practice will be a focus area. Corrective loops will be an area for further learning to allow increased units to be covered each year successfully. This will be patterned after research-based instructional and assessment strategies directly affecting our students in a positive educational profile.

"No Child Left Behind" (NCLB) has increased accountability with all of the school systems in the nation. One of our goals to continue to lead the charge handed down by the federal government, continue to provide and improve our educational system, and to remain a model for others to follow. We appreciate the leadership of our school district, state and nation who has taken this charge and assisted in the improvement of the educational structure. We have 100% of our staff "Highly Qualified" in their major content area. We plan to increase that by encouraging staff to receive greater training and achieving "Highly Qualified" in a more broad range of

curricular areas. Meeting AYP consistently is a large goal. We now plan to improve on the reading, writing and math scores, adding science to that mix, while adhering to all 31 subgroups for AYP.

Our mission at GILA has been and will continue to be a school of CHOICE for students who seek greater opportunities than are available in their village. As long as we have the ability to continue to be that safety net for the children of Alaska, showing the success ratios that we have provided in this report, we will move forward with even greater expectations for ourselves and the students we serve. The challenge provided as we increase in facilities and students shows the dedication of Galena, Louden tribal council, Galena City School District and Alaska State Legislature to assist students of this Great State of Alaska by stepping up to the plate and assist the youth in their educational endeavors.

Within the next four years, we have the opportunity to grow from one hundred and twelve students to three hundred students, providing greater opportunities than presently available. We have moved into a larger residential hall and diner this year, and remain challenged with securing more classroom space for the students in a boarding school setting.

THANK YOU FOR YOUR SUPPORT

“Our Kids are Worth What Ever it Takes”

Early Childhood

Within the department there are two areas of focus: Head Start Grants and Early Learning Programs.

The 3 person team working with this area:

- issues grants to Head Start and Early Head Start grantees serving Alaskan children
- provides technical assistance and resources to grantees in the areas of early childhood education, school readiness, health, nutrition, early development and administration
- partners with other systems development initiatives to address specific issues for young children, birth to 5 years and their families, through the federally-funded Alaska Head Start Collaboration Project
- increases early literacy skills, family literacy skills, early learning skills and parenting skills for all populations in Alaska
- increases access to voluntary, affordable and quality early care and education
- establishes a sustainable early childhood literacy and learning system with accountability for outcomes



BEST BEGINNINGS

Alaska's Early Childhood Investment

Priorities for 2008-2009

The Best Beginnings Early Learning Council has identified seven priorities for July 2008 – June 2009. All of the priorities support recommendations made by the Ready to Read, Ready to Learn Task Force.

Imagination Library: Best Beginnings is the statewide umbrella organization for Dolly Parton's Imagination Library in Alaska, working closely with participating communities and technical assistance partners. Imagination Library mails a brand new, age appropriate book each month to all children from birth to age 5 who sign up for the program in their community, regardless of their family's income. The community pays for the books and mailing, promotes the program, registers children, and enters the information into the database. The Dollywood Foundation manages the system to deliver the books to the home.

Local Partnerships: Local communities are in the best position to determine the needs of their young children, so Best Beginnings will pilot local early learning partnerships in several locations around the state this year. Each local partnership will develop an action plan that identifies current needs and resources, encourages collaboration, and seeks to fill gaps. Best Beginnings will provide small grants and technical assistance to these partnerships.

Public Engagement Campaign: To encourage all Alaskans to join the effort to ensure all children begin school ready to succeed, Best Beginnings engages the public through radio and television PSAs, a Web site and e-newsletter, and print materials.

Early Learning Guidelines (ELGs): The Alaska Children's Trust awarded Best Beginnings a four-year grant to develop family-friendly booklets of activities based on the ELGs, in languages other than English. Materials in Spanish are completed, and work has begun on a version in Yup'ik. Additionally, the Department of Education & Early Development has contracted with Best Beginnings for an English version. The ELGs have been endorsed by the State Board of Education and are aligned with the new Alaska Developmental Profile and the K-2 Standards, ensuring seamless transitions for children. Alaska's ELGs help parents and adults who work with young children understand child development and their role in helping provide appropriate learning experiences for children.

Quality Rating and Improvement System (QRIS): With a grant from the Department of Health & Social Services, Best Beginnings developed a QRIS for Alaska and recommendations for standards, budget, and phased-in implementation. The QRIS provides the framework for a standards-based early care and learning system for out-of-home programs. It is a method to assess, improve, and communicate the level of quality in those programs. Highly ranked programs would be good candidates for any state-supported pre-kindergarten effort. The next step is a field test of the QRIS.

Early Learning System: Best Beginnings works with partners in both the private and public sectors to develop a culturally responsive, comprehensive and accessible statewide early childhood system that empowers families, links service providers, and engages communities on behalf of young children.

"Between the Lions" Alaska Native Head Start Literacy Initiative: This initiative centers on the award-winning PBS children's literacy series *Between the Lions*, adapting taped segments, a curriculum, and resources to make them culturally responsive to Alaska Native children in both rural and urban communities. Partners include WGBH Boston, The CIRI Foundation, BP, RurAL CAP, Southcentral Foundation Head Start, Bristol Bay Native Association Head Start, the Alaska Head Start Collaboration Office, the Alaska Library, ISER, and the Northwest Regional Educational Laboratory (NWREL). UAA submitted a grant proposal to the Institute of Education Sciences in September 2008.

3350 Commercial Drive, Suite 104A • Anchorage, Alaska 99501
t. 907.297.3300 • f. 907.297.3304 • BestBeginningsAlaska.org

Best Beginnings is a public-private partnership that mobilizes people and resources to ensure all Alaska children begin school ready to succeed.



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"Advancing the quality of early education and child development by empowering parents, educating child care professionals, and collaborating with our communities."

Quick Start

Positive Parenting Support Classes

Child Care Referral Services

Alaska SEED

Online Child Care Referrals

Rural Alaska Outreach

Donate Online

Funded By



United Way of Anchorage



There's a new way to reach out and help Alaska's nonprofits. Pick. Click. Give. It's a chance for all of us to come together and give a little extra. Just Pick, Click, Give.

Give Cash. Make Change. For Alaska.

PickClickGive.org

When you go on-line to sign up for your dividend, you will see the option called "The Gift of Giving." Search for us by choosing **Region 3** and our name, **Child Care Connection, Inc.** Click and follow the instructions to make a new donation, or an additional gift. At the same time, please take the extra step you will see after you make your donation to provide your contact information to us.

You may also let us know about your PFD gift to Child Care Connection, Inc. by calling (907) 563-1966 or emailing info@childcareconnection.org. We want to promptly acknowledge and recognize your generous support, and these are the ways we will know it's you making the gift.

If you would like to view more information about this special giving opportunity, visit www.pickclickgive.org.

Thank you for considering making a PFD gift to Child Care Connection, Inc.

Learning doesn't start at kindergarten, it starts at birth. That is why programs that provide early care and education services play such an important role in the growth and development of young children.

Early care and education is defined as **ANY** program providing care for children birth to age 6. Examples of these programs include center-based child care, family child care, Head Start, Early Head Start, private and public preschools, Montessori programs, and Pre-kindergarten services.

Child Care Connection works to increase the quality, availability and

CCC Publications

Quarterly Newsletter Archive

South Central Training Opportunities

CCC FY07 Annual Report

CCC Brochure

Quality Care Selection Guide

38 Quality Care Indicators

Community Publications

2007 Market Rate Survey

Alaska Early Learning Guidelines

Economic Impact Report

affordability of early education services in South Central Alaska. We have three goals...

- ▶ Supporting families to raise healthy children and find quality child care
- ▶ Improving the quality of early care and education programs
- ▶ Increasing community investments in early childhood education

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Child Care Connection is the Child Care Resource and Referral agency that has served South Central Alaska since 1986. We are a non-profit agency with a Mission:

To advance the quality of early education and child development by empowering parents, educating child care professionals, and collaborating with our communities.

Download our **Child Care Referral Request Form**
[96kb PDF]

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Child Care Connection, FY07 Annual Report [452kb PDF]

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Family Services

Supporting and empowering families to raise healthy children and to find quality child care.

New brain development research shows that the brain has the highest rate of neural connections between the ages of birth through six. The importance of providing high quality early childhood education programs that support and work with families is imperative to the brain development of young children. Staff members at Child Care Connection are dedicated to helping families make informed choices about child care quality, financial options when paying for child care, and how to best work with child care providers in order to support the overall development of young children.

We support families by:

- Educating families about Quality Indicators when interviewing, selecting, and monitoring a child care program
- Informing families of the different Types of Care (i.e. approved, licensed, accredited, center-based)
- Providing families with an individualized list of child care programs, with current vacancies, that meet their specific care, financial needs, and transportation needs through our Referral Service
- Assisting families of children with disabilities in finding quality specialized child care through our Alaska IN! Project
- Referring families to Community Resources
- Providing Positive Parenting Support Classes
- Answering questions and supporting families through our Warm-Line staffed by Early Childhood Specialists
- Maintaining a family and Professional multi-dimensional library
- Providing temporary child care while guardians/parents are actively searching for long-term employment through The Children's Place, located at the Gambell St. Job Center in Anchorage

Quality Child Care Selection Guide
[3MB PDF]

38 Quality Assessment Companion Guide
[176KB PDF]

Parent Central

NACCRRA Daily Parent

Alaska Early Learning Guidelines

2007 Market Rate Survey [73KB PDF]

EITC Tax Credit

ChildCareAware™
America's most trusted child care resource.



