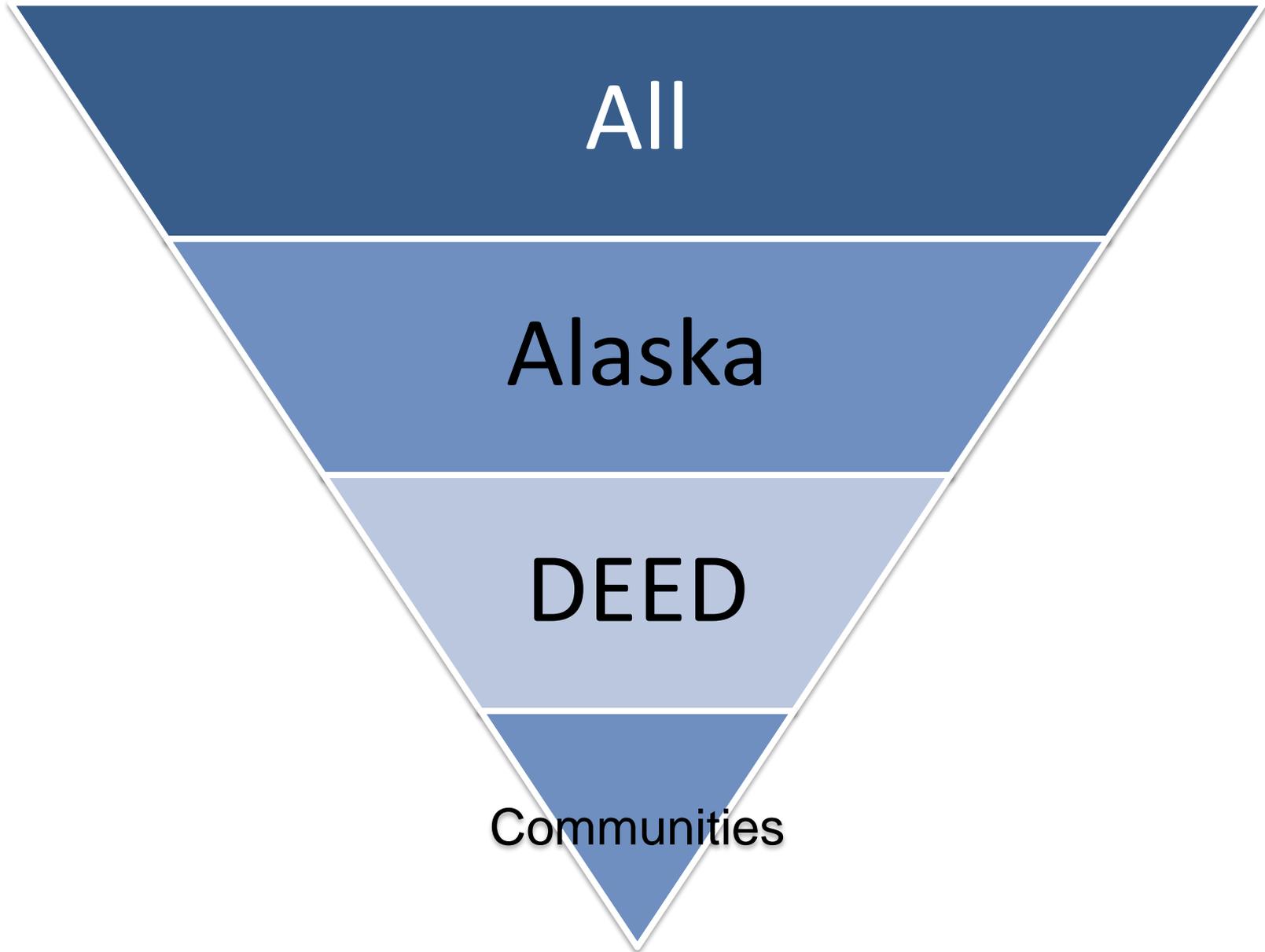


AASB Fall Boardsmanship Academy



Anji Gallanos
anji.Gallanos@alaska.gov
Early Learning Administrator
Alaska Department of Education and Early
Development (DEED)
907-465-4862



What we know about the value of early learning.



Assumptions



Assumption Inquiry

List your assumptions or assumptions you have heard related to early learning?

Assumption Inquiry

Which of these assumptions inform your behavior?

What data informs these assumptions?

What might be an alternative interpretation?

Which aspect of the assumption is generalizable?

Which might be situational?

Assumption Inquiry

The state shouldn't be responsible for young children, it's the job of the parents

Early learning is just child care

Preschool effects fade out and don't continue as students move through the grades

Funds for early learning would take funds from K-12

Data that informs assumptions

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By Betty Hart

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for Life Span Studies
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director of Abeka's A
The two have collab
35 years. This artic
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American Children,
ing.com; 1-800-638-*

*AMERICAN EDUCATOR

RESEARCH ARTICLES

section F, for evidence on this issue. References

of the American Educational Research Association

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*CorrespondingThe Economics of Human Development and Social
Mobility*James J. Heckman
Department of Economics
University of ChicagoStefano Mosso
Department of Economics
University of Chicago

May 20, 2014

*This research was supported in part by the American Bar Foundation, the Pritzker Children's Initiative, the Buffett Early Childhood Fund, NICHD R37HD065072, R01HD064702, the Human Capital and Economic Opportunity Global Working Group—an initiative of the Becker Friedman Institute for Research in Economics—funded by the Institute for New Economic Thinking (INET), and an anonymous funder. We also acknowledge the support of an European Research Council grant hosted by the University College Dublin, DEVHEALTH 269874. The views expressed in this paper are those of the authors and not necessarily those of the funders or commentators mentioned here. We thank Hideo Akabayashi, Gary Becker, Alberto Basiri, Marco Coscovan, Flavio Cunha, Greg Duncan, Steve Durlauf, Chris Flinn, Lance Lochner, Magne Mogstad, Derek Neal, Robert Pollak, Ananth Seshadri, and Kitty Stewart for helpful comments. We thank Will Burgu, Jorge Luis Garcia G. Mendez and Linor Kiknadze for exceptional research assistance. The Web Appendix for this paper can be found at heckman.uchicago.edu/hum-dev.

The Heckman Equation



Invest in early childhood development:
Reduce deficits, strengthen the economy.

James J. Heckman is the Henry Schultz Distinguished Service Professor of Economics at The University of Chicago, a Nobel Laureate in Economics and an expert in the economics of human development.

"The highest rate of return in early childhood development comes from investing as early as possible, from birth through age five, in disadvantaged families. Starting at age three or four is too little too late, as it fails to recognize that skills beget skills in a complementary and dynamic way. Efforts should focus on the first years for the greatest efficiency and effectiveness. The best investment is in quality early childhood development from birth to five for

those seeking to reduce deficits and strengthen the economy should make significant investments in early childhood education.

Those seeking to reduce deficits and strengthen the economy should make significant investments in early childhood education.

Professor Heckman's ground-breaking work with a consortium of economists, psychologists, statisticians and neuroscientists shows that early childhood development directly influences economic, health and social outcomes for individuals and society. Adverse early environments create deficits in skills and abilities that drive down productivity and increase social costs—thereby adding to financial deficits borne by the public.

