

SB

99

<TARGET><BILL>SB 99</BILL><SUBJECT>SB
99</SUBJECT><COMM>SEDC30</COMM></TARGET>

ALASKA STATE LEGISLATURE

HEALTH & SOCIAL SERVICES
COMMITTEE

EDUCATION COMMITTEE



SENATOR Tom Begich
SENATE DISTRICT J

WHILE IN SESSION
STATE CAPITOL
JUNEAU, AK 99801
(907) 465-3704

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WHILE IN ANCHORAGE
1500 W BENSON BLVD
ANCHORAGE, AK 99503
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SB 99: Alaska Early Education Program Act **Sponsor Statement**

Early education is imperative for our state. When examining Alaska's long-term economy, it is essential to consider how we can both increase Alaskan's productivity as well as reduce potential drains resulting from the unrealized potential of our citizens. Early education is an important part of that equation.

The markers for success develop early in life and brain science underscores that how we use our brains at those crucial early years before we enter Kindergarten – as well as how prepared we are when we enter our K – 12 education -- have a dramatic impact on how well we will do in school and life. In particular, research shows us that those who live in poverty have an incredibly difficult time catching up with others if they come to school ill-prepared. That same research shows that those who have a high-quality preschool experience tend to go on to future academic and personal success. Studies reported in national media as recently as February 2017 have identified that every dollar invested in high quality Pre-K education can save up to \$7 in long-term government expense by reducing the need for remedial education, and involvement in the criminal justice and public assistance systems.

High-quality early education programs are an investment in our future. Universal early education, when available to students before they enter Kindergarten, improves school readiness, reading levels, and long-term economic performance. Long-term studies such as the Perry Preschool project also suggest students with access to high-quality preschool are less likely to be incarcerated and less likely to receive government assistance as adults. Alaska's current pre-Kindergarten programs – such as those in Anchorage, Mat-Su, the Lower Kuskokwim School District, and Nome – and our early education programs including Head Start, Best Beginnings, and Parents as Teachers, provide access to families for such high-quality early education but are, according to our Department of Education and Early Development (DEED), only available to 10% of Alaska's four year olds. SB99 would take lessons learned from those programs and provide all school districts with the opportunity to provide high-quality early education to their students if they so choose.

There is much to be said about early education, but the critical piece is that children's pace of intellectual development peaks before age six, making those years especially important for future success. School outcome data and academic research show that children who participate in early education programs exceed in developing soft skills tied to future success including conscientiousness, perseverance, sociability, and curiosity. We have seen those results nationally,

but also have that data for Alaska after more than eight years of demonstration projects around Pre-K in our state. The current Teaching Strategies GOLD assessment, children in early education programs in Alaska, show dramatic growth even comparing student aptitude changes between the Fall and Spring – and that is a success we should all share. It is time for all Alaskans to have an opportunity to participate in the success of these demonstration efforts. This legislation provides that opportunity.

The Alaska Early Education Program Act will offer school districts the opportunity to develop high-quality early education programs that are culturally appropriate and tailored to their students through a three-year grants process based on Alaska's current Pre-K program and the successful efforts of Oklahoma and other states. In year one, the lowest performing 20 percent of school districts – the first cohort – will be eligible to apply for these three-year early education development grants. The second cohort would begin in year two, the third in year three, the fourth in year four, and the final cohort in year five. After three years under the grants program, DEED would be responsible for approving a district's early education program as DEED compliant, and that district's early-education students would then be included in the district's student count in future years as half-day students for the purposes of funding. This system will slowly build early education capacity into the those school districts that are lowest-performing (generally not including our largest school districts) before adding the largest school districts later in the cycle.

Smart investments in our oil and gas royalties and the PFD have made our state one of the most economically equitable in the country. Similar smart investments in early education have the potential to create a generation of Alaskans prepared to make the greatest impact on this state that we have ever seen.

ALASKA STATE LEGISLATURE

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SB99: Alaska Early Education Program Sectional Analysis

Section 1.

Establishes that elementary schools also includes an early education program, whether operated within a public school or by an outside organization.

Section 2.

Establishes that a four or five year old, who has not attended kindergarten, is eligible to attend a public school early education program.

Section 3.

Creates a stair-step, 3-year grant program to provide training and assist a school district in developing an early education program. In year one, the lowest performing 20% of school districts (as established in 2017) will be eligible for a grant to establish a district-wide, high quality early education program. In year two, the next lowest performing 20 % of school districts will be eligible for the three year grant program to establish an early education program. At the end of the three year grant cycle, the Department of Education and Early Development (the department) will be responsible for determining if the district's early education program complies with state standards. The grants will be available to the next lowest 20% of school districts until all school districts are offered the opportunity to participate included.

Section 4.

Directs the department to supervise all early education programs and approve those early education programs created by the early education grant program.

Section 5.

Defines an "early education program" as a pre-kindergarten school for students 3-5 years old if its primary function is educational. The 3 year old students are not included in the program this bill proposes, but are included to ensure they are not excluded from existing State and Federal programs.

Section 6.

Directs the board to adopt regulations regarding funding as well as statewide and local goals for an early education program. Regulations shall ensure that early education programs have the flexibility to be locally designed and culturally appropriate, so long as they meet early

education standards. An early education program may be either full day (6 hour) or half day (at least 2 hours).

Section 7.

For funding purposes, an early education student shall be counted in the school district's average daily membership as a half day student once the early education program has been approved by the department.

Section 8.

Adds early education to consideration for determining the number of elementary schools in a district.

Section 9.

Ensures that early education students who currently receive State or Federal funding for early education are not included in the ADM for purposes of funding.

Section 10.

Directs early education program staff to be included in those organizations required to report evidence of child abuse.

Section 11.

Repeals the early education grant program in 10 years, once all school districts have had the opportunity to apply.

Fiscal Note

State of Alaska
2018 Legislative Session

Bill Version: SB 99
Fiscal Note Number: _____
() Publish Date: _____

Identifier: SB099-EED-FP-1-26-18
Title: PRE-ELEMENTARY PROGRAMS/FUNDING
Sponsor: BEGICH
Requester: Senate Education Committee

Department: Department of Education and Early Development
Appropriation: K-12 Aid to School Districts
Allocation: Foundation Program
OMB Component Number: 141

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2019 Appropriation Requested	Included in Governor's FY2019 Request	Out-Year Cost Estimates					
			FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
OPERATING EXPENDITURES								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants & Benefits								
Miscellaneous								
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None								
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time								
Part-time								
Temporary								

Change in Revenues

None								
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2018) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2019) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No
If yes, by what date are the regulations to be adopted, amended or repealed?

Why this fiscal note differs from previous version/comments:

Updated for 2nd session and to accurately reflect out year costs; the projection is updated to current year.

Prepared By: Heidi Teshner, Director
Division: Education Support and Administrative Services
Approved By: Dr. Michael Johnson, Commissioner
Agency: Department of Education & Early Development

Phone: (907)465-2875
Date: 01/26/2018 01:00 PM
Date: 01/26/18

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2018 LEGISLATIVE SESSION

BILL NO. SB 99

Analysis

SB99 creates an early education program that is approved by the Department of Education & Early Development and funded by the state through a three-year grant process. Once those districts have completed the three-year grant cycle and the department has determined the early education program complies with adopted standards as created by the State Board of Education, then those programs may be eligible for 1/2 the full-time equivalent for average daily membership funding under AS 14.17.410. Foundation funding would only be provided to those districts that are not already being funded by another state or federal program.