- ▶ [Quality Indicators](#)
- ▶ [Types of Care](#)
- ▶ [Child Care Referral Services](#)
- ▶ [Special Needs](#)
- ▶ [Community Resources](#)
- ▶ [Positive Parenting](#)
- ▶ [Warm-Line](#)
- ▶ [Ms. Laré Library](#)
- ▶ [The Children's Place](#)
- ▶ [Strengthening Families](#)

NACCRRA Daily Parent

The Daily Parent newsletter offers the latest information on child development issues, gives practical everyday suggestions for busy parents and child care professionals. Download the latest edition here.

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EITC & Free Tax Preparation

United Way is helping low-income working families increase their financial stability and self-sufficiency by making sure they receive the federal tax credits they're eligible for - in particular the EITC, or Earned Income Tax Credit.

Please visit <http://www.uway.ak.org/content/gethelp/index.cfm> for more information.

The decision to stay at home or return to work is not easy. Child Care Aware's *Accessing Support for All Parents (ASAP)* project will help families look at factors involved in making decisions about child care.

The ASAP Decision Making Tool allows families to:

- Consider critical areas of your lives impacted by child care decisions
- Examine feelings regarding child care options
- Seek the most appropriate resources and support for those choices

For more information, log on to:

http://www.childcareaware.org/en/ASAP/decision_tool.html

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Provider Services

Assisting child care providers with their professional development and enhancing the overall quality of early care and education programs.

Research indicates that the quality of care a child receives is directly related to the education and training of his/her provider. Child Care Connection provides multiple training and educational opportunities to individual providers and programs. We provide both on-site and classroom based trainings, to enrich early care and education experiences for children and families. Recognizing the complexity of issues involved in Early Childhood Education, Child Care Connection is committed to working with individuals, centers and homes to improve the overall quality of their services by:

- ▶ [CCC Training](#)
- ▶ [Financial Support](#)
- ▶ [Onsite Services](#)
- ▶ [Child Care Referral Services](#)
- ▶ [Alaska SEED](#)
- ▶ [Child Development Associate](#)
- ▶ [Ms. Laré Library](#)
- ▶ [Training Registry](#)
- ▶ [Special Needs](#)
- ▶ [Warm-Line](#)
- ▶ [CPR/ First Aid](#)
- ▶ [NAFCC Accreditation](#)
- ▶ [NAEYC Accreditation](#)
- ▶ [Strengthening Families](#)

- Educating professionals about child development and early childhood education through CCC Training which counts towards licensing hours, CDA credits, or college credit
- Offering Financial Support to child care providers for professional development pursuits.
- Assisting centers and homes to become licensed, accredited, or improve their overall quality through On-site Services (technical assistance, training and consultation)
- Providing a clear professional development framework for early educators through the Alaska System for Education and Early Development, Alaska SEED
- Advising individuals about the Child Development Associate Credential, CDA
- Maintaining the Parent and Professional Library where providers can check out books, resources and materials to use in their programs or for their personal use
- Tracking individual's professional development through our Training Registry
- Providing financial assistance to providers who care for children with special needs through the Alaska IN! project
- Answering questions and supporting child care professionals through our Warm-Line staffed by an early education specialist
- Providing marketing services to child care programs by giving Referral Services to families when programs have vacancies
- Linking providers with CPR/ 1st Aid Classes in the community

Financial Support

Asthma & Allergy Essentials

Schedule a training at your child care program! Click here for details

November 22, 2008 Asthma and Allergy Training Flyer
[\[63KB PDF\]](#)

Alaska Early Learning Guidelines

2007 Market Rate Survey
[\[73KB PDF\]](#)

Scholarship Opportunities

Healthy Child Care



The Journey Buggy is now available for checkout



Child Care Connection (CCC) is excited to announce our new "buggy" is now available for check out! This is ideal for Family Child Care Providers who are

interested in getting outdoors and exploring nature with the children in their care. The buggy will be available on a first come, first serve basis and can be checked out for one month. Assistance with pick up and delivery is available, please contact Stefanie O'Brien at 563-2992 for additional information.

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Community Services

Supporting communities to create responsive early childhood systems and to generate resources that will ensure the supply of quality child care.

According to the McDowell Group's report released in 2006 titled, "Economic Impact Report on Early Education and Child Care Services in Alaska," 63% of children under the age of six live in a household where all available parents are in the workforce (based on 2004 Department of Labor records.) These children reside in 29,400 Alaska households which are potentially in need of child care services.

To view the full economic impact report, go to http://seed.alaska.edu/support/docs/McDowell_report_final.pdf

The state of Alaska does not have the capacity to meet the child care needs of our working families. Currently there are fewer than 17,000 licensed child care spaces available around the state. Child Care Connection collaborates with individuals, businesses, churches, and other entities to increase the number of child care spaces. Specifically CCC does this by:

- ▶ [CCC Training](#)
- ▶ [Alaska SEED](#)
- ▶ [The Children's Place](#)
- ▶ [Success By 6](#)
- ▶ [Rural AK Outreach](#)
- ▶ [Onsite Services](#)
- ▶ [Strengthening Families](#)

- Collaborating with the community to increase the resources and funding to the early care and education industry.
- Increasing the supply of child care in the community by recruiting, training, and supporting individuals to become family child care providers by offering courses such as "Making Caring Your Business." See CCC Training calendars.
- Providing assistance to businesses and their employees regarding child care issues, parenting skills, and balancing work- family life.
- Providing research and statistical data on the state of child care in our communities
- Participating on the Alaska System for Early Education Development (SEED) to develop a professional development framework for the field and to coordinate training opportunities and supports throughout the state.
- Providing drop-in child care services to individuals using the Gambell Job Center in Anchorage at The Children's Place
- Educating the community about the importance of early childhood education through a collaborative United Way community initiative entitled Success By 6

Are you an employer interested in providing work-family supports? CCC can help by...

- ▶ Consulting with businesses, nonprofits, or governmental agencies around ways to provide child care support for their employees.
- ▶ Conducting lunchtime presentations or brown bags to assist businesses on finding quality child care, parenting skills, or balancing work-family life.
- ▶ Supporting the Success By 6 Work-Family Awards given annually to businesses with the best family friendly policies.



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Why Books?

For want of a book...



60% of kindergartners in neighborhoods where children did poorly in school did not own a single book.



4th graders with fewer than 10 books in their home had lower average reading scores than their peers with more

Children who have not developed some basic literacy skills *by the time they enter school* are three to four times more likely to drop out in later years.

And right now, too many Alaska children, about 40%, are entering kindergarten without those skills.



BEST BEGINNINGS

Alaska's Early Childhood Investment

Best Beginnings' Three Top Priorities:

1. promoting parents as their children's first and most important teachers;
2. making quality child care and early learning opportunities available to all families who want them; and
3. making early learning a priority in Alaska.

How Imagination Library works...



- Parents can sign up their child at any time before the child turns 5, even as early as birth.
- A book is mailed every month to that child.
- Donations support the program, so there is no charge to the families.
- The age-appropriate books are chosen by experts, starting with *The Little Engine That Could*.

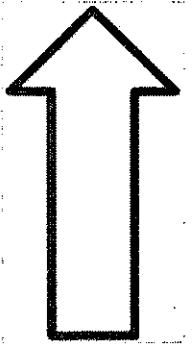
What Imagination Library Books Do...