Early childhood development drives success in school and life.

A critical time to shape productivity is from birth to age five, when the brain develops rapidly to build the foundation of cognitive and character skills necessary for success in school, health, career and life. Early childhood education fosters cognitive skills along with attentiveness, motivation, self-control and sociability—the character skills that turn knowledge into know-how and people into productive citizens.

Investing in early childhood education for at-risk children is an effective strategy for reducing social costs.

Every child needs effective early childhood supports—and at-risk children from disadvantaged environments are least likely to get them. They come from families who lack the education, social and economic resources to provide the early developmental stimulation that is so helpful for success in school, college, career and life.

For health and economic reasons, it makes sense to address these problems and substantial reduce their costs to society by investing in early childhood opportunities for at-risk children.

Investing in early childhood education is a cost-effective strategy for promoting economic growth.

Our economic future depends on providing the tools for upward mobility and building a highly educated, skilled workforce. Early childhood education is the most efficient way to accomplish these goals:

- Professor Heckman's analysis of the Perry Preschool program shows a 7% to 10% per year return on investment based on increased school and career achievement as well as reduced costs in remedial education, health and criminal justice system expenditures.
- It is very likely that many other early childhood programs are equally effective. Analysts of the Chicago Child-Parent Center study estimated \$48,000 in benefits to the public per child from a half-day public preschool for at-risk children. Participants at age 20 were estimated to be more likely to have finished high school—and were less likely to have been held back, need remedial help or have been arrested. The estimated return on investment was \$7 for every dollar invested.¹

\$\$ Economic Impact \$\$

The Heckman Equation



Invest in early childhood development: Reduce deficits, strengthen the economy.

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"The highest rate of return in early childhood development comes from investing as early as possible, from birth through age five, in disadvantaged families. Starting at age three or four is too little too late, as it fails to recognize that skills beget skills in a complementary and dynamic way. Efforts should focus on the first years for the greatest efficiency and effectiveness. The best investment is in quality early childhood development from birth to five for disadvantaged children and their families."

James J. Heckman
December 7, 2012

Those seeking to reduce deficits and strengthen the economy should make significant investments in early childhood education.

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Early childhood development drives success in school and life.

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Every child needs effective early childhood supports—and at-risk children from disadvantaged environments are least likely to get them. They come from families who lack the education, social and economic resources to provide the early developmental stimulation that is so helpful for success in school, college, career and life. Poor health, dropout rates, poverty and crime—we can address these problems and substantially reduce their costs to taxpayers by investing in developmental opportunities for at-risk children.

Investing in early childhood education is a cost-effective strategy for promoting economic growth.

Our economic future depends on providing the tools for upward mobility and building a highly educated, skilled workforce. Early childhood education is the most efficient way to accomplish these goals:

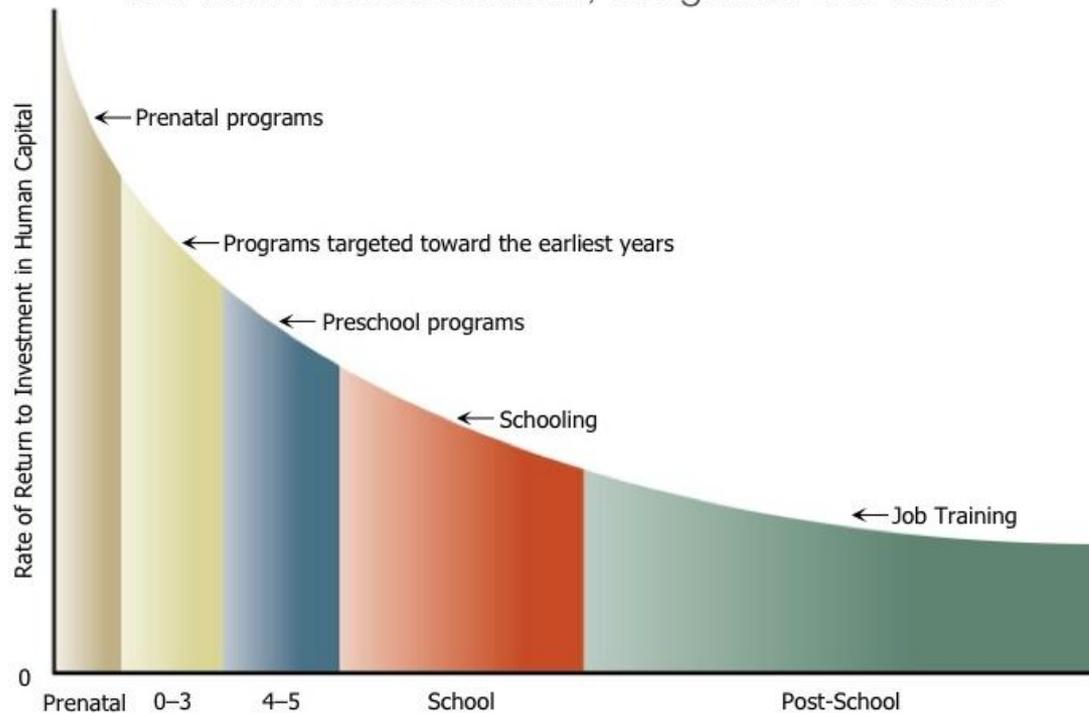
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EARLY CHILDHOOD DEVELOPMENT IS A SMART INVESTMENT

The earlier the investment, the greater the return



Source: James Heckman, Nobel Laureate in Economics

Data show that one of the most effective strategies for economic growth is **investing in the developmental** growth of at-risk young children.

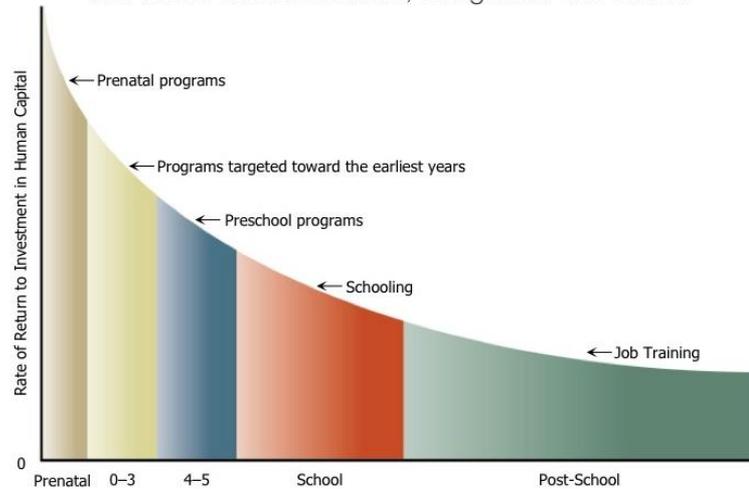
Analysts of the Chicago Child–Parent Center study estimated **\$48,000** in benefits to the public per child from a half-day public preschool for at-risk children.