The funding mechanism is a general fund transfer to the Public Education Fund (PEF). The fiscal note effect for FY2019 through FY2024 is reported in the fiscal note for the PEF, as the funding is deposited to the PEF not into the Foundation Program funding component. The above analysis is presented here for explanation purposes only.

Fiscal Note

State of Alaska
2018 Legislative Session

Bill Version: SB 99
Fiscal Note Number: _____
() Publish Date: _____

Identifier: SB099-EED-ELC-1-26-18
Title: PRE-ELEMENTARY PROGRAMS/FUNDING
Sponsor: BEGICH
Requester: Senate Education Committee

Department: Department of Education and Early Development
Appropriation: Education Support and Admin Services
Allocation: Early Learning Coordination
OMB Component Number: 2912

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2019 Appropriation Requested	Included in Governor's FY2019 Request	Out-Year Cost Estimates					
			FY 2019	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
OPERATING EXPENDITURES								
Personal Services	328.8		328.8	328.8	328.8	328.8	328.8	328.8
Travel								
Services	32.8		28.8	28.8	28.8	28.8	28.8	28.8
Commodities								
Capital Outlay								
Grants & Benefits								
Miscellaneous								
Total Operating	361.6	0.0	357.6	357.6	357.6	357.6	357.6	357.6

Fund Source (Operating Only)

1004 Gen Fund (UGF)	361.6		357.6	357.6	357.6	357.6	357.6
Total	361.6	0.0	357.6	357.6	357.6	357.6	357.6

Positions

Full-time	3.0		3.0	3.0	3.0	3.0	3.0
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2018) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2019) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
If yes, by what date are the regulations to be adopted, amended or repealed? 03/31/19

Why this fiscal note differs from previous version/comments:

Updated for 2nd Session and to accurately reflect out year costs.

Prepared By:	Anji Gallanos, Education Specialist II	Phone:	(907)465-4862
Division:	Student Learning	Date:	01/26/2018
Approved By:	Dr. Michael Johnson, Commissioner	Date:	01/26/18
Agency:	Department of Education & Early Development		

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2018 LEGISLATIVE SESSION

BILL NO. SB 99

Analysis

Section 1: Amends AS 14.03.060, Elementary, junior high, and secondary schools, (e) to include early education.

Section 2: Amends AS 14.03.080, Right to attend schools, by adding a new subsection (g) that allows a child who is at least 4 but not more than 5 years of age to attend a public school early education program.

Section 3: Amends AS 14.03, by adding a new subsection, AS 14.03.135, Early education programs; grants, that outlines the grant structure that defines which districts would be eligible for grant awards and outlines the requirement for those districts to move towards including pre-elementary students in the average daily membership (ADM). Grants would be awarded based on successful completion of a development grant that would last over a three-year cycle. Grantees would receive specific training and support on implementing a high quality pre-elementary program.

To operate this grant program, and provide training and support to grantees, would require 2 Education Specialist II, Range 21, Step B, at \$119.4 each = \$238.8; and 1 Education Associate III, Range 15, Step B, at \$90.0. In addition, department chargebacks of \$9.6 per position would be needed (\$28.8 total). Total cost to the department in salary and benefits is \$328.8 and department chargebacks of \$28.8 for a total cost of \$357.6.

Section 4: Amends AS 14.07.010(a)(8) by changing the words "pre-elementary" to "early education program", defining the age of participation in an early education program and approving programs that meet standards adopted by the board for early education programs in AS 14.07.165(a)(5).

Section 5: Amends AS 14.17.020(c) to read "early education program".

Section 6: Includes a requirement that the State Board of Education adopt regulations establishing standards for an early education program that includes standards for half-day programs, full-day programs, locally designed programs, teacher qualifications, developmentally appropriate objectives and accommodations for all children. Included in this fiscal note is \$4.0 legal service costs associated with these new regulations.

Section 8: Amends AS 14.17.905 to include students in early education programs in the definition of an elementary school.

Section 9: Amends AS 14.17.905 by adding a new subsection that would not include children in the ADM if those children are already enrolled in another state or federally funded program.

Fiscal Note

State of Alaska
2018 Legislative Session

Bill Version: SB 99
Fiscal Note Number: _____
() Publish Date: _____

Identifier: SB099-EED-PK-1-26-18
Title: PRE-ELEMENTARY PROGRAMS/FUNDING
Sponsor: BEGICH
Requester: Senate Education Committee

Department: Department of Education and Early Development
Appropriation: Education Support and Admin Services
Allocation: Pre-Kindergarten Grants
OMB Component Number: 3028

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2019 Appropriation Requested	Included in Governor's FY2019 Request	Out-Year Cost Estimates					
			FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
OPERATING EXPENDITURES								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants & Benefits	3,960.0	2,000.0	7,315.0	7,315.0	7,315.0	3,960.0	1,705.0	
Miscellaneous								
Total Operating	3,960.0	2,000.0	7,315.0	7,315.0	7,315.0	3,960.0	1,705.0	

Fund Source (Operating Only)

1004 Gen Fund (UGF)	3,960.0	2,000.0	7,315.0	7,315.0	7,315.0	3,960.0	1,705.0
Total	3,960.0	2,000.0	7,315.0	7,315.0	7,315.0	3,960.0	1,705.0

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2018) cost: 1,705.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2019) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
If yes, by what date are the regulations to be adopted, amended or repealed? 03/31/19

Why this fiscal note differs from previous version/comments:

Updated for 2nd session and to accurately reflect out year costs.

Prepared By:	Anji Gallanos, Education Specialist II	Phone:	(907)465-4862
Division:	Student Learning	Date:	01/26/2018
Approved By:	Dr. Michael Johnson, Commissioner	Date:	01/26/18
Agency:	Department of Education & Early Development		

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2018 LEGISLATIVE SESSION

BILL NO. SB 99

Analysis

Section 1: Amends AS 14.03.060, Elementary, junior high, and secondary schools, (e) to include early education.

Section 2: Amends AS 14.03.080, Right to attend schools, by adding a new subsection (g) that allows a child who is at least 4 but not more than 5 years of age to attend a public school early education program.

Section 3: Amends AS 14.03, by adding a new subsection, AS 14.03.135, Early education programs; grants, that outlines the grant structure to define which districts would be eligible for grant awards and outlines the requirement for those districts to move towards including pre-elementary students in the average daily membership (ADM). Grants would be awarded based on successful completion of a development grant that would last over a three-year cycle. Grantees would receive specific training and support on implementing a high quality pre-elementary program.

Page 3 of this fiscal note provides the funding breakdown for the development grants.

Section 4: Amends AS 14.07.010(a)(8) by changing the words "pre-elementary" to "early education program", defining the age of participation in an early education program and approving programs that meet standards adopted by the board for early education programs in AS 14.07.165(a)(5).

Section 5: Amends AS 14.17.020(c) to read "early education program".

Section 6: Includes a requirement that the State Board of Education adopt regulations establishing standards for an early education program that includes standards for half-day programs, full-day programs, locally designed programs, teacher qualifications, developmentally appropriate objectives and accommodations for all children.

Section 8: Amends AS 14.17.905 to include students in early education programs in the definition of an elementary school.

Section 9: Amends AS 14.17.905 by adding a new subsection that would not include children in the ADM if those children are already enrolled in another state or federally funded program.

Funding was based on the existing pre-kindergarten grant program being grandfathered into SB99 resulting in the first cohort of districts being eligible for ADM funding in FY2019 and the additional cohort of districts receiving ADM funding in the out years until all districts that are eligible are accounted for.