In Juneau



Before Imagination Library (2005) → only 50% of Juneau parents were reading daily with their preschoolers

After Imagination Library (2007) → 76% of parents are now reading an average of a book a day or more



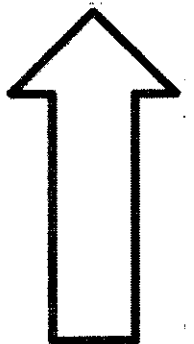
In Hawaii



Before: → 51.7% of parents read to their Children

After: → 81.3%

98% of parents went up from once a week, and 52% of them went to once a day



In Michigan



76% of parents surveyed report that their child is **more enthusiastic about books**

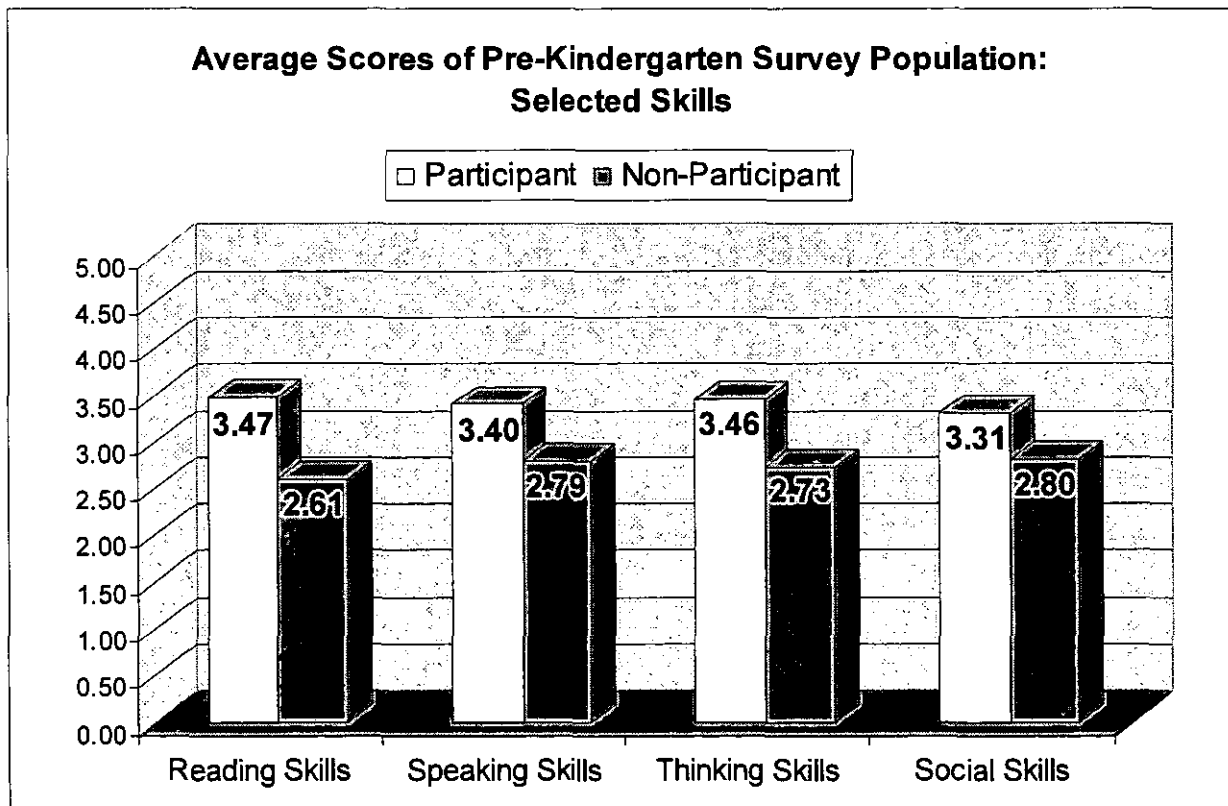


62% of parents report that their child **asks to be read to more often**



70% of parents report that their child **spends more time looking at or playing with books by themselves**

In Tennessee



Tennessee Board of Regents, January 2008

Next Steps...



Define your geographic area (zip code, school district, village, region)



Identify your Local Champions, people or organizations who will take on:

- Enrollment of children
- Fund raising
- Publicity
- Data entry and database management
- Family programs to add value to the books

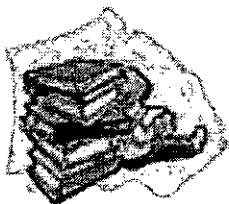
501(c)3

Identify a non-profit organization to meet postal regulations.

American FactFinder

Determine how many children in your community are under five years old.

Census information: <http://factfinder.census.gov>



The cost per child per year is \$30 for 12 books and postage. Decide how many children you can register. The goal is usually 20% of eligible children the first year.



Sign up with the Dollywood Foundation at www.dollysaginationlibrary.com.



If you have any questions or need any assistance, please call!

Barbara Brown at Best Beginnings
(907) 297-3309
bbrown@akhf.org



BEST BEGINNINGS

Alaska's Early Childhood Investment

Early Learning Council

January 2009

Susan Anderson
Margaret Bauer

President & CEO, The CIRI Foundation
Director, Work Life Services, Providence Health & Services Alaska

Deborah Bonito
Michele Brown
Carol Comeau
Sharon Gagnon, Ph.D.
Ernie Hall
*Bill Hogan

President, Sourdough Mercantile, Inc.
President & CEO, United Way of Anchorage
Superintendent, Anchorage School District
Advocate, Early Childhood Literacy and Learning
Owner & Manager, Alaska Furniture Manufacturing, Inc.
Commissioner, Alaska Department of Health & Social Services

Sue Hull
**Bernice Joseph

Member, Fairbanks North Star Borough School Board
Executive Dean, College of Rural & Community Development, University of Alaska Fairbanks
President Emeritus, Ilisagvik College

Edna MacLean
AnneMarie Mattacchione
Brad McKim
Ann Peltier

Representative, Alaska Head Start Association
Managing Attorney, BP Exploration Alaska
Philanthropy & Community Services, ConocoPhillips Alaska, Inc.

Ira Perman
Cathryn Rasmuson
Sarah Scanlan
Larry LeDoux

President, Important Work
Trustee, Rasmuson Foundation
Deputy Director, RurAL CAP
Commissioner, Alaska Department of Education & Early Development

David Wight

President & CEO, Retired, Alyeska Pipeline Service Company

Candace Winkler

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* Represented by
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Director, Office of Children's Services, Alaska Department of Health & Social Services

** Represented by
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What is Head Start

Head Start is a national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children. The program engages parents in their children's learning and helps them in making progress towards their educational, literacy and employment goals. Significant emphasis is placed on the involvement of parents in the administration of local Head Start programs. Over forty years of experience in delivering high quality early childhood services makes Head Start stand out as one of the most successful demonstration programs in the nation.

The Head Start program provides comprehensive child development services to economically disadvantaged children and families, with special focus on helping preschoolers develop the early reading and math skills they need to be successful in school. The Early Head Start program was established to serve children from birth to three years of age in recognition of the mounting evidence that the earliest years of development are very important.

Why is Head Start Important in Alaska

- Alaska Head Start is the largest early childhood program serving over 3,000 young children ages birth to age five in 100 Alaskan communities.
- Head Start and Early Head Start grantees insure that thousands of children receive health and dental screenings each year. In many communities where medical and dental care choices are limited or non-existent, Head Start programs play a vital role in helping families access treatment for their children.
- Research shows that well-trained teachers are a key component of high quality child development programs. In spite of funding and distance challenges, Alaska's Head Start grantees have increased the number of teachers with BA degrees in Early Childhood Education and significantly increased the number of teachers with AA degrees since 2003. This achievement not only has raised Head Start program quality but also has helped Alaska address its statewide shortage of trained early childhood educators.
- Over 10% of enrolled children have a diagnosed disability and are receiving coordinated services
- Children transition from Head Start to Kindergarten with increased literacy, math and social skills.
- Parents of Head Start and Early Head Start children are involved in their child's program. Parent involvement is directly related to children's cognitive growth and social outcomes.
- In 2007, Head Start programs employed over 900 people across the state. If Head Start were a private company, it would be among the top 20 of the state's largest employers. In many smaller communities, the Head Start program is an important source of employment and local economic activity.
- Demonstrated collaborative relationships with local and regional resources support and strengthen services to children and families in the State.
- According to an Economic Opportunity Institute report from 2002 entitled "The Link between Early Childhood Education and Crime and Violence Reduction", investments in early childhood education lead to large economic savings. For every \$1 invested \$7 is saved in special education services, correctional system services, and long term societal effects of delinquency.

What Resources are needed: INCREASE STATE OF ALASKA INVESTMENT IN HEAD START

- Expansion of services to include all income eligible children ages 0 to 5
- Adequate funding to keep pace with increasing energy costs
- Workforce development funds to meet degree requirements for teachers
- Capital investment to maintain and repair aging Head Start facilities
- Accessible and available health care for children and families
- Collaboration between State Departments concerning early childhood services

Alaska Head Start Association
Fact Sheet 2008-2009 Program Year



There are 17 Head Start grantees in Alaska providing comprehensive child development services in 100 communities. The Alaska Head Start Association's two year funding plan proposes expanding enrollment by 195 children in FY 2010 (see below) and 80 children in FY 2011.