Short-term costs are more than offset by the immediate and long-term benefits through reduction in the need for special education and remediation, better health outcomes, reduced need for social services, lower criminal justice costs and increased self-sufficiency and productivity among families.

Direct investment in the child’s early development is **complemented** by investment in parents and family environments.

EARLY CHILDHOOD DEVELOPMENT IS A SMART INVESTMENT

The earlier the investment, the greater the return



Source: James Heckman, Nobel Laureate in Economics

Lifelong Benefits

Five more adults would earn more than \$2,000/month by age 27



Car ownership would increase by **37%**



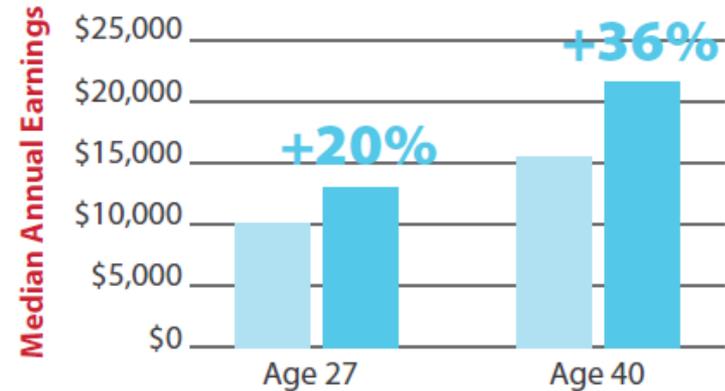
Home ownership would increase by **32%**

Twice as many men would raise their own children



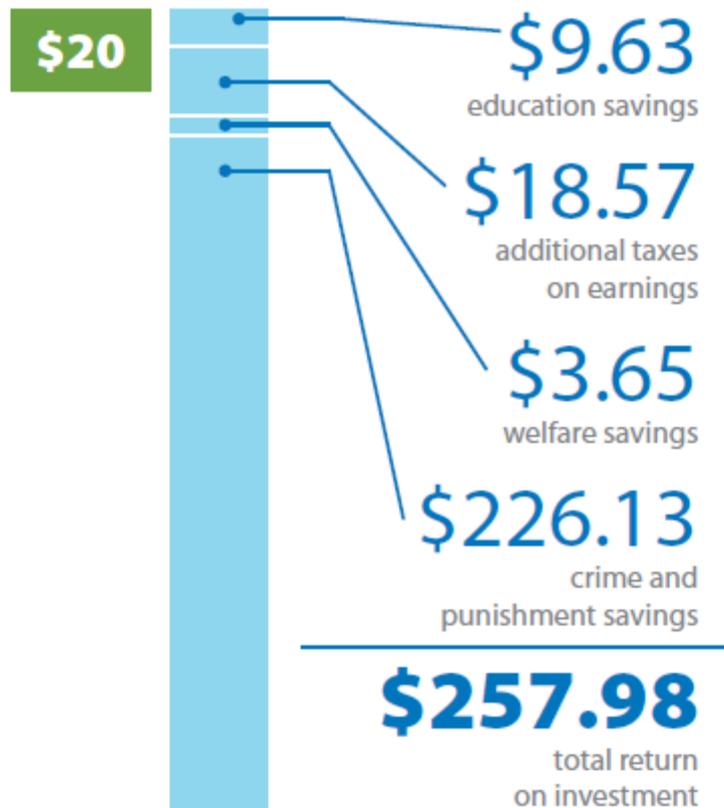
46 Fewer total arrests by age 27 (2.3 per person)

440 Fewer lifetime months spent in prison (22 per person)



Source: Collaborative Communications Group, Inc.

What's the return on **\$20** invested in early childhood education?



Participants in preschool programs earn **14%** more than they would have otherwise; additional lifetime earnings of **\$156,490**.

Source: *Lifetime effects: The High/Scope Perry Preschool study through age 40*.
Ypsilanti: High/Scope Press, 2005.



The best way to improve the American workforce in the 21st century is to invest in early childhood education, to ensure that even the most disadvantaged children have the opportunity to succeed along side their more advantaged peers

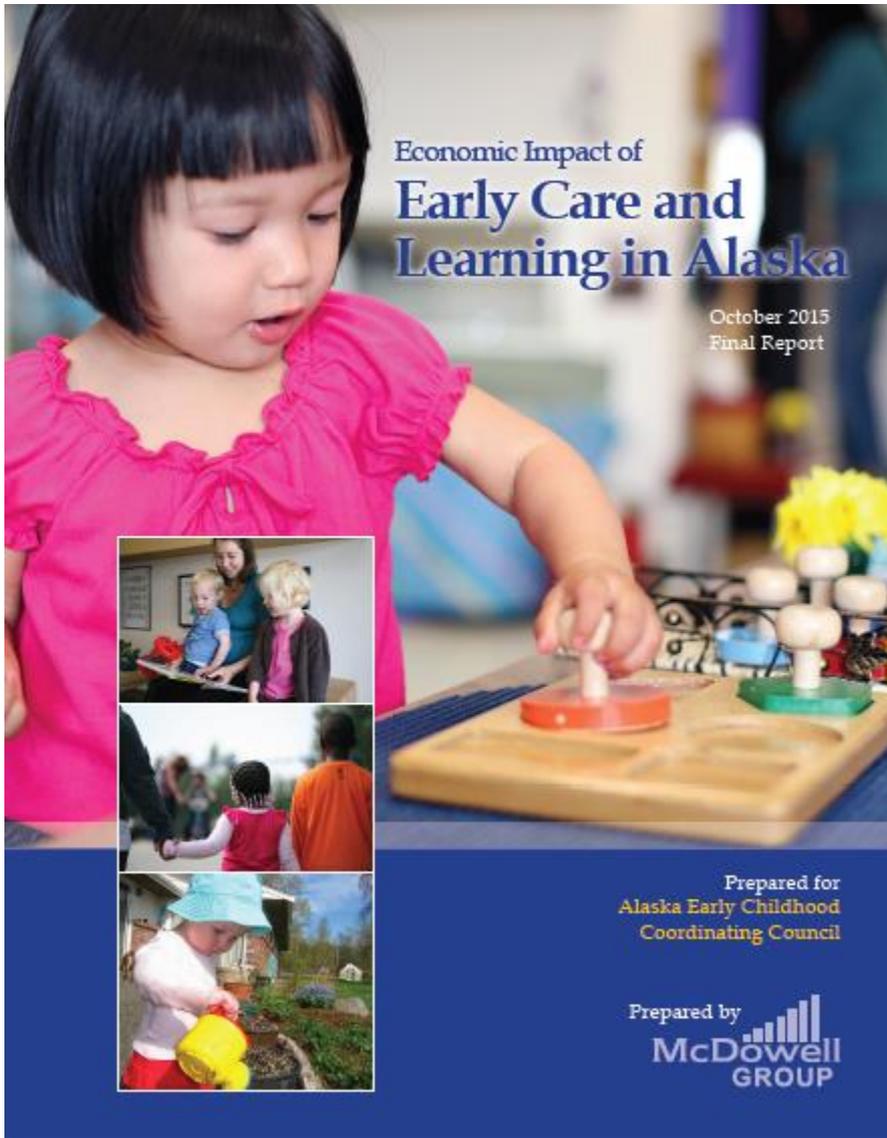
— *James Heckman* —

AZ QUOTES

What we know about the value of early learning in Alaska.