Department of Education & Early Development (DEED)
 SB99 - Funding Examples for Development Grant Cycles

Funding was determined by estimating how DEED current pre-elementary grants are operated and based on existing funding structures for pre-elementary grantees.

FY2018 (Year 1)	FY2019 (Year 2)	FY2020 (Year 3)	FY2021 (Year 4)	FY2022 (Year 5)	FY2023 (Year 6)	FY2024 (Year 7)
Number of Districts Served	Number of Districts Served	Number of Districts Served	Number of Districts Served	Number of Districts Served	Number of Districts Served	Number of Districts Served
11	22	33	43	53	53	53
Development Grants						
FY2018 Cohort Amount of Development Funding for Each District	FY2018 Cohort Amount of Development Funding Per District	FY2018 Cohort Amount of Development Funding Per District	FY2019 Cohort Amount of Development Funding Per District	FY2019 Cohort Amount of Development Funding Per District	FY2019 Cohort Number of Districts	FY2021 Cohort Number of Districts
\$ 155.0	\$ 205.0	\$ 305.0	\$ 305.0	\$ 305.0	11	11
Total DEED Grant Funds	FY2018 Cohort Total Grant Funding	FY2018 Cohort Total Grant Funding	FY2019 Cohort Total Grant Funding	FY2019 Cohort Total Grant Funding	FY2019 Cohort Total Grant Funds	FY2021 Cohort Total Grant Funds
\$ 1,705.0	\$ 2,255.0	\$ 3,355.0	\$ 3,355.0	\$ 3,355.0	\$ 3,355.0	\$ 2,255.0
	FY2019 Cohort Number of Districts	FY2019 Cohort Amount of Development Funding Per District	FY2020 Cohort Number of Districts	FY2020 Cohort Amount of Development Funding Per District	FY2021 Cohort Total Grant Funds	FY2022 Cohort Number of Districts
	11	\$ 155.0	11	\$ 205.0	\$ 2,255.0	11
	FY2019 Cohort Total Grant Funds	FY2019 Cohort Total Grant Funds	FY2020 Cohort Number of Districts	FY2020 Cohort Amount of Development Funding Per District	FY2021 Cohort Total Grant Funds	FY2022 Cohort Amount of Development Funding Per District
	\$ 1,705.0	\$ 2,255.0	11	\$ 205.0	\$ 2,255.0	\$ 155.0
	FY2019 Total Grant Funds	FY2020 Cohort Number of Districts	FY2021 Cohort Number of Districts	FY2021 Cohort Amount of Development Funding Per District	FY2022 Cohort Number of Districts	FY2022 Cohort Total Grant Funds
	\$ 3,960.0	\$ 155.0	11	\$ 155.0	11	\$ 1,705.0
		FY2020 Cohort Total Grant Funds	FY2021 Cohort Total Grant Funds	FY2022 Cohort Total Grant Funds	FY2022 Total Grant Funds	FY2022 Total Grant Funds
		\$ 1,705.0	\$ 7,315.0	\$ 1,705.0	\$ 3,960.0	\$ 3,960.0
		FY2020 Total Grant Funds	FY2021 Total Grant Funds	FY2022 Total Grant Funds		
		\$ 7,315.0	\$ 7,315.0	\$ 7,315.0		
			FY2018 Cohort Student Count: 755	FY2018 Cohort Student ADM: 755	FY2018 Cohort Student ADM: 755	FY2018 Cohort Student ADM: 755
			Moved to ADM	Moved to ADM	Moved to ADM	Moved to ADM
				FY2019 Cohort Student Count: 755	FY2019 Cohort Student ADM: 755	FY2019 Cohort Student ADM: 755
				Moved to ADM	Moved to ADM	Moved to ADM

Fiscal Note

State of Alaska
2018 Legislative Session

Bill Version: SB 99
Fiscal Note Number: _____
() Publish Date: _____

Identifier: SB099-EED-PEF-1-26-18
Title: PRE-ELEMENTARY PROGRAMS/FUNDING
Sponsor: BEGICH
Requester: Senate Education Committee

Department: Fund Capitalization
Appropriation: Fund Capitalization (no approps out)
Allocation: Public Education Fund (starts FY17)
OMB Component Number: 2804

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2019 Appropriation Requested	Included in Governor's FY2019 Request	Out-Year Cost Estimates					
			FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
OPERATING EXPENDITURES								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants & Benefits	2,363.9		4,539.5	8,005.0	11,470.4	11,470.4	11,470.4	11,470.4
Miscellaneous								
Total Operating	2,363.9	0.0	4,539.5	8,005.0	11,470.4	11,470.4	11,470.4	11,470.4

Fund Source (Operating Only)

1004 Gen Fund (UGF)	2,363.9		4,539.5	8,005.0	11,470.4	11,470.4	11,470.4
Total	2,363.9	0.0	4,539.5	8,005.0	11,470.4	11,470.4	11,470.4

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2018) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2019) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No
If yes, by what date are the regulations to be adopted, amended or repealed?

Why this fiscal note differs from previous version/comments:

Updated for 2nd session and to accurately reflect out year costs; the projection is updated to current year.

Prepared By:	Heidi Teshner, Director	Phone:	(907)465-2875
Division:	Education Support and Administrative Services	Date:	01/26/2018
Approved By:	Dr. Michael Johnson, Commissioner	Date:	01/26/18
Agency:	Department of Education & Early Development		

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2018 LEGISLATIVE SESSION

BILL NO. SB 99

Analysis

SB99 creates an early education program that is approved by the Department of Education & Early Development and funded by the state through a three-year grant process. Once those districts have completed the three-year grant cycle and the department has determined the early education program complies with adopted standards as created by the State Board of Education, then those programs may be eligible for 1/2 the full-time equivalent for average daily membership (ADM) funding under AS 14.17.410. Foundation funding would only be provided to those districts that are not already being funded by another state or federal program.

Funding was based on the existing pre-kindergarten grant program being grandfathered into SB99 resulting in the first cohort of districts being eligible for ADM funding in FY2019 and the additional cohort of districts receiving ADM funding in the out years until all districts that are eligible are accounted for.

The current pre-kindergarten grant counts as provided by the Division of Student Learning were used in calculating anticipated foundation funding. Half of the average cost per student was used as a multiplier for purposes of this fiscal note. This number was derived by using the projected FY2019 foundation report State Aid Entitlement, dividing it by the Total ADM, to arrive at \$9,180. The average per student cost was then divided in half to arrive at \$4,590, so as to be in alignment with the language in Section 7.

The calculations are as follows:

FY2019 = 515 students x \$4,590 = \$2,363,850

FY2020 = 989 students x \$4,590 = \$4,539,510

FY2021 = 1,744 students x \$4,590 = \$8,004,960

FY2022 = 2,499 students x \$4,590 = \$11,470,410

The following are those sections that impact funding in SB99:

Section 3: creates AS 14.03.135, Early education programs; grants. This outlines the three-year grant process in addition to when an early education program student is eligible to be counted in the district's ADM under AS 14.17.500. This section also defines "early education program" as a program for children who are four and five years of age and who have not attended a public school kindergarten if the program's primary function is educational.

Section 7: states that when an early education program student is eligible for the ADM count in the district they will have a full-time equivalent of .50, which could equate to .50 ADM depending on the number of days the student is in membership during the count period under AS 14.17.500.

Section 9: states an early education program student cannot be included in the student count if they are enrolled in a program funded by other state or federal funds.

No effective date has been provided.