Head Start Programs in Alaska

Program	Estimated # of Eligible Children	Enrollment (FY 2009)	Estimated # of Eligible Children Not Served	Proposed Enrollment for FY 2010	Communities Served
Aleutian-Pribolof Islands Association	51	50	1	50	King Cove, Sand Point, Unalaska, St. Paul
Association of Village Council Presidents	515	221	294	237 (+16)	Akiachak, Bethel, Cherformak, Kalskag, Kotlik, Nightmute, Quinhagak, Russian Mission, Scammon Bay, Tuluksak
Bristol Bay Native Association	150	97	53	107 (+10)	Dillingham, Naknek, New Stuyahok, Togiak
CCS Early Learning	932	260	672	280 (+20)	Palmer, Meadow Lakes, Chugiak, Eagle River, Wasilla
Central Council of Tlingit & Haida Tribes	300	262	38	262	Craig, Douglas, Hoonah, Juneau, Klawock, Petersburg, Saxman, Sitka, Wrangell, Yakutat
Council of Athabaskan Tribes	73	30	43	30	Arctic Village, Beaver, Birch Creek, Canyon Village, Chalkyitsik, Circle, Ft. Yukon, Rampart, Stevens Village, Venetie
Chugachmiut	30	22	8	22	Nanwalek, Port Graham, Seldovia
Fairbanks Native Association	2,336	259	1,969	259	Fairbanks
Play 'N Learn		108		126 (+18)	Fairbanks, North Pole
Kawerak	455	230	225	230	Brevig Mission, Little Diomedea, Elim, Gambell, Golovin, Koyuk, Nome, Shishmaref, St. Michael, Teller, Wales, White Mtn., Shaktoolik
Kenaitze	477	57	420	77 (+20)	Kenai, Soldotna, Kalifornisky Beach, Nikiski
Metlakatla	40	30	10	30	Metlakatla
Native Village of Tyonek	16	16	0	16	Tyonek
RurAL CAP	1,417	806	611	823 (+17)	Akiak, Alakanuk, Chevak, Emmonak, Haines, Homer, Hooper Bay, Kake, Ketchikan, Kluti-Kaah, Kodiak, Kwethluk, Marshall, Mt. Village, Napaskiak, Nunapitchuk, Pilot Station, St. Mary's, Savoonga, Stebbins, Sterling, Tanacross, Toksook Bay, Tok
Southcentral Foundation	3,950	247	3,383	287 (+40)	Anchorage
Kids' Corps, Inc.		320		374 (+54)	
Tanana Chiefs Conference	89	89	0	89	Allakaket, Ft. Yukon, Holy Cross, Huslia, Kaltag, McGrath, Nenana, Tanana, Tetlin
Total Enrollment	10,831	3,104	7,727	3,299 (+195)	



Support Brings Success!

ALASKA HEAD START ASSOCIATION

Critical Issues 2009



Support Brings Success!

- **INCREASE STATE OF ALASKA INVESTMENT IN HEAD START BY \$2,000,000**

During the summer of 2008 the Alaska Head Start Association worked to put together a comprehensive two-year Head Start expansion plan to present to the Department of Education and Early Development. This plan called for \$1.8 million in new funding from the state of Alaska to serve approximately 200 new children in the upcoming fiscal year, and for \$200,000 to assist grantees to maintain existing slots that would otherwise be eliminated due to increased operating costs. While AHSA supports and appreciates the Governor's proposal for a Head Start expansion of \$800,000, this amount will only allow grantees to serve 60-80 new children. In addition, programs across the state have struggled to maintain the same quality and quantity of services available because appropriations have failed to keep pace with rising costs. Since 2003, Alaska Head Start programs have eliminated services to 361 children, closed services in six communities, reduced classroom hours, changed program options, scaled back transportation services, frozen staff wages, deferred on-going maintenance and repairs to facilities, and relied more heavily on in kind donations from the communities for the provision of essential services. In addition, the recent spike in energy costs continues to be a serious concern for programs.

ACTION NEEDED: Increase Head Start funding by a total of \$2,000,000. This will allow approximately 200 additional children in Alaska to receive Head Start services and prevent additional Head Start slots from being eliminated.

- **DEVELOP A COMPREHENSIVE STATE-WIDE PLAN TO ENSURE THAT ALL EARLY CHILDHOOD EDUCATIONAL SYSTEMS AND SERVICES ARE COORDINATED AND COMPLEMENTARY**

The Alaska Head Start Association strongly supports implementation of a Pilot Preschool Program. AHSA believes that the need for Early Childhood Education in our state far exceeds what our existing systems can provide. However, the association also believes that the state has a responsibility to ensure that all publicly funded systems, existing and new, are working together to provide services in a coordinated and complementary manner. Written agreements addressing eligibility, enrollment, and recruitment need to be in place between all early childhood systems that are providing services in a common area.

ACTION NEEDED: Ensure that a comprehensive state-wide plan addressing how early childhood services will be delivered is developed and implemented. Any new legislation should require written coordination agreements between early childhood systems to eliminate duplication or competition in early childhood service delivery.

- **DEDICATE WORKFORCE DEVELOPMENT FUNDS TO SUPPORT HEAD START TEACHER QUALIFICATIONS**

The “Improving Head Start for School Readiness Act of 2007” has established the following professional development requirements for Head Start:

- By September 30, 2011 100% of Head Start teachers must have an associates degree in early childhood education
- By September 30, 2013 50% of Head Start teachers nationwide must have a bachelor’s degree in early childhood or a bachelor’s degree and course work equivalent to major in early childhood education.
- By September 30, 2013 100% of Head Start Education Coordinators and Curriculum Specialists must have a bachelor’s degree.
- By September 30, 2013 100% of Head Start teaching assistants must have a CDA and be enrolled in a degree program.

Alaskan Head Start grantees have made significant progress over the past five years to try and meet the existing professional development requirements. However to meet these new requirements by the timeframes outlined we will need to have a coordinated statewide response. Obtaining degrees takes time, especially when staff are taking classes via distance delivery and working full time jobs. Often this means that early childhood educators are only able to take classes in the evenings and during the summer.

ACTION NEEDED: The Department of Labor and Workforce Development must designate workforce development funds for early childhood education because it is an under-developed profession.

- **SUPPORT INCREASED HEALTH CARE ACCESS FOR ALASKAN FAMILIES WITH YOUNG CHILDREN**

The Alaska Head Start Association strongly supports an increase in funding for the Denali KidCare Program. By taking this action our state will restore and expand eligibility criteria for health care coverage for the children of Alaska’s working families. The primary goal of Head Start is to make sure children are prepared for success as they enter their school years. A vital piece of this preparation is insuring that families have affordable, adequate health insurance coverage for their children, which Denali KidCare provides.

ACTION NEEDED: Increase the income eligibility guidelines for Denali KidCare to at least 200% of Alaska’s federal poverty level.

Position Paper

Author: AnneMarie Mattacchione Alaska Head Start Association President



On behalf of:

The Alaska Head Start Association:

Membership organization dedicated to meeting the needs of Head Start children and their families in Alaska.

Endorsed by:

Fairbanks Association for Education of Young Children:

Membership organization serving and acting on behalf of the needs and rights of all the children ages 0-12 years, with special emphasis on developmental and educational services and resources and fostering the growth and development of the membership in their work with, and on behalf of, young children.

Development and Implementation of a Voluntary Pre-K in Alaska

The development and implementation of a voluntary Pre-K in Alaska is critical for the continued economic success of our state. In addition, reliable research demonstrates that quality early childhood programs, such as Head Start, are effective as part of a smart workforce development strategy and as anti-poverty tools. ⁱEarly childhood education and child care play a critical, measurable role in Alaska's economy. Alaskans across the state place a high priority on state funding for early education and child care. Alaska is one of only 10 states without a state-funded, statewide early childhood education system. ⁱⁱ Assurance of a high quality, developmentally and culturally appropriate preschool experience should be the foundation from which Alaska's Pre-K programs are developed. Pre-K programs are best implemented in the context of relationships and collaborations with other preschool and child care programs and in conjunction with statewide early learning systems.

Statement #1:

One common misunderstanding is that an appropriate preschool educational approach is similar to the education of children K-12. In reflecting upon all that we know about young children, how they think and learn, we have found there are four characteristics that are of the utmost

importance for educators and that underlie much of what we believe is best for preschool children.

1. Young children are theory builders.
2. Young children need to build a foundation of physical knowledge.
3. As they mature, young children become increasingly autonomous and independent, both intellectually and morally.
4. Young children are social beings, influenced by and influencing others around themⁱⁱⁱ

This approach requires that young child's educational experiences emphasize the construction of knowledge, not its transmission.^{iv} Transmission of knowledge is a frequent occurrence in the practice of public education. Constructivist educational settings provide the context in which the learner constructs knowledge-contexts that encourage self-direction, experimentation, problem solving and social interaction. When comparing the readiness and qualifications of teachers in classroom settings, the preschool environment requires a specific skill set that is not adequately taught in a typical Educational Degree program. Preschool education requires teachers to have a high degree of competency in the areas of social-emotional development, group management, constructivist theory and practice as well as family development. A thorough understanding of developmental stages of children, birth-five, is predicated on nurturing and meaningful relationships between child and teacher and therefore academic success.

Our recommendation:

- Ensure that teachers selected for Pre-K programs have an adequate Early Childhood education. At minimum teachers should have education in the areas of: child development, course work that focuses on children birth-preschool years as well as social-emotional development, constructivist and group management practices.
- Ensure the Pre-K setting reflects the constructivist approach to learning in curriculum development and the learning environment, as well as the teacher's disposition.

Statement #2:

Head Start represents our country's best effort to develop a nationwide, comprehensive program for economically disadvantaged young children and their families. In 44 years, Head Start has improved the lives of millions of children and families, expanded our knowledge of how to best serve these children and families, and developed a proven approach for delivering cost-effective services. Head Start is widely recognized as a successful comprehensive program.