Alaska's Children



An estimated **137,676** children under 13 years of age lived in Alaska in 2014. Of these children, 64,365 (47 percent) were under six years of age

In total, in 2014 an estimated **33,200** children under six years of age lived in a household in which all parents the children lived with were in the labor force.

Alaska research is generally the same in terms of national data related to long term outcomes.

- Reduction in referrals to special education.
- Increase in academic readiness
- Higher graduation rates
- Greater chance of long term social gains.

Return on Investment



In 2014, 10,620 1st graders in Alaska

If 6% are retained in 1st grade = \$11.5 million per year

Return on Investment

2015 in **11 grantee districts** 407 children were referred in Kindergarten for special education.

Each special education referral

Staff time: 3-5 staff @ 100/hr/3 hrs = \$1000.00

Specialist intervention: 3hrs/250hrs= \$750.00

Support: \$500.00

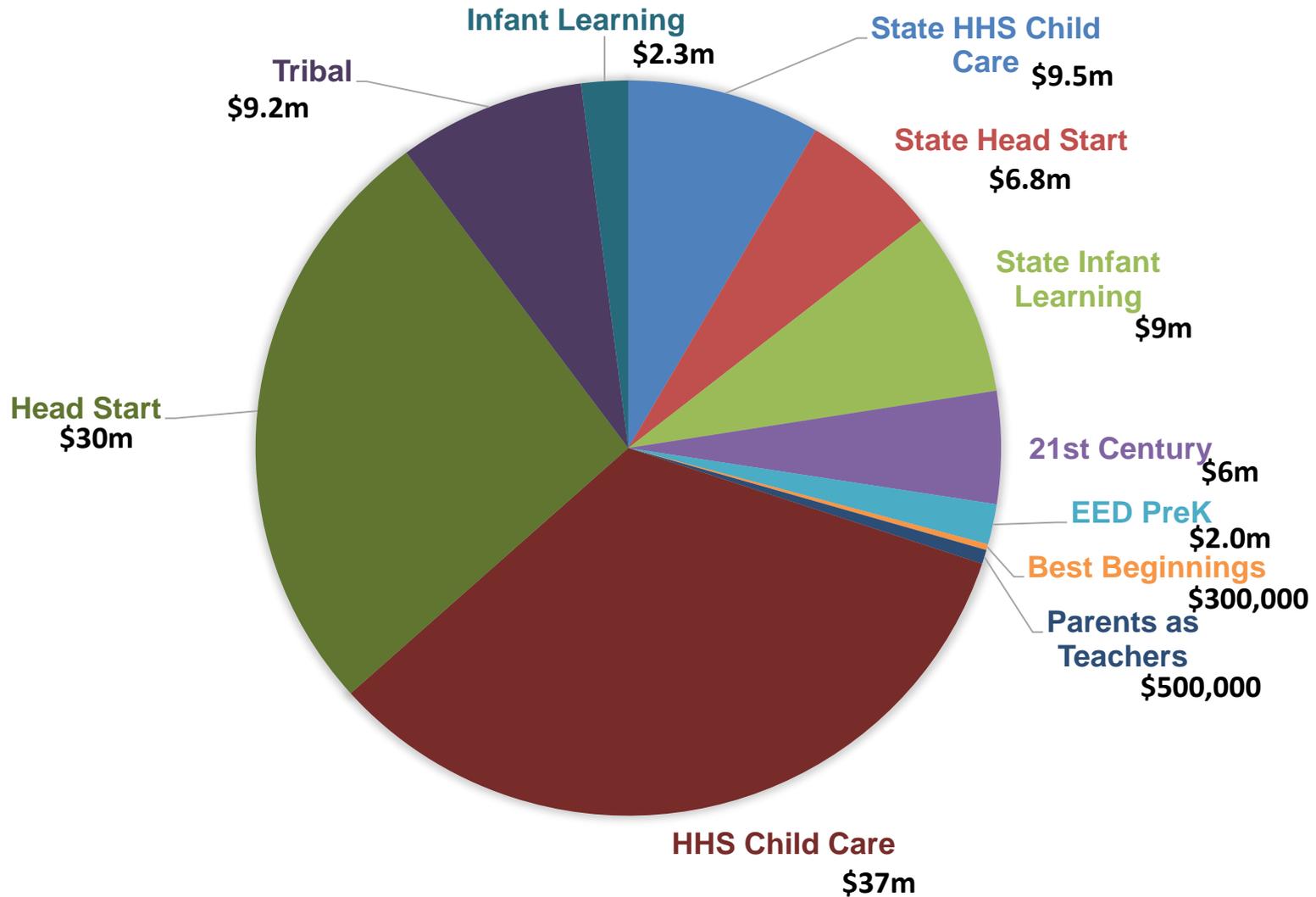
Lost wages from families: \$100-200.