Fiscal Note

State of Alaska
2017 Legislative Session

Bill Version: SB 99
Fiscal Note Number: _____
() Publish Date: _____

Identifier: SB099-EED-ELC-03-31-17
Title: PRE-ELEMENTARY PROGRAMS/FUNDING
Sponsor: BEGICH
Requester: Senate Education Committee

Department: Department of Education and Early Development
Appropriation: Teaching and Learning Support
Allocation: Early Learning Coordination
OMB Component Number: 2912

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2018	Included in	Out-Year Cost Estimates				
	Appropriation Requested	Governor's FY2018 Request	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
OPERATING EXPENDITURES	FY 2018	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Personal Services	328.8		328.8	328.8	328.8	328.8	328.8
Travel							
Services	32.8		28.8	28.8	28.8	28.8	28.8
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	361.6	0.0	357.6	357.6	357.6	357.6	357.6

Fund Source (Operating Only)

1004 Gen Fund (UGF)	361.6		357.6	357.6	357.6	357.6	357.6
Total	361.6	0.0	357.6	357.6	357.6	357.6	357.6

Positions

Full-time	3.0		3.0	3.0	3.0	3.0	3.0
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2017) cost: 0.0 (separate supplemental appropriation required)
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2018) cost: 0.0 (separate capital appropriation required)
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
If yes, by what date are the regulations to be adopted, amended or repealed? 03/31/18

Why this fiscal note differs from previous version:

Not applicable, initial version.

Prepared By:	Anji Gallanos, Education Specialist II	Phone:	(907)465-4862
Division:	Teaching and Learning Support	Date:	03/31/2017 05:00 PM
Approved By:	Dr. Michael Johnson, Commissioner	Date:	03/31/17
Agency:	Department of Education & Early Development		

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2017 LEGISLATIVE SESSION

BILL NO. SB 99

Analysis

Section 1: Amends AS 14.03.060, Elementary, junior high, and secondary schools, (e) to include early education.

Section 2: Amends AS 14.03.080, Right to attend schools, by adding a new subsection (g) that allows a child who is at least 4 but not more than 5 years of age to attend a public school early education program.

Section 3: Amends AS 14.03, by adding a new subsection, AS 14.03.135, Early education programs; grants, that outlines the grant structure that defines which districts would be eligible for grant awards and outlines the requirement for those districts to move towards including pre-elementary students in the average daily membership (ADM). Grants would be awarded based on successful completion of a development grant that would last over a three-year cycle. Grantees would receive specific training and support on implementing a high quality pre-elementary program.

To operate this grant program, and provide training and support to grantees, would require 2 Education Specialist II, Range 21, Step B, at \$119.4 each = \$238.8; and 1 Education Associate III, Range 15, Step B, at \$90.0. In addition, department chargebacks of \$9.6 per position would be needed (\$28.8 total). Total cost to the department in salary and benefits is \$328.8 and department chargebacks of \$28.8 for a total cost of \$357.6.

Section 4: Amends AS 14.07.010(a)(8) by changing the words "pre-elementary" to "early education program", defining the age of participation in an early education program and approving programs that meet standards adopted by the board for early education programs in AS 14.07.165(a)(5).

Section 5: Amends AS 14.17.020(c) to read "early education program".

Section 6: Includes a requirement that the State Board of Education adopt regulations establishing standards for an early education program that includes standards for half-day programs, full-day programs, locally designed programs, teacher qualifications, developmentally appropriate objectives and accommodations for all children. Included in this fiscal note is \$4.0 legal service costs associated with these new regulations.

Section 8: Amends AS 14.17.905 to include students in early education programs in the definition of an elementary school.

Section 9: Amends AS 14.17.905 by adding a new subsection that would not include children in the ADM if those children are already enrolled in another state or federally funded program.

Fiscal Note

State of Alaska
2017 Legislative Session

Bill Version: SB 99
Fiscal Note Number: _____
() Publish Date: _____

Identifier: SB099-EED-FP-03-31-17
Title: PRE-ELEMENTARY PROGRAMS/FUNDING
Sponsor: BEGICH
Requester: Senate Education Committee

Department: Department of Education and Early Development
Appropriation: K-12 Aid to School Districts
Allocation: Foundation Program
OMB Component Number: 141

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2018	Included in	Out-Year Cost Estimates				
	Appropriation Requested	Governor's FY2018 Request	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
OPERATING EXPENDITURES	FY 2018	FY 2018					
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2017) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2018) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No
If yes, by what date are the regulations to be adopted, amended or repealed?

Why this fiscal note differs from previous version:

Not applicable, initial version.

Prepared By: Heidi Teshner, Director	Phone: (907)465-2875
Division: School Finance & Facilities / Education Support Services	Date: 03/31/2017 04:00 PM
Approved By: Dr. Michael Johnson, Commissioner	Date: 03/31/17
Agency: Department of Education & Early Development	

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2017 LEGISLATIVE SESSION

BILL NO. SB 99

Analysis

SB99 creates an early education program that is approved by the Department of Education & Early Development and funded by the state through a three-year grant process. Once those districts have completed the three-year grant cycle and the department has determined the early education program complies with adopted standards as created by the State Board of Education, then those programs may be eligible for 1/2 the full-time equivalent for average daily membership funding under AS 14.17.410. Foundation funding would only be provided to those districts that are not already being funded by another state or federal program.

The funding mechanism is a general fund transfer to the Public Education Fund (PEF). The fiscal note effect for FY2018 through FY2023 is reported in the fiscal note for the PEF, as the funding is deposited to the PEF not into the Foundation Program funding component. The above analysis is presented here for explanation purposes only.

Fiscal Note

State of Alaska
2017 Legislative Session

Bill Version: SB 99
Fiscal Note Number: _____
() Publish Date: _____

Identifier: SB099-EED-PEF-03-31-17
Title: PRE-ELEMENTARY PROGRAMS/FUNDING
Sponsor: BEGICH
Requester: Senate Education Committee

Department: Fund Capitalization
Appropriation: Fund Capitalization (no approps out)
Allocation: Public Education Fund (starts FY17)
OMB Component Number: 2804

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2018 Appropriation Requested	Included in Governor's FY2018 Request	Out-Year Cost Estimates					
			FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
OPERATING EXPENDITURES								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants & Benefits			2,356.1	4,524.7	7,978.8	11,432.9	11,432.9	
Miscellaneous								
Total Operating	0.0	0.0	2,356.1	4,524.7	7,978.8	11,432.9	11,432.9	

Fund Source (Operating Only)

1004 Gen Fund (UGF)			2,356.1	4,524.7	7,978.8	11,432.9	11,432.9
Total	0.0	0.0	2,356.1	4,524.7	7,978.8	11,432.9	11,432.9

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2017) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2018) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No
If yes, by what date are the regulations to be adopted, amended or repealed?

Why this fiscal note differs from previous version:

Not applicable, initial version.

Prepared By: Heidi Teshner, Director
Division: School Finance & Facilities / Education Support Services
Approved By: Dr. Michael Johnson, Commissioner
Agency: Department of Education & Early Development

Phone: (907)465-2875
Date: 03/31/2017 04:00 PM
Date: 03/31/17

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2017 LEGISLATIVE SESSION

BILL NO. SB 99

Analysis

SB99 creates an early education program that is approved by the Department of Education & Early Development and funded by the state through a three-year grant process. Once those districts have completed the three-year grant cycle and the department has determined the early education program complies with adopted standards as created by the State Board of Education, then those programs may be eligible for 1/2 the full-time equivalent for average daily membership (ADM) funding under AS 14.17.410. Foundation funding would only be provided to those districts that are not already being funded by another state or federal program.