The Head Start approach to working with children and families provides a foundation upon which

to expand early education and childcare. The lessons and expertise drawn from 44 years of operation make Head Start and local Head Start programs invaluable ingredients in the expansion of quality services for children and families. We believe that the need for Early Childhood Education in our state far exceeds what our existing systems provide. However, the state has a responsibility to ensure that all publicly funded systems, existing and new, are working together to provide services in a coordinated and complementary manner. Written agreements addressing eligibility, enrollment, and recruitment need to be in place between all early childhood systems providing services.

Not only are coordinated and complementary services a good idea they are federally mandated:

In accordance with Section 642(e)(5) of the Head Start Act, Head Start agencies (grantees) are required, no later than December 12, 2008, to enter into a memorandum of understanding (MOU) with the appropriate local entity responsible for managing publicly funded preschool (pre-kindergarten) programs in their service area.

Many states have designated local entities to be responsible for managing publicly funded preschool programs. These include local educational agencies (LEAs), and in some cases city and county governmental agencies. Head Start agencies should identify and work with the appropriate LEA, city or county agency to either expand the scope of processes and agreements already in place or to develop new processes that will result in an MOU(s). In either case, the MOU(s) must include coordination plans that address the ten subjects described in Section 642(e)(5)(A) of the Act.

The primary focus of Pre-K programs, across the nation, has been the preparation of children for Kindergarten. For many years Head Start programs, across the state of Alaska, have provided comprehensive services to children and families far beyond provision of quality early childhood education. Head Start provides services that include developmental, health, mental health screenings, referrals and education that have greatly enhanced the quality of life for children and families that persistently hover at or below the poverty line. Head Start services also include a family development approach that ensures referral to community resources as well as teaching parents the importance of goal setting and active involvement in their child's education. Head Starts are well known for actively engaging in communities and as originally intended, alleviating poverty.^v We have successfully partnered with local LEAs to support the development of IFSPs, IEPs, preparation and transition into Kindergarten. We would like to continue these important partnerships by making the following recommendations:

- Ensure that communities without a source of preschool or Head Start programming acquire state funded Pre-K services first.
- Ensure that local school districts work with Head Start programs in their communities to ensure full enrollments in Head Start.
- Encourage local school districts to take advantage of partnerships with Head Start programs. Such partnerships can stretch state dollars in support of the Pre-K effort thus serving more children, offering family development services, critical health screening

activities and expertise in Early Childhood Education. Possibilities range from shared space to contracting state Pre-K services to Head Start programs. Currently, many excellent models of school district collaborations with Head Start programs exist in the lower 48.

Statement #3

Alaska's early learning services and activities are fragmented. Successful early learning programs are predicated on a comprehensive system that includes private and publicly funded programs. Currently in our state we offer private and non-profit infant, toddler and preschool, child care, family child care, Montessori programs, Early Head Start and Head Start programs, Home-based Parents As Teachers services, and the military child development programs. As the state continues to develop a Pre-K program, it is critically important to do so not in a vacuum, but to share resources and prevent duplication of services within the early learning community. We agree that families require a wide range of options to meet their family's needs for quality early learning opportunities. Voluntary Pre-K programming that does not consider current services will fail to meet the needs of our youngest children and their families. Determining what is best for our youngest children in our state requires the same careful consideration as other important state issues such as economic development and the education of children K-12.

Our Recommendations:

Establish a public-private governance structure that creates and maintains a culturally responsive, comprehensive, and accessible statewide early childhood system that empowers families, links service providers, and engages communities on behalf of young children.

Economic Development:

The importance of the role of the state's early learning community in shaping Alaska's economic future must not be underestimated. The economic impact of early education and child care, for example, is often overlooked. Yet it has been found that at least 6,500 Alaskans are employed in the early learning sector workforce. The size of this workforce is comparable to other significant industries in Alaska such as the air transportation sector and residential and nonresidential building construction.^{vi}

Finally, experts estimate that, investment in early childhood development programs brings a real public return of 12% and a real total return, public and private, of 16%. We would be hard pressed to find any other economic development effort that has such a public return.^{vii} The investment in Head Start has been shown to lead to increased earnings, employment, and family stability, and to decrease welfare dependency, crime, grade repetition, and special education.^{viii}

Conclusion

Alaska's vision for its youngest children is a work in progress. Such a vision is best developed in collaboration with other infant, toddler, preschool and child care programs and in conjunction with statewide early learning systems.

ⁱ www.barackobama.com/pdf/issues/PreK-12EducationFactSheet.pdf, page 3, accessed on 12/3/2008.

ⁱⁱ McDowell Group Report. (July 2006) *Economic Impact Report on Early Education and Child Care Services in Alaska*

ⁱⁱⁱ Chailee, B. (2003). *The Young Child as Scientist A constructivist Approach To Early Childhood Science Education*. Pearson Education, Inc. p5

^{iv} Chailee, B. (2003). *The Young Child as Scientist A constructivist Approach To Early Childhood Science Education*. Pearson Education, Inc. p10

^v Heckman, J. (2006, July 17). *The Technology and neuroscience of skill formation*. Slide presentation to the Invest in Kids Working Group, Center for Economic Development, Partnership for America's Economic Success. Retrieved from http://www.ced.org/docs/ivk/iikmeeting_slides200607heckman.pdf; Meier, J. (2003, June 20). Interim Report. Kindergarten Readiness Study: Head Start Success. Preschool Service Department, San Bernardino County, California; Oyemade, U., V. Washington, and D. Gullo. (1989). The Relationship between Head Start Parental Involvement and the Economic and Social Self-Sufficiency of Head Start Families. *Journal of Negro Education*. 58, 1, 13.

^{vi} U.S. Department of Health and Human Services. (2005, June.) Executive Summary, Head Start Impact Study First Year Findings, xv; Currie, J. and Thomas, D. (1995, June). Does Head Start Make a Difference?. *The American Economic Review*. 85, 3: 360.

^{vii} McDowell Group Report. (July 2006) *Economic Impact Report on Early Education and Child Care Services in Alaska*

^{viii} Barnett, W. (2002, September 13). The Battle Over Head Start: What the Research Shows. Presentation at a Science and Public Policy Briefing Sponsored by the Federation of Behavioral, Psychological, and Cognitive Sciences; Ludwig, J. and Miller, D. (2007).

Does Head Start improve children's life chances? Evidence from a regression discontinuity design. *The Quarterly Journal of Economics*, 122 (1): 159-208.

Alaska Head Start Association
Why Head Start Matters



Alaska's Head Start programs prepare young children for success in school and life.

1. **Head Start children are healthier than their peers from similar socio-economic backgrounds who are not enrolled in Head Start. Healthy children learn better.**

FACTS*

(The following figures refer to Head Start only. Early Head Start is not included.)

- 78% of Alaska's Head Start children received health screenings that meet Early Periodic Screening, Diagnosis and Treatment (EPSDT) standards. (EPSDT is Medicaid's well child check up program.) This compares to a 50% EPSDT medical screening rate for eligible 2-5 year olds statewide**.
- Of the 2,152 Head Start children who received health screenings, 356 were diagnosed as needing treatment for a variety of potentially serious conditions, including hearing & vision problems, anemia and asthma.

CONCLUSION

Without Head Start, we estimate that 100 or more children would enter kindergarten by 2009 with significant undiagnosed and untreated health problems.

**Based on federal 2007 Program Information Reports (PIR) for Alaska grantees.*

***For 2003, reported in the National Health Policy Forum issue brief #819, 11/20/2006.*

FACTS*

(The following figures refer to Head Start only. Early Head Start children are not included.)

- 88% of Alaska's Head Start children received dental exams. This compares to a 25% EPSDT dental screening rate for eligible 3-5 year olds statewide**.
- Of the 2,425 Head Start children who received dental exams, 586 were diagnosed as needing dental treatment. 376 of these children (64%) received treatment.

CONCLUSION

Without Head Start, we estimate that 270 or more children every year would live with untreated oral health needs. These conditions place a child's speech development, nutritional well-being, overall health and future oral health at risk.

**Based on federal 2007 Program Information Reports (PIR) for Alaska grantees.*

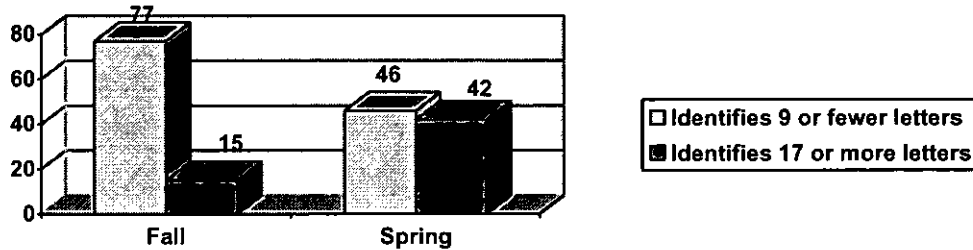
***For 2003, reported in the National Health Policy Forum issue brief #819, 11/20/2006.*

2. **Participation in Head Start improves literacy and math skills for many children who are at risk of starting kindergarten behind their better off peers in these areas.**

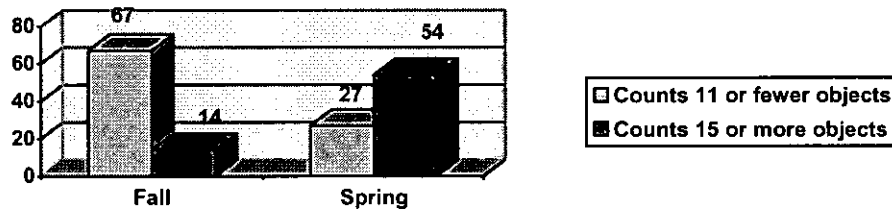
The following graphs are based on information taken from the National Head Start Reporting System (NRS) results of 11 Alaska grantees during the 2006-2007 program year. The NRS assesses only children who were going to kindergarten in 2007. The graphs include only those children assessed in both fall and spring— a total of 352 children in Region X programs and 329 children in AIAN programs.