407 children x \$2000 = **\$814,000**

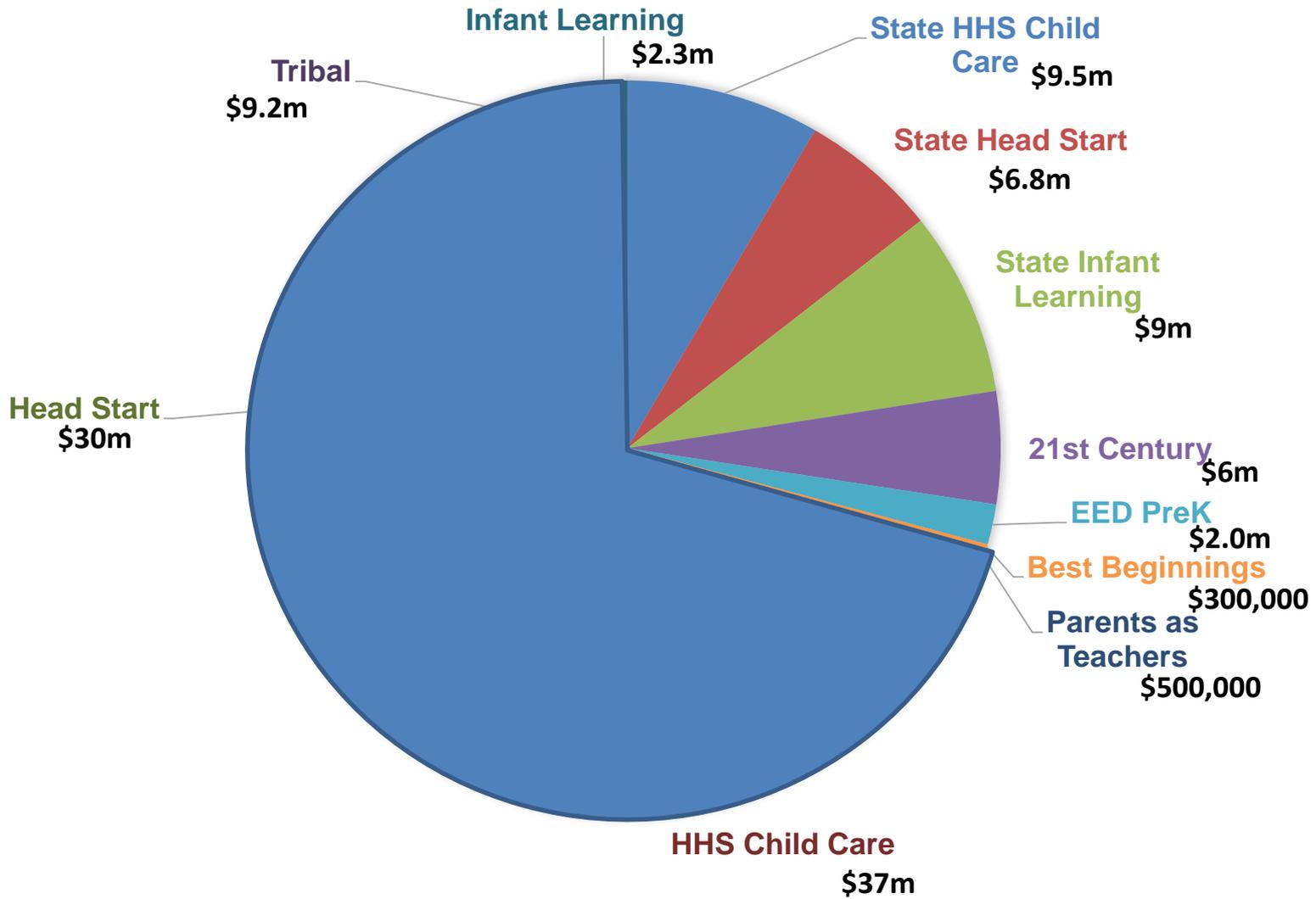
814 children x \$2000 = **\$1,628,000**

Where are state dollars currently invested?