Funding was based on the existing pre-kindergarten grant program being grandfathered into SB99 resulting in the first cohort of districts being eligible for ADM funding in FY2019 and the additional cohort of districts receiving ADM funding in the out years until all districts that are eligible are accounted for.

The current pre-kindergarten grant counts as provided by the Division of Student Learning were used in calculating anticipated foundation funding. Half of the average cost per student was used as a multiplier for purposes of this fiscal note. This number was derived by using the projected FY2018 foundation report State Aid Entitlement, dividing it by the Total ADM, to arrive at \$9,149. The average per student cost was then divided in half to arrive at \$4,575, so as to be in alignment with the language in Section 7.

The calculations are as follows:

FY2019 = 515 students x \$4,575 = \$2,356,125
FY2020 = 989 students x \$4,575 = \$4,524,675
FY2021 = 1,744 students x \$4,575 = \$7,978,800
FY2022 = 2,499 students x \$4,575 = \$11,432,925

The following are those sections that impact funding in SB99:

Section 3: creates AS 14.03.135, Early education programs; grants. This outlines the three-year grant process in addition to when an early education program student is eligible to be counted in the district's ADM under AS 14.17.500. This section also defines "early education program" as a program for children who are four and five years of age and who have not attended a public school kindergarten if the program's primary function is educational.

Section 7: states that when an early education program student is eligible for the ADM count in the district they will have a full-time equivalent of .50, which could equate to .50 ADM depending on the number of days the student is in membership during the count period under AS 14.17.500.

Section 9: states an early education program student cannot be included in the student count if they are enrolled in a program funded by other state or federal funds.

No effective date has been provided.

Fiscal Note

State of Alaska
2017 Legislative Session

Bill Version: SB 99
Fiscal Note Number: _____
() Publish Date: _____

Identifier: SB099-EED-PK-04-03-17
Title: PRE-ELEMENTARY PROGRAMS/FUNDING
Sponsor: BEGICH
Requester: Senate Education Committee

Department: Department of Education and Early Development
Appropriation: Teaching and Learning Support
Allocation: Pre-Kindergarten Grants
OMB Component Number: 3028

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2018	Included in	Out-Year Cost Estimates					
	Appropriation Requested	Governor's FY2018 Request	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
OPERATING EXPENDITURES	FY 2018	FY 2018	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants & Benefits	1,705.0	2,000.0	3,960.0	7,315.0	7,315.0	7,315.0	7,315.0	7,315.0
Miscellaneous								
Total Operating	1,705.0	2,000.0	3,960.0	7,315.0	7,315.0	7,315.0	7,315.0	7,315.0

Fund Source (Operating Only)

1004 Gen Fund (UGF)	1,705.0	2,000.0	3,960.0	7,315.0	7,315.0	7,315.0	7,315.0
Total	1,705.0	2,000.0	3,960.0	7,315.0	7,315.0	7,315.0	7,315.0

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2017) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2018) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
If yes, by what date are the regulations to be adopted, amended or repealed? 03/31/18

Why this fiscal note differs from previous version:

Not applicable, initial version.

Prepared By: Anji Gallanos, Education Specialist II	Phone: (907)465-4862
Division: Teaching and Learning Support	Date: 04/03/2017 08:00 AM
Approved By: Dr. Michael Johnson, Commissioner	Date: 04/03/17
Agency: Department of Education & Early Development	

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2017 LEGISLATIVE SESSION

BILL NO. SB 99 _____

Analysis

Section 1: Amends AS 14.03.060, Elementary, junior high, and secondary schools, (e) to include early education.

Section 2: Amends AS 14.03.080, Right to attend schools, by adding a new subsection (g) that allows a child who is at least 4 but not more than 5 years of age to attend a public school early education program.

Section 3: Amends AS 14.03, by adding a new subsection, AS 14.03.135, Early education programs; grants, that outlines the grant structure to define which districts would be eligible for grant awards and outlines the requirement for those districts to move towards including pre-elementary students in the average daily membership (ADM). Grants would be awarded based on successful completion of a development grant that would last over a three-year cycle. Grantees would receive specific training and support on implementing a high quality pre-elementary program.

Page 3 of this fiscal note provides the funding breakdown for the development grants.

Section 4: Amends AS 14.07.010(a)(8) by changing the words "pre-elementary" to "early education program", defining the age of participation in an early education program and approving programs that meet standards adopted by the board for early education programs in AS 14.07.165(a)(5).

Section 5: Amends AS 14.17.020(c) to read "early education program".

Section 6: Includes a requirement that the State Board of Education adopt regulations establishing standards for an early education program that includes standards for half-day programs, full-day programs, locally designed programs, teacher qualifications, developmentally appropriate objectives and accommodations for all children.

Section 8: Amends AS 14.17.905 to include students in early education programs in the definition of an elementary school.

Section 9: Amends AS 14.17.905 by adding a new subsection that would not include children in the ADM if those children are already enrolled in another state or federally funded program.

Funding was based on the existing pre-kindergarten grant program being grandfathered into SB99 resulting in the first cohort of districts being eligible for ADM funding in FY2019 and the additional cohort of districts receiving ADM funding in the out years until all districts that are eligible are accounted for.

Department of Education & Early Development (DEED)
SB99 - Funding Examples for Development Grant Cycles

Funding was determined by estimating how DEED current pre-elementary grants are operated and based on existing funding structures for pre-elementary grantees.

FY2018 (Year 1)		FY2019 (Year 2)		FY2020 (Year 3)		FY2021 (Year 4)		FY2022 (Year 5)	
Number of Districts Served	11	Number of District Served	22	Number of Districts Served	33	Number of Districts Served	43	Number of Districts Served	53
Development Grants									
FY2018 Cohort Amount of Development Funding for Each District \$ 155.0		FY2018 Cohort Amount of Development Funding Per District \$ 205.0		FY2018 Cohort Amount of Development Funding Per District \$ 305.0		FY2019 Cohort Amount of Development Funding Per District 11		FY2020 Cohort Number of Districts 11	
FY2018 Cohort Total Grant Funding \$ 1,705.0		FY2018 Cohort Total Grant Funding \$ 2,255.0		FY2018 Cohort Total Grant Funding \$ 3,355.0		FY2019 Cohort Total Grant Funding \$ 305.0		FY2020 Cohort Amount of Development Funding Per District \$ 205.0	
FY2019 Cohort Number of Districts 11		FY2019 Cohort Amount of Development Funding Per District \$ 155.0		FY2019 Cohort Total Grant Funds \$ 2,255.0		FY2020 Cohort Total Grant Funding \$ 3,355.0		FY2021 Cohort Number of Districts 11	
FY2020 Cohort Number of Districts 11		FY2020 Cohort Amount of Development Funding Per District \$ 155.0		FY2020 Cohort Total Grant Funds \$ 1,705.0		FY2021 Cohort Total Grant Funding \$ 2,255.0		FY2022 Cohort Number of Districts 11	
FY2021 Cohort Number of Districts 11		FY2021 Cohort Amount of Development Funding Per District \$ 155.0		FY2021 Cohort Total Grant Funds \$ 1,705.0		FY2022 Cohort Amount of Development Funding Per District \$ 155.0		FY2022 Cohort Total Grant Funds \$ 1,705.0	
FY2022 Cohort Number of Districts 11		FY2022 Cohort Amount of Development Funding Per District \$ 155.0		FY2022 Cohort Total Grant Funds \$ 1,705.0		FY2021 Cohort Total Grant Funding \$ 2,255.0		FY2022 Cohort Total Grant Funds \$ 7,315.0	
Total DEED Grant Funds	\$ 1,705.0	FY2019 Total Grant Funds	\$ 3,960.0	FY2020 Total Grant Funds	\$ 7,315.0	FY2021 Total Grant Funds	\$ 7,315.0	FY2022 Total Grant Funds	\$ 7,315.0