**Letter Recognition
 (Percentages)**



**Early Math Skills
 (Percentages)**



Alaska's Head Start programs achieved results that approach national norms even though program characteristics differ from national averages in several significant ways.

- Alaska has fewer full day programs
- Alaska has fewer teachers with a Bachelor's degree

Program Characteristic	Alaska Program Averages	National Head Start Averages
Percentage of teachers with Bachelor's degree or higher	20%	44%
Percentage of children enrolled in full day programs	10%	53%

3. Participation in Head Start increases the likelihood that children with previously undiagnosed disabilities will receive diagnosis and therapy for their disability before they enter kindergarten.

FACTS*

(The following figures from the federal 2007 Program Information Report for Alaska grantees refer to Head Start only. Early Head Start children are not included.)

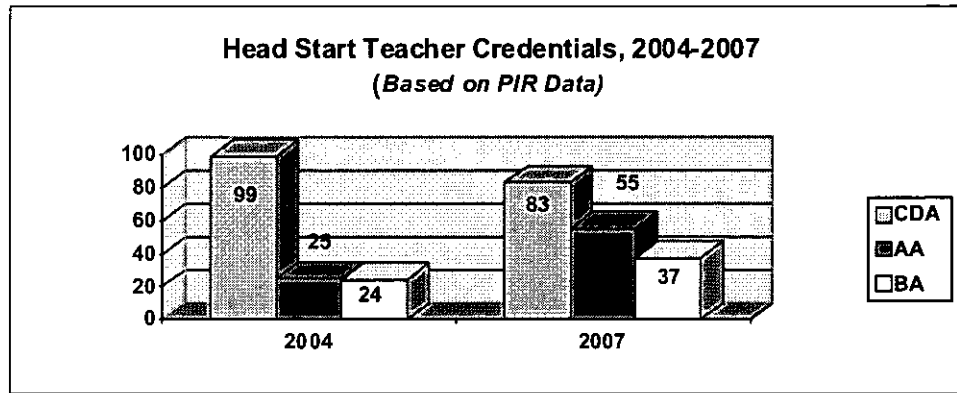
- 95% of Alaska's Head Start children received developmental screenings exams.
- Of the 2,600 Head Start children who received developmental screenings, 276 were eventually diagnosed with a disability.

CONCLUSION

Without Head Start, hundreds of Alaska's children would enter kindergarten every year with undiagnosed disabilities.



4. The quality of Head Start teachers continues to improve in spite of funding and distance learning challenges.

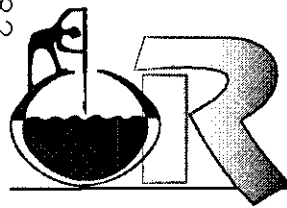


5. Head Start provides economic benefits for all of Alaska.

Federal Head Start grants injected over 27 million dollars into Alaska's economy in FY 2007. This sum does not include the many other sources of federal revenue, such as Child and Adult Care Food Program (CACFP) reimbursements, which Head Start programs attract. This investment provides an important source of economic activity and employment in many of the rural communities listed on page one. For example, Head Start programs employed 927 people in 2006.

The Future of Head Start in Alaska

Many studies link high quality early child development programs to large and long term economic savings. We believe that the early intervention, health, and school readiness results described above testify to the high quality of Alaska's Head Start programs.



RESEARCH SUMMARY

Institute of Social and Economic Research
University of Alaska Anchorage • January 2009
R.S. No. 71

THE COST OF CRIME: COULD THE STATE REDUCE FUTURE CRIME AND SAVE MONEY BY EXPANDING EDUCATION AND TREATMENT PROGRAMS ?

By Stephanie Martin and Steve Colt

Alaska's prison population is among the fastest-growing in the U.S., with five times more inmates in 2007 than in 1981. Spending for the state justice system has nearly doubled since 1981—but the crime rate has dropped only about 30%.

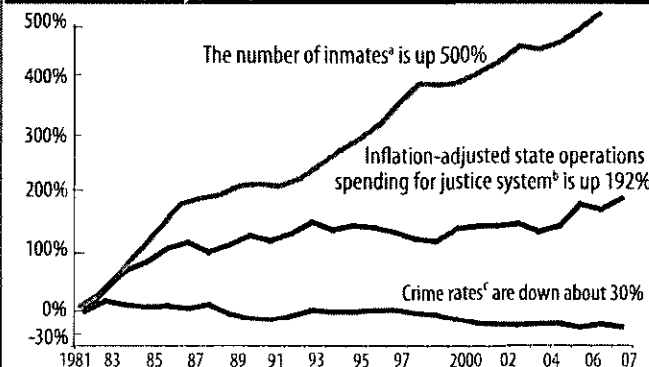
Here's the dilemma for the state, given the pattern shown in Figure 1: what can it do to hold down the number of inmates and stem the rising costs—while at the same time keeping the public safe and using tax dollars effectively?

Senator Hollis French asked ISER to project growth in the number of Alaska inmates and the associated costs—and then evaluate whether the state could reduce that growth by expanding intervention and prevention programs for people already in prison or at risk of ending up there. Alaska currently spends about \$17 million a year for such programs, but they aren't available to many of those who might benefit from them.

There are a wide range of such programs. But it is programs for adults who are already in prison or jail that have the most potential to save money and reduce crime in the next 20 years. That's because they can reach the most people.

We know that without any intervention, about two-thirds of those who serve their sentences and are released commit new crimes. Stopping at least some of them from committing more crimes would not only help improve public safety but also reduce growth in both the number of inmates and in spending.

Figure 1. Percentage Changes in Alaska Crime Rate, Spending for Justice System, and Number of Inmates, 1981-2007



^aInmates in prisons, jails, and halfway houses

^bSpending for Departments of Corrections, Public Safety, and Law; court system; Division of Juvenile Justice; Public Defender Agency; and Office of Public Advocacy. Does not include capital spending or payment on debt.

^cRates per 100,000 for murder, rape, robbery, aggravated assault, burglary, larceny, and motor vehicle theft.

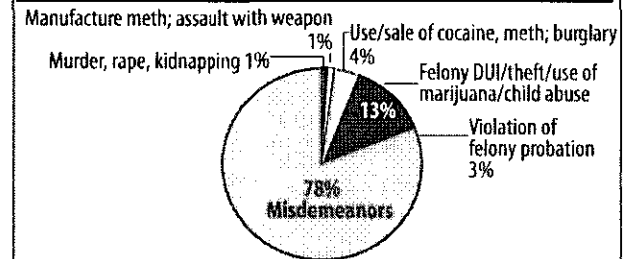
Sources: U.S. Department of Justice; state budget documents; Alaska Department of Corrections

Also, most of those released committed misdemeanors (Figure 2). Those who commit the most serious crimes serve long sentences and make up a small share of those released in any given year.

To analyze which programs have the most potential to reduce crime and save the state money, we worked with the Alaska Criminal Justice Working Group and the Washington State Institute of Public Policy. That institute did a similar analysis for Washington state and provided us with data it collected from program evaluations nationwide (see back page). What did our study show?

Figure 2. Who Gets out of Jail or Prison in Alaska?

(Total Releases, 2002-2007: 82,339)



Source: Alaska Department of Corrections

• With no change in policies, the number of Alaska inmates is likely to double by 2030, from 5,300 to 10,500.

• If the state spent an additional \$4 million a year to expand programs it already has, the prison population in 2030 might be 10% smaller than projected—about 1,050 fewer inmates.

• The state would spend about \$124 million for expanded programs through 2030 but would avoid \$445 million in costs—a savings of \$321 million. It would save money by incarcerating fewer people and by delaying prison construction costs. (Figures 3 and 8).

• Education and substance-abuse treatment programs—in prison, after prison, and instead of prison—save the state two to five times what they cost and reach the most people. Programs for teenagers are also very effective at reducing crime and saving money, but they reach fewer people.