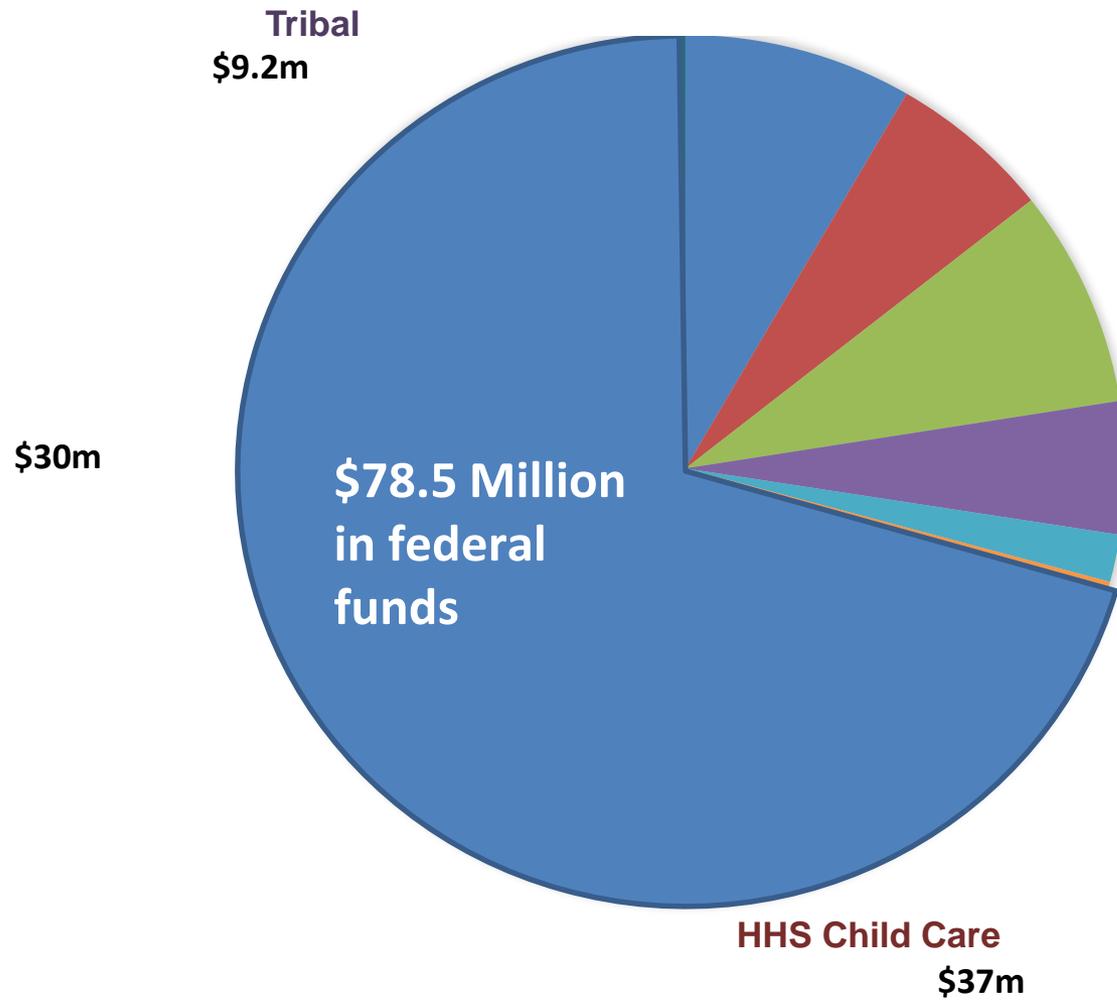
STATE AND FEDERAL FUNDING



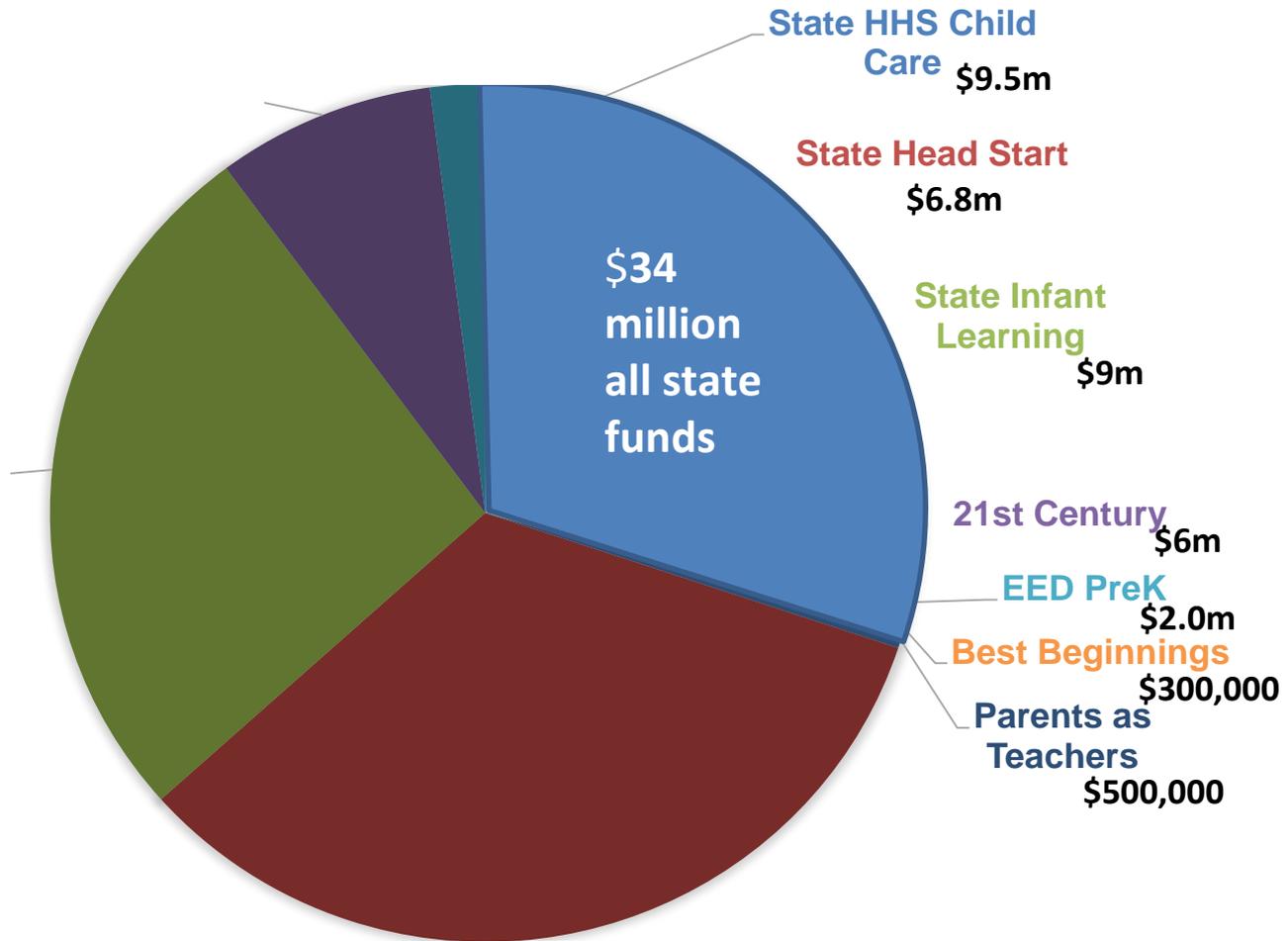
STATE AND FEDERAL FUNDING



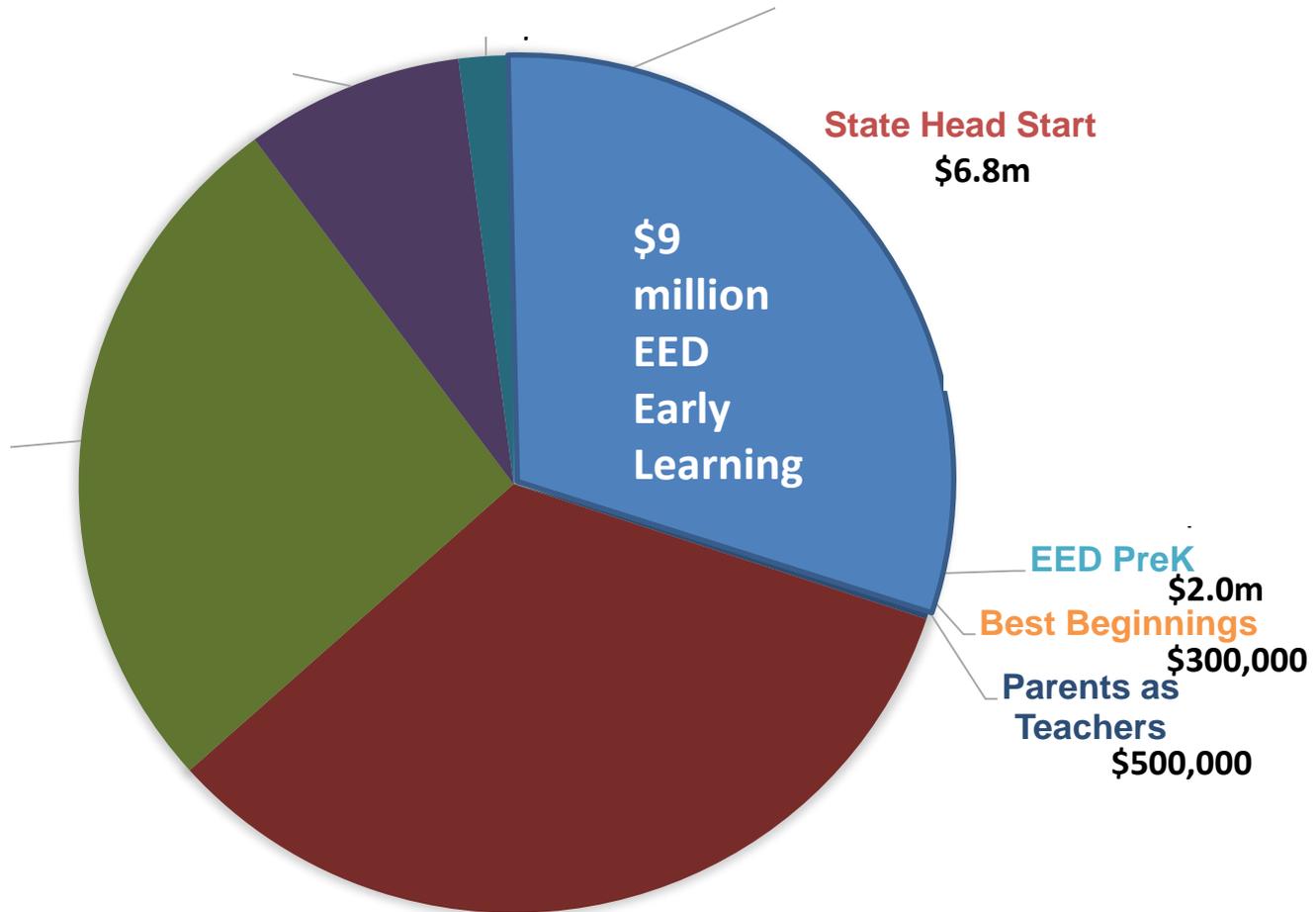
STATE AND FEDERAL FUNDING



STATE AND FEDERAL FUNDING



STATE AND FEDERAL FUNDING



Why should public schools be involved with children before kindergarten?

- The line between early care and education is blurry.
- Schools have a vested interest in school readiness.
- Every community has an elementary school.
- All children have access to public schools.
- Schools can help child care and Head Start programs.
- Child care and Head Start programs can help public schools.

Hinkle, D. (2000). School Involvement in Early Childhood. Washington, DC: US Dept. of Education.

Early Development in DE “ED”



Pre-Elementary in EED Statute and Regulation

Alaska Statute

Sec. 14.07.020. Duties of the department.