FY2018 Cohort Student Count- 755 Moved to ADM

FY2018 Cohort Student ADM Moved to ADM
 FY2019 Cohort Student Count: 755 Moved to ADM

Alaska Department of Education and Early Development Early Childhood Programs

Component

Early Learning Coordination

Early Learning Coordination is made up of the following components:

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

Program Information

Head Start Grants

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

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

Alaska Department of Education and Early Development

Early Childhood Programs

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

Head Start School Readiness and Partnerships

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

Program Information

Parents as Teachers

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

Background:

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

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

Alaska Department of Education and Early Development

Early Childhood Programs

Program Information

Best Beginnings

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

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

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

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

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

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

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

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

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

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

Alaska Department of Education and Early Development Early Childhood Programs

Component

Program Information

Prekindergarten Grants

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

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

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

Alaska pre-elementary program goals and activities include:

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

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

2016-2017 DEED Pre-Elementary Grantee District Information

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

Alaska Pre-Elementary Grant Outcome Measures

Child Pre-Elementary Growth during School Year

School Year 2015 -2016

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

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

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

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

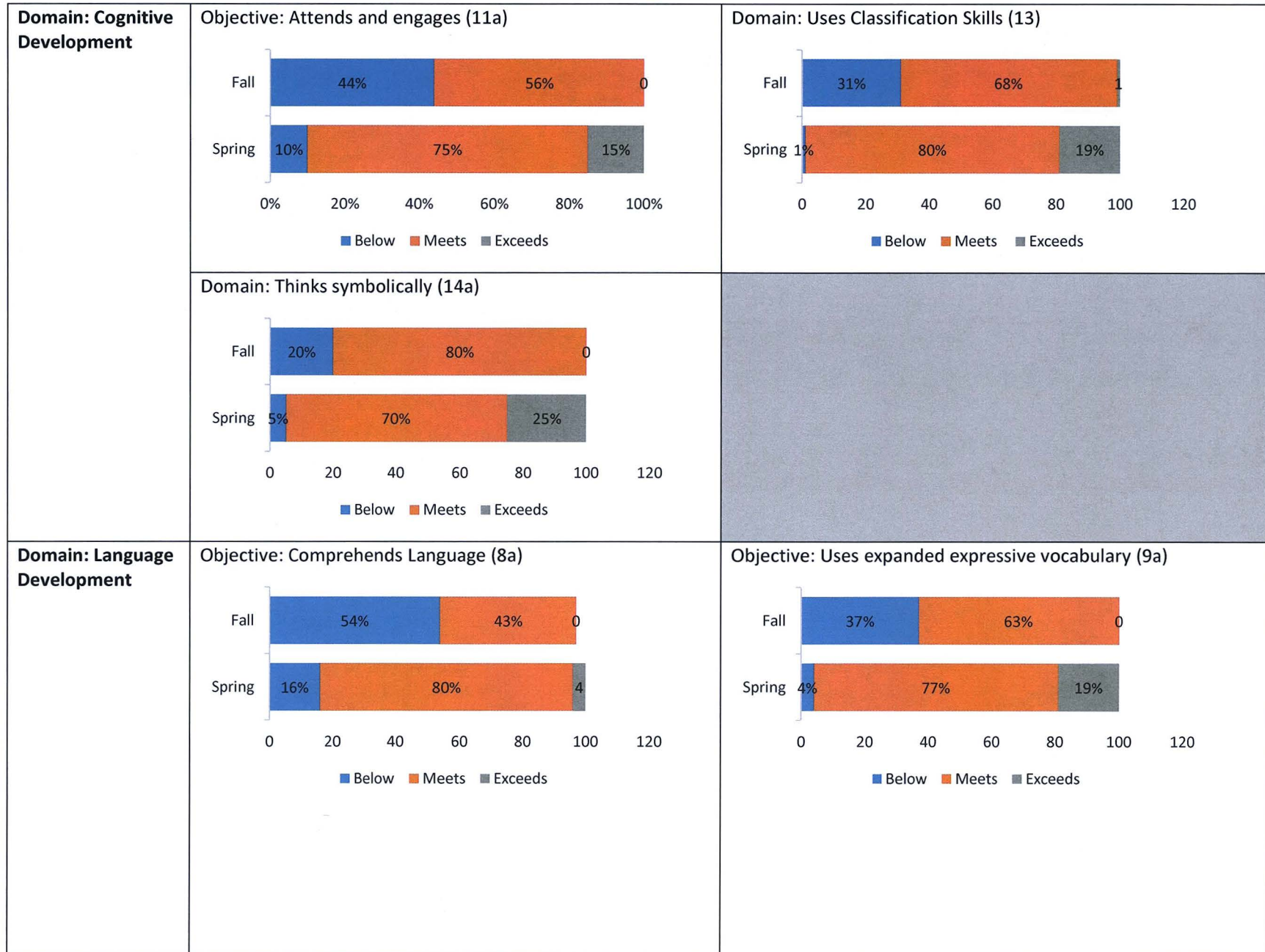
- Cognitive
- Language
- Literacy
- Mathematics.

Each developmental domain was further broken down into objective goals.

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

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

2015- 2016 Child Growth in Developmental Areas and Objectives



Alaska Department of Education and Early Development Early Childhood Programs

Domain: Literacy Development	<p>Objective: Notices and discriminates rhyme (15a)</p> <table border="1"> <thead> <tr> <th>Season</th> <th>Below</th> <th>Meets</th> <th>Exceeds</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>67%</td> <td>29%</td> <td>4%</td> </tr> <tr> <td>Spring</td> <td>22%</td> <td>32%</td> <td>46%</td> </tr> </tbody> </table>	Season	Below	Meets	Exceeds	Fall	67%	29%	4%	Spring	22%	32%	46%	<p>Objective: Identifies and names letters (16a)</p> <table border="1"> <thead> <tr> <th>Season</th> <th>Below</th> <th>Meets</th> <th>Exceeds</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>32%</td> <td>51%</td> <td>17%</td> </tr> <tr> <td>Spring</td> <td>8%</td> <td>38%</td> <td>54%</td> </tr> </tbody> </table>	Season	Below	Meets	Exceeds	Fall	32%	51%	17%	Spring	8%	38%	54%
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Alaska Department of Education and Early Development