Figure 3. Potential Effects, Costs of, and Savings from Expanded Prevention or Intervention Programs

Immediate Costs

■ \$17 million: Current annual state spending on programs
■ \$4 million: Additional spending every year to expand programs

Long-Term Effects on Prison Population



By 2030, expanded programs could keep 1 in 10 people out of prison who would otherwise be there

Long-Term Savings (2009-2030)

Cost of expanded programs* **\$124 million**
Avoided inmate costs and delayed prison construction costs* **\$445 million**
Savings: **\$321 million**

*Assumes 2% annual inflation through 2030

WHY CONSIDER EXPANDING PROGRAMS?

In 1980, 2 in 1,000 Alaskans were behind bars; today that share is approaching 10 in 1,000. The sharp increase started in the 1980s, when the state government began collecting large oil revenues. The state used some of that money to expand police agencies, courts, and other parts of the criminal justice system statewide. Also in the 1980s, it made sentencing for the most serious felonies more uniform and stiffened sentences.

The crime rate in Alaska has declined since the 1980s. But the number of Alaskans in prisons, jails, and halfway houses has increased much faster, as have costs for the state justice system. Alaska's prisons are full, and the 1,500-bed prison scheduled to open in 2012 is projected to be full soon after it opens.

Locking people up is expensive, whether their crimes are major or less serious. Alaska spends on average \$44,000 a year per inmate in prisons, jails, and halfway houses. Adjusted for inflation, that's actually less than in the 1980s—but it's still a lot (Figure 4).

Studies in other states have shown that some intervention and prevention programs can help cut both costs and crime, either by keeping people who have served their sentences from committing new crimes after they're released, or preventing some people from going to prison in the first place.

WHAT PROGRAMS DID WE ANALYZE?

The Alaska Criminal Justice Working Group gave us a list of programs to analyze. We looked for programs with the biggest potential payoff for the state—those that could reduce growth in both numbers of inmates and in spending for corrections, at a reasonable cost for the state.

Alaska already has a number of programs in place, and we found that expanding some of those would be most cost-effective. Table 1 lists the programs in our final analysis. As a guideline for what was a "reasonable" expansion, we used 10% to 20% of the eligible people not already served—except for very small programs that can't easily be expanded that much.

These programs would serve inmates, at-risk juveniles, and young children. They are all intended to reduce future crime in some way. Programs that treat substance-abuse or mental health disorders have been shown to reduce recidivism—and as Figure 5 shows, almost all current inmates have those disorders.

**Figure 4. Annual State Costs Per Inmate,* 1981-2008
(In Thousands of Dollars)**

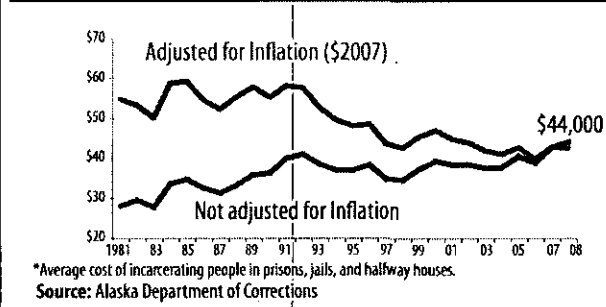


Figure 5. How Many Alaska Inmates Have Substance Abuse or Mental Health Disorders?

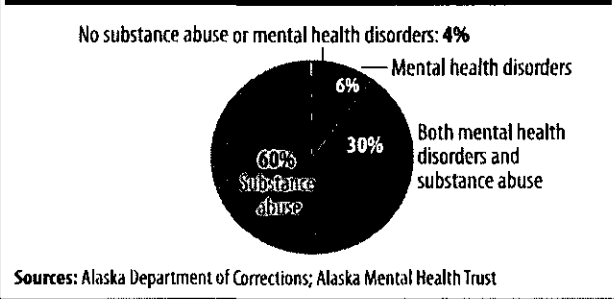


Table 1. Current Size and Potential Expansion of Intervention and Prevention Programs^a

Programs	Currently serve	Reasonable expansion	Potentially eligible (2008)
Prison-based programs			
Education (adult basic; vocational)	More than 1,000	500	Almost all inmates (4,500)
Substance-Abuse (residential; intensive outpatient)	Close to 500	500	90% of inmates (approximately 4,000)
Sex-offender treatment ^b	0	50	10% of 500 eligible inmates
Transition from prison			
Transition for inmates with mental health disorders (Institutional Discharge Project)	70	100	36% of inmates (1,600)
Alternatives to incarceration			
Mental health, drug, alcohol courts; electronic monitoring; residential substance-abuse treatment	500	500	Approximately 5,000 ^c
Juvenile offenders			
Aggression replacement training; family therapy; residential treatment; institutional transition	Approximately 500	1,000	Approximately 3,000
Prevention			
Head Start for 3- and 4-year olds from low-income families ^d	3,025	450	Approximately 8,000 ^e

^aPrograms included in our final analysis are those for which we found evidence that expansion would have significant pay-offs for the state at a reasonable cost. We evaluated additional programs not included here, either because there wasn't sufficient evidence to assess their effectiveness or because they weren't feasible to implement in Alaska at this time.

^bTo effectively reduce crime, sex offender treatment programs need to be offered in both prison and the community. Treatment is currently available only in the community, so the number served in prison is currently zero—but there are proposals to add treatment in prison.

^cPeople facing low-level charges and with substance-abuse problems.

^dHead Start is a federal program, but the state supplements federal money and Governor Sarah Palin has proposed additional state funding.

^eWe assume all children from families with up to double the poverty-level income would be eligible.

We looked at but excluded other programs from our final analysis. The criminal justice working group decided that a few programs, while effective elsewhere, wouldn't be feasible to implement in Alaska at this time. For other programs, there wasn't enough available evidence to judge how effective they were in saving money or reducing crime, or the available evidence showed them to be largely ineffective.

How Do the Programs Compare?

As Figure 3 (front page) shows, expanding programs to serve more of the eligible people would save the state about \$321 million and reduce the projected number of inmates 10% by 2030. Figures 6 and 7 show how the various programs contribute to costs, savings, and reductions in the number of Alaskans behind bars.

- Education and substance-abuse treatment programs for inmates save two to four times what they cost, reduce recidivism by about four percentage points, and can reach the most people.

- Intervention programs for juveniles who have committed crimes are very effective at saving money and reducing recidivism, but they serve a much smaller number of people.

- Programs that set up transition services for inmates with mental-health disorders coming out of prison are among the most effective—but they can't readily be expanded to serve the many people who could benefit from them.

- Alternatives to prison for some people charged with lesser offenses save the state money right away, and almost all reduce recidivism. The exception is electronic monitoring, which is inexpensive but hasn't been shown to reduce future crime.

- Treatment programs for sex offenders do reduce crime, but they are very expensive and so don't save the state money.

- Programs that prevent future crime by helping very young at-risk children are the most effective. But the effects of spending for those programs aren't apparent until many years later.

Figure 6. How Effective Are Various Programs at Saving Money and Reducing Crime?