(a) The department shall

(7) prescribe by regulation, after consultation with the state fire marshal and the state sanitarian, standards that will assure healthful and safe conditions in the public and private schools of the state, **including a requirement of physical examinations and immunizations in pre-elementary schools**; the standards for private schools may not be more stringent than those for public schools;

(8) exercise general supervision over pre-elementary schools that receive **direct state or federal funding**;

(c) In this section, "pre-elementary school" means a school for children ages **three through five years** if the school's primary function is educational.



Alaska Statute

Sec. 14.03.072. Early literacy information.

(a) Each school district shall annually provide to parents and guardians of students enrolled in kindergarten through grade three in a public school in the state current information on the importance of early literacy, including

- (1) intervention strategies;
- (2) home literacy plans;
- (3) grade retention standards and policies for the elementary school attended;
- (4) strategies and resources to help children learn to read.



(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.

Alaska Regulation



[4 AAC 60.010. Requirements](#)

(a) The educational component of all pre-elementary schools that receive direct state or federal funding is under the general supervision of the department.

A person, institution, or agency operating a pre-elementary school shall comply with the educational requirements of this chapter if the school receives direct state or federal funding.

(b) In order to ensure healthful and safe conditions in public and private pre-elementary schools, a pre-elementary school must meet the requirements for criminal history checks and health and safety standards described in [4 AAC 60.035](#), without regard to whether the school receives direct state or federal funding.

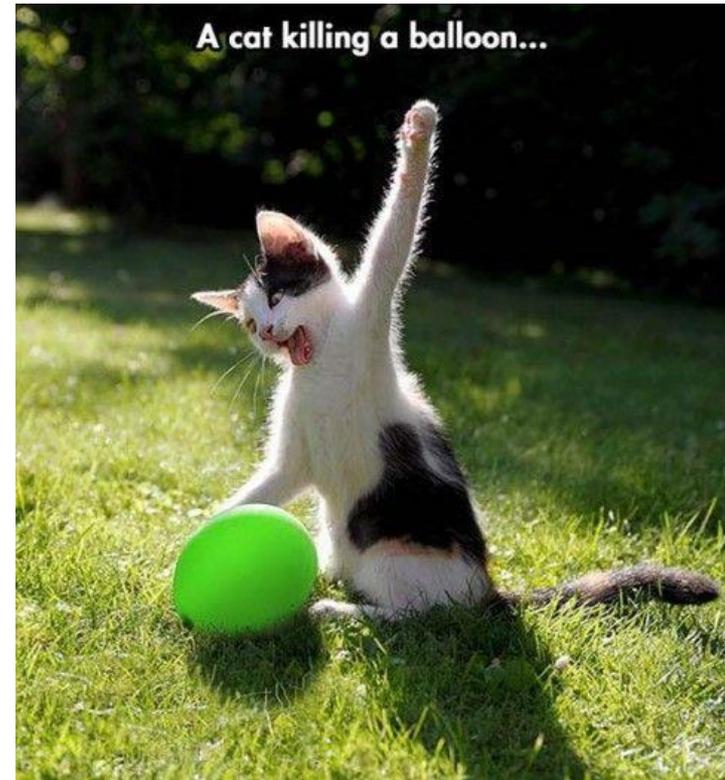
Alaska Regulation

4 AAC 60.035. Background checks and health and safety standards

4 AAC 60.170. Programmatic requirements for pre-elementary schools

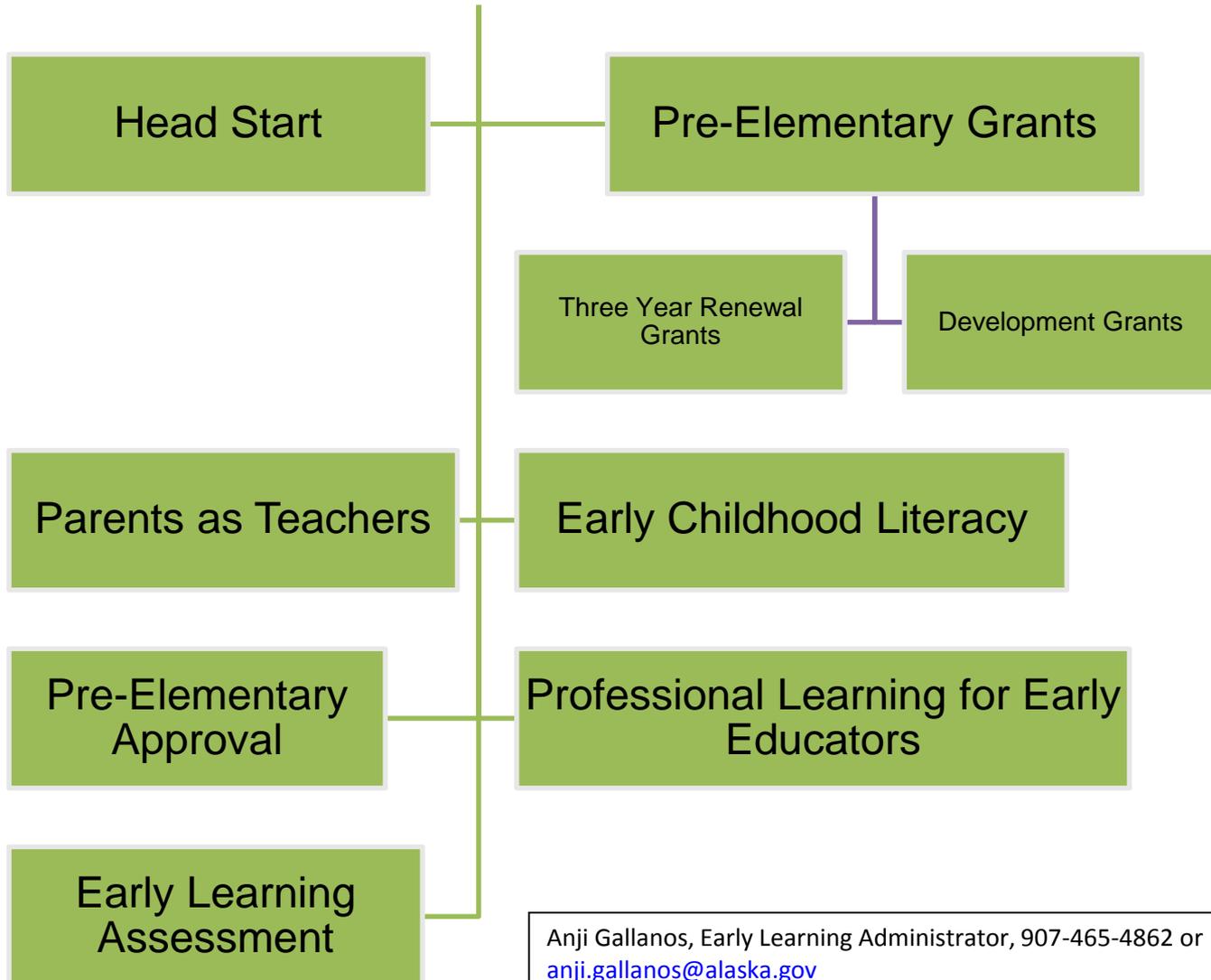
(a) A pre-elementary school that receives direct state or federal funding must implement the guidelines for an early learning program described in the department's publication State of Alaska, Early Learning Guidelines, dated December 2007, and adopted by reference. The school must assess each child to determine the child's progress or status on all domain areas of development described in the guidelines.