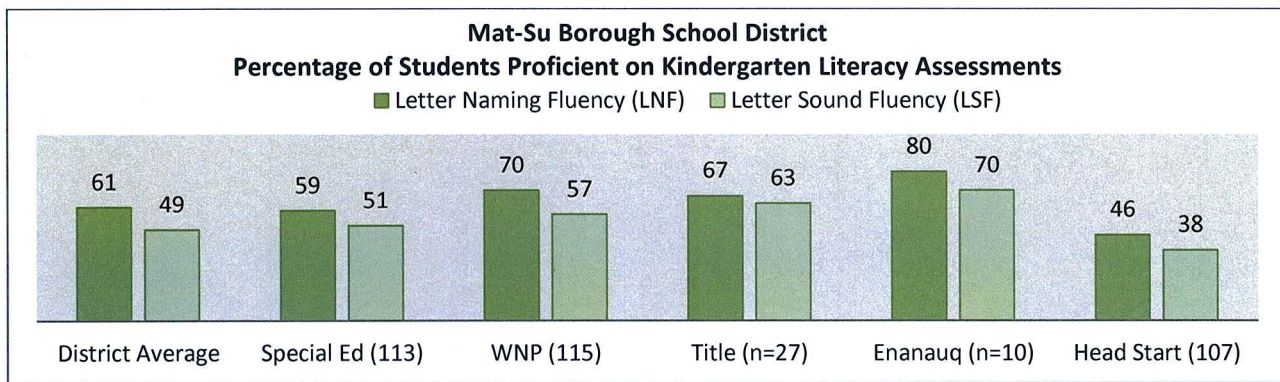
Early Childhood Programs

Performance of Pre-elementary Children in the Later Grades

Matanuska –Susitna Borough School District

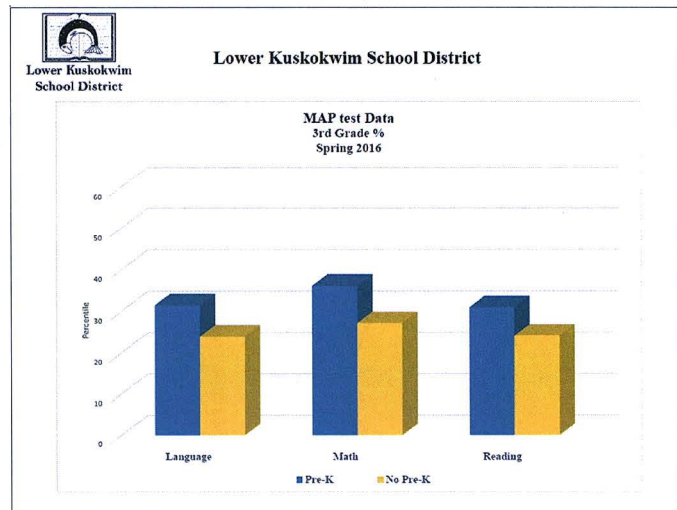
The Matanuska-Susitna Borough School District serves 365 pre-elementary children ages 3-5 leveraging state and federal dollars. There are several preschool programs in the district; Special Education, Title I (Title), Indian Education (Enanaug) and CCS Head Start. In addition to the aforementioned programs,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

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



Lower Kuskokwim School District

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



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

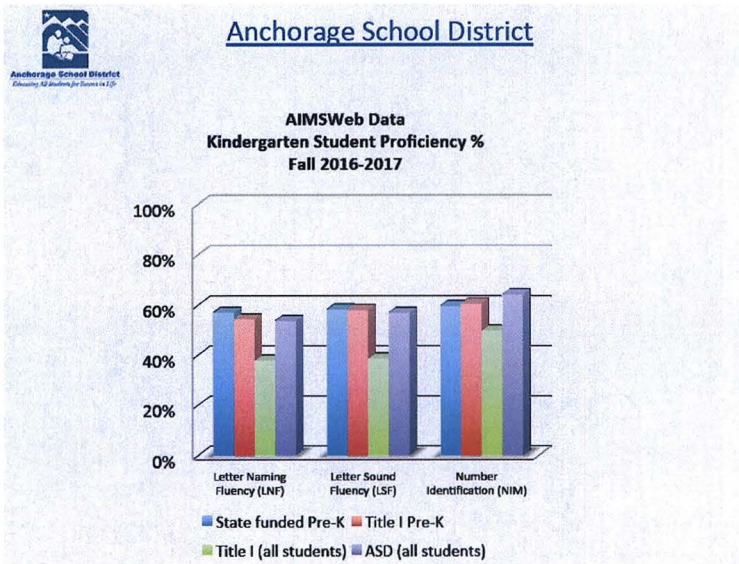
**LKSD has more outcome data but DEED was unable to include that data in this report due to time constraints.*

Alaska Department of Education and Early Development Early Childhood Programs

Anchorage School District

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

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

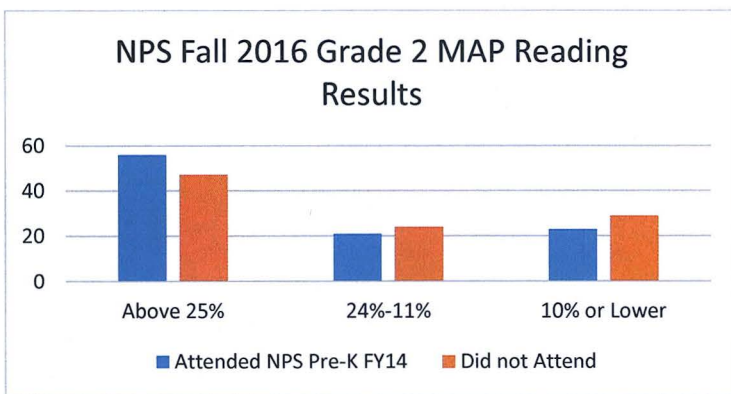


Note: On this graphic, children in the blue attended ASD State Funded PreK Programs. The children eligible for those programs are typically at a federal poverty rate of below 150% and considered at risk. Children in Title I schools (green) who did not have preschool are far below their peers when entering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

Nome Public Schools

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

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



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

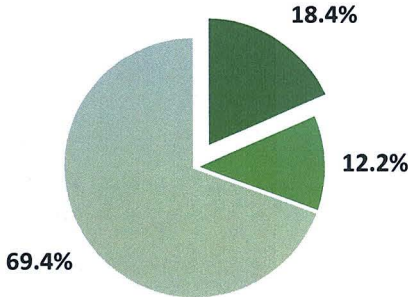
Alaska Department of Education and Early Development Early Childhood Programs

Alaska Developmental Profile (ADP) Data

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

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

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



- Students Demonstrating Kindergarten Readiness on all 13 Goals
- Students Demonstrating Kindergarten Readiness on 11 or 12 Goals
- Students Demonstrating Kindergarten Readiness on 10 or Fewer Goals

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

RE: Private Testimony in Support for of SB 99

Speaker: Meghan Johnson, Director of Learn & Grow Alaska's Quality Recognition and Improvement System. mjohnson@threadalaska.org (907) 265-3104

Date: April 7th, 2017

Thank you Chair Hughes and Senate Education committee for inviting this testimony to occur today.

I'm Meghan Johnson, Director of Alaska's Quality Recognition and Improvement System called Learn & Grow, house and managed at thread, Alaska Child Care Resource and Referral Network. Learn & Grow provides a quality framework intended for all early childhood programs (child care, Head Start, and PreK) to use as they engage in continuous quality improvement activities. I'm here to testify in support of SB 99 and the expansion of Alaska's PreK system.

High quality early childhood is a wise investment for our children, our families, our workforce, our future and our current economy. I recognize your jobs to sustain a strong economy for Alaska is challenging. Developing new sources of revenue balanced with being more efficient with current resources is difficult. However, I implore you to think about our future. The investment in our children and families is critical to Alaska's long term sustainability. Children are our future, families are our current workforce and economy.

There are approximately 40,000 children under the age of 6 in Alaska who have both parents in the work force. Unfortunately, there is limited access to affordable quality early childhood programs. Without accessible, affordable and quality early childhood programs, families cannot go to work and children don't have the opportunity to learn and practice the critical friendship, emotional regulation, and problem solving skills necessary to prepare them for school and life. Parents play the primary role in supporting this development, but if they have to go to work, we need highly qualified Early childhood teachers to partner with parents and nurture these young brains.