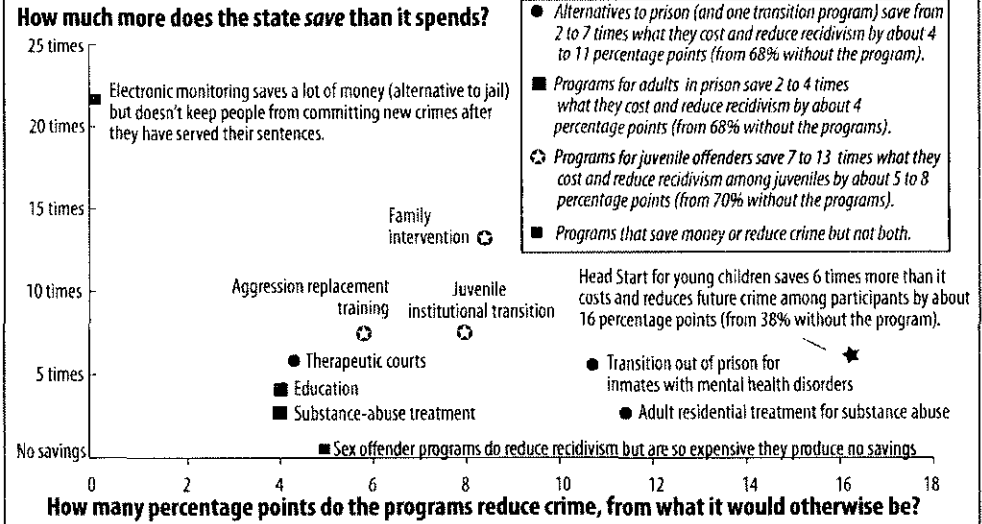
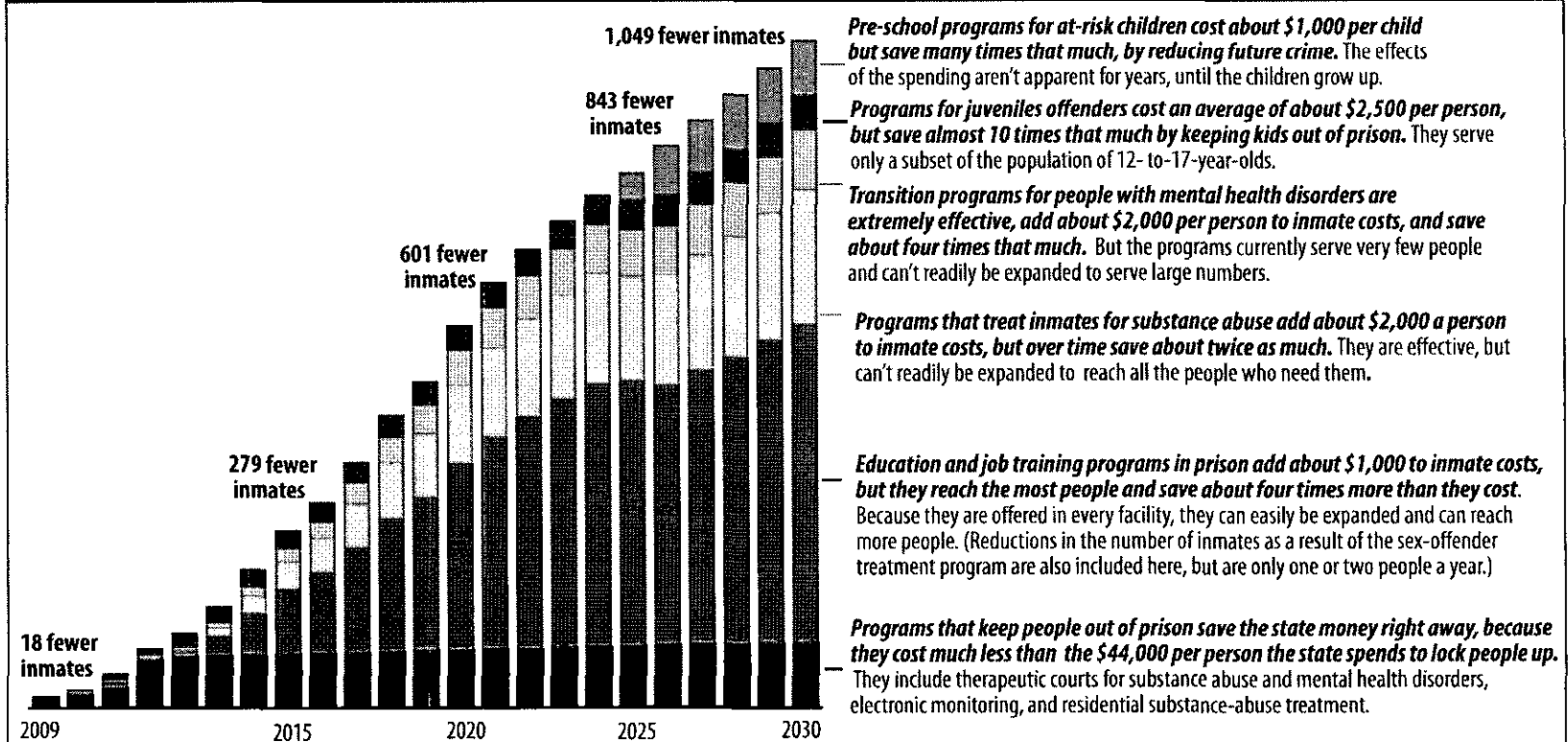


Figure 7. How Would Expanding Specific Programs Contribute to Reducing Growth in Numbers of Inmates?



CONCLUSION

In conclusion, Figure 8 shows how Alaska's corrections system got where it is and where it's likely to go—if intervention and prevention programs are kept at their current levels, and if the most effective programs are expanded to serve more of the eligible people.

We found that the state could both reduce the number of Alaskans in prison or jail and save considerable money over the next 20 years, by adding about \$4 million a year to the \$17 million it currently spends to keep people from returning to prison—or prevent them from ever going there at all.

Spending more for these programs even as oil prices and state revenues are falling may not seem like a good idea. But Alaska also needs to look to the future—and over time the benefits of strategically expanding those programs that reduce crime and keep more Alaskans out of prison far outweigh the costs.

METHOD OF ANALYSIS

Our job was to assess whether specific programs could reduce long-term state spending for corrections by reducing growth in the number of inmates. As a starting point, we needed evaluations of how effective various programs are at reducing future crime.

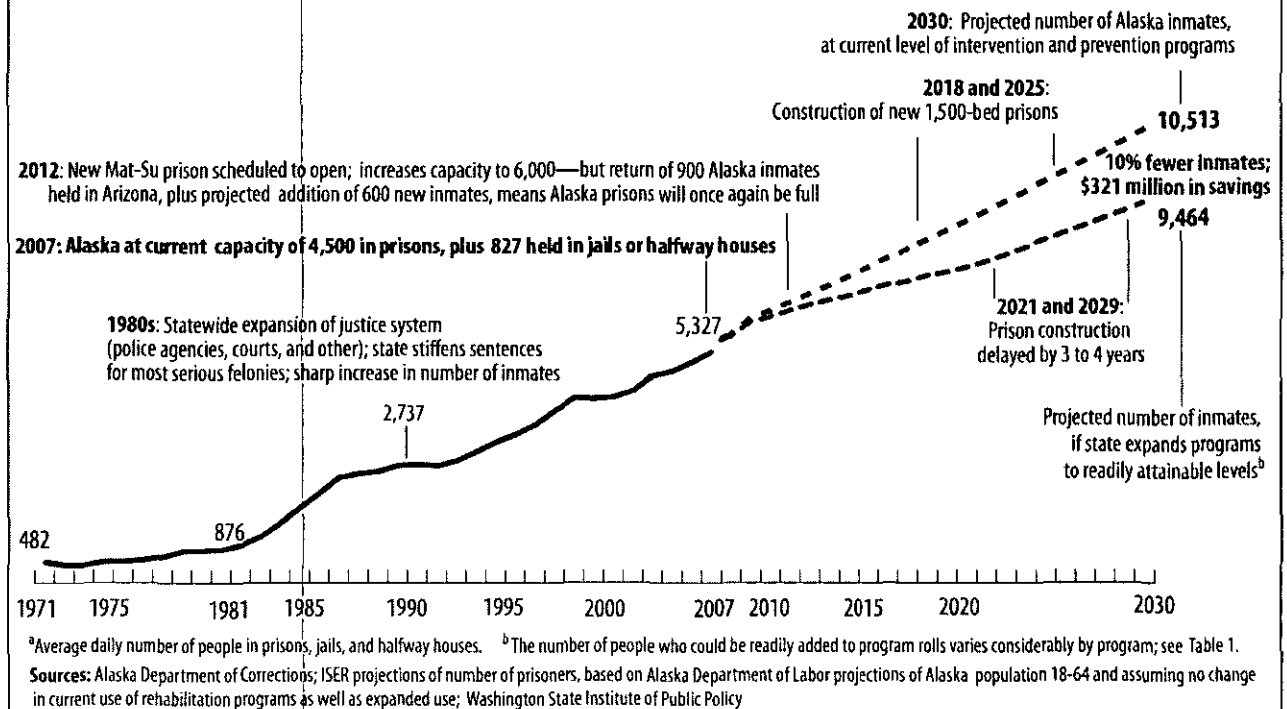
But except for some of the therapeutic court programs, most programs in Alaska have not been rigorously evaluated. Therefore, we used results of a Washington state assessment that systematically reviewed 571 program evaluations from around the country.

To be included, evaluations had to have carefully designed control groups, replicable results in multiple settings, and long-lasting effects. This method is evidence-based public policy, which merges research and practice. It is similar to clinical trials in medicine. Keep in mind that this is a new field, and only about 10% of programs in place nationwide have been evaluated at this standard.

With data from rigorous evaluations, the Washington State Institute of Public Policy created a model that estimated the effects of programs on recidivism—and then combined those results with a cost-benefit analysis to estimate the long-term effects on state spending and inmate populations.

We combined the institute's estimates of recidivism with Alaska data on program costs, eligible groups, and state population to estimate long-term effects on crime and state spending.

Figure 8. Average Number of Alaska Inmates,^a 1971-2007, and Projected Number, 2008-2030



The authors thank the members of the Alaska Criminal Justice Working Group for their help in identifying programs to evaluate and for comments on drafts of this publication. The Alaska Legislature funded this group in 2007 and authorized the Alaska Judicial Council to act as its staff.

The group is chaired by a justice of the Alaska Supreme Court and Alaska's lieutenant governor. Other members include top policymakers from the departments of Corrections, Public Safety, Health and Social Services, and Law, as well as the Alaska Mental Health Trust Authority; the heads of the Alaska Public Defender Agency and the Office of Public Advocacy; the administrative and deputy directors for the Alaska Court System; the executive director of the Judicial Council, the U.S. attorney, and Anchorage's police chief.

This group meets monthly to talk about long-term justice issues, as well as to resolve any inter-branch issues that come up among the many agencies and organizations that deal with aspects of Alaska's justice system.

The authors also thank Elizabeth Drake and Steve Aos of the Washington State Institute of Public Policy for developing the methods and models we used and for helping us apply them to Alaska. For more information go to www.wsipp.wa.gov.

This research summary and many other publications on a wide range of topics are available on ISER's Web site:

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