(b) A pre-elementary school that receives direct state or federal funding shall prepare a report at the end of each school year on a form prescribed by the department. The school shall make the report available to parents and the public by August 1 of the next school year.



Department of Education Early Development

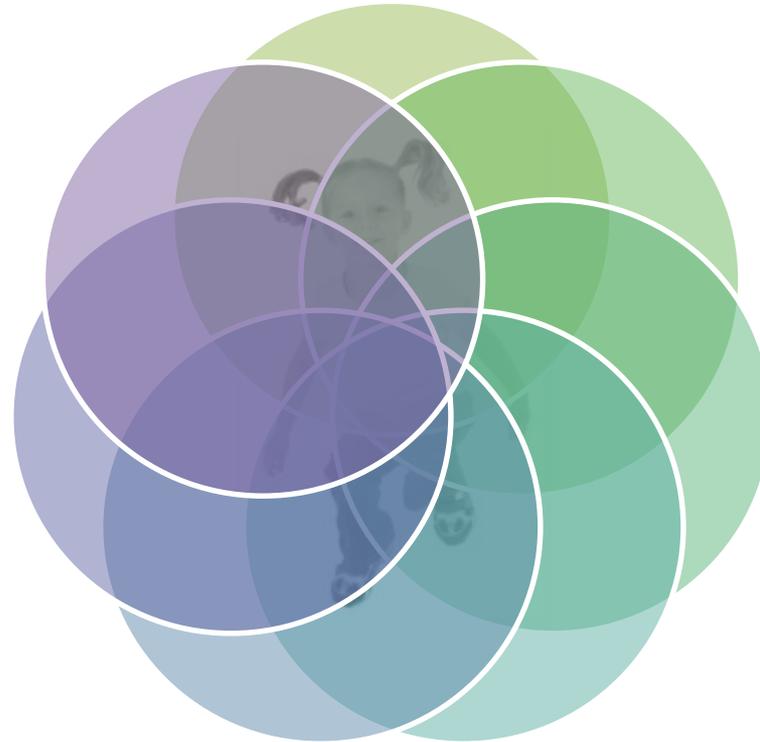
Early Learning



Anji Gallanos, Early Learning Administrator, 907-465-4862 or anji.gallanos@alaska.gov
Melora Gaber, Early Learning Program Manager, 907-465-8707 or Melora.gaber@alaska.gov

Department of Education Early Development

Head Start/Preschool Grants



Early Learning Assessment:
GOLD® and Developmental
Profile

Federal programs: Special
Education/Title 1/Migrant

Regulations related to
Health and Safety
Standards in Preschools

Early Literacy Supports-
Best Beginnings

Professional Learning-
threadAlaska

Parents as Teachers

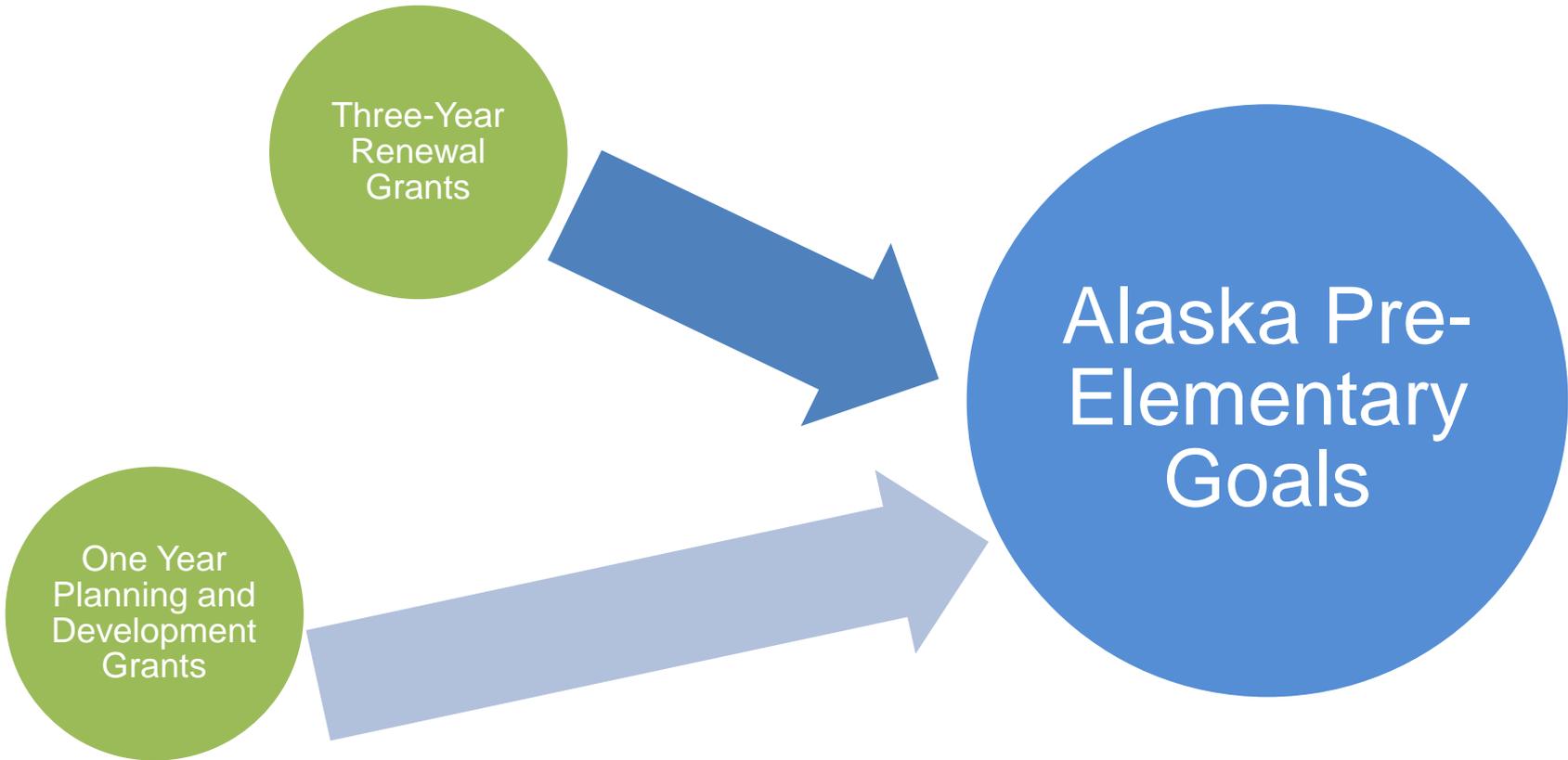
Early Learning Goals

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 polity decisions.
Goal 5	Support the transition of pre-elementary children to Kindergarten through partnership and strong school and family relationships.
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.

Alaska Pre-Elementary Program Goals

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.
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Two Alaska Pre-Elementary Grant Program Opportunities