According to the most recent Early Care and Learning Economic Impact Report conducted by McDowell on behalf of the Alaska Early Childhood Coordinating Council and its partners, early care and learning contributes \$2 billion to Alaska's economy as a result of access to quality early childhood. In the 2015 Alaska Early Care and Learning Household Survey, 46% of parents with children under 6 years of age reported difficulty finding an affordable early care and learning program and impacting their ability to go to work. Just imagine what it could mean for Alaska's families, children and our economy now and in the future if parents had more choice to affordable high quality early care and learning.

It isn't just about access or affordability. The main reason for my testimony today is talk with you about quality, what it is, what it looks like, why we need it, and how PreK is and can be a high quality service delivery choice for parents.

Why Quality?

The quality of early childhood is what makes the difference if children are prepared for kindergarten and the future work force. We now know from years of conclusive research in neuro science that birth to 6 is the densest time of synaptic activity ever in a human's life. The quality of the relationships in these early years is what determines children's ability to regulate their own emotions, problem solve, be persistent, work in partnership with peers, and have resilience – all the soft skills industries are requiring.

What is impacting quality from occurring?

Several factors may influence the lack of positive or sometimes negative neural connections and perhaps keeping children more in their "feeling (emotional/ stress regulating) part of their brains rather than engaging their executive function or "thinking" part.

- 1) The rate of abuse and neglect in Alaska is often one of the highest in the nation, particularly for children under the age of 5.
- 2) lack of early childhood teacher skills to be attuned to know how to nurture these relationships.
- 3) Parents are busy, stressed, trying to make ends meet and trying their best.

If the adult in the relationship (parent or teacher) does not have their own positive experiences of a secure relationship and attachment to draw from in addition to professional development and education, they may not have the knowledge and skills to draw on to support the relationship with young children.

How can the quality of the relationship be improved?

Highly qualified EC teachers:

- Know about trauma informed care and how this can increase protective factors and decrease children's ACE score (Adverse Childhood Experiences)
- how to create a learning environment to meet the individual needs of each child in their classroom,
- how to build relationships with families,
- how to nurture friendship skills, decrease stress, and provide emotional stability for the children in their classrooms.

- Have specialized training and education to work with children under 5 which is different than K-12
- work in partnership with parents to support the attachment and social emotional development of the child.
- have knowledge of resources and community supports.
- know that through intentional and child directed play children learn all the social emotional and pre-academic skills they need

This is quality. These are the types of interactions that decrease cost associated with special education and grade retention, lower involvement in child protection, and criminal justice systems.

Unfortunately, without the right professional learning supports, it has become increasing more difficult for EC teachers to know what they are looking at. Specific trauma informed and relationship based learning supports are often not part of an elementary preparation program. These professional learning supports are imperative if we are to impact quality so children can be prepared for kindergarten and life.

Here is a story to illustrate this concept

- For a moment imagine a family of 4 with a mom, dad, new baby and a 4 year old.
- The baby recently contracted spinal meningitis.
- The family lives in rural and remote area and needs to take the child to a hospital two hours away by plane and they could not take their son.
- Several friends and neighbors pitch in to help care for the 4 year old, but unfortunately he was not in one location during these 2 weeks and away from his family nor was there an available early childhood program he could attend.
- The new baby has recovered but upon reunion with his family the boy exhibited some acting out and emotional instability because he didn't know where his parents were and didn't know why he couldn't go- he perhaps felt abandon.
 - *"It is not the event that determines whether something is traumatic to someone, but the individual's experience of the event." - Dr. Bruce Perry*
- The Parents struggled to meet his needs and the negative outburst continued to increase
- The family unfortunately did not have access to an EC teacher or program nor one that had the specialized training to be inquisitive with the family and help support the reunification process.
- The child is now 6 and it was reported that when he entered kindergarten he struggled. The parents did everything they knew how to support him, but the sense of abandonment was perhaps too much and impacted their attachment relationships.
- He is now in a special education class

If this was something else like an ear infection, the family would have gone to their primary care health provider and prescribed medicine and more often than not a simple solution to the problem. Because this was a social emotional or as some would say a “behavior challenge” help was not available nor was there a skilled and attuned EC teacher to intervene and provide the simple remedy (to support the reunification) at the time of the trauma. Now the child, the family, and the local school district are all paying dearly.

PUBLIC TESTIMONY STOPPED HERE

How do we support the field of EC?

Learn & Grow is designed to provide these relationship based professional learning supports to increase the prevalence of quality practices in all of Alaska’s early childhood programs. Learn & Grow has a set of quality standards across 5 progressive levels of quality. Alaska is the 43 state to have such as system (Oklahoma was the first to implement a QRIS). Fortunately we have learned from other states and have drilled down to the most meaningful and impactful quality standards beginning to demonstrate a link between quality and child outcomes.

Learn & Grow is currently available for all of Alaska’s licensed child care programs (centers, homes and group homes) with funding from the Department of Health and Social Services Federal child care development block grant. Learn & Grow is working closely with Department of Education & Early Learning and has developed a set of quality standards for PreK with are mentioned in SB99. Learn & Grow has the system capacity to help conduct the training, coaching, and monitoring of quality standards for PreK as identified in SB99.

The PreK quality standards will address:

- administrators ability to provide the necessary supports and resources to their community to serve 4 year olds and assure teachers have the professional learning supports
- assure family engagement and relationships strategies are embedded in the daily practices of their program;
- use of developmentally appropriate knowledge and skills and use of play to support curiosity, emotional regulation and ability to be ready to learn how to read, do math, and expand their language;
- use of evidence based developmentally curriculum and child assessment tools to meet the individual needs of all children in their classrooms and monitor their progress.

Alaska’s children participating in state-funded PreK are doing well and serve as a model for other community based early childhood programs. In several communities, state-funded PreK is partnering with their community based early childhood program to leverage resources and expertise. Many state-funded PreKs are already using several of these quality standards such as

curriculum, assessment, and professional learning supports and training, however there simply isn't enough PreK programs.

A report from the Alaska Department of Education & Early Learning, January 2016, indicated an increase in children's cognitive, language arts and math scores as a result of their enrollment in State funded PreK. These results are consistent with the data from the start of the State's investment in the PreK pilot since FY12.

Unfortunately, there are nearly 10,400 four year-old children but only about 3% are being currently served by Alaska's state-funded PreK programs. Meanwhile, the Alaska's Department of Education and Early Learning reports that 10,000 children are entering Kindergarten, but only 38% of these young children start school with all the skills experts say they need to succeed. Currently 7,000 (6%) children repeat a grade each year in Alaska costing Alaskans \$11.5 million.

Expanding PreK programs will have long-term impact on Alaska's economic security. The 2015 National Assessment for Educational Progress (NAEP) average reading scores for Alaska's 4th grade children were lower than the average scores of 4th graders in 41 other states. 54% percent of 4th graders who are eligible for free and reduced priced lunch read below grade level and 66% of Alaska Native 4th grade students read below grade level. Alaska can't afford to continue the practice of addressing education gaps in the teen and adult years.

Quality early childhood programs like PreK should and need to be a part of Alaska's economic infrastructure as a means of creating a literate, emotionally available, and prepared workforce. We can invest now or pay more later. Kids without access to quality PreK/ early care and learning programs are up to 39% more likely to go to prison. The cost to incarcerate someone is \$40k-\$50k vs. \$6,200 per child for PreK per year. The evidence is clear: high quality PreK and early care and learning programs are among the most cost-effective interventions with a long-term pay-off.

Thank you Madam Chair Hughes and Education Finance Committee members for this opportunity. I'm available for questions at any time.

Sincerely,

Meghan Johnson

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mjohnson@threadalaska.org

<http://www.aklearnandgrow.org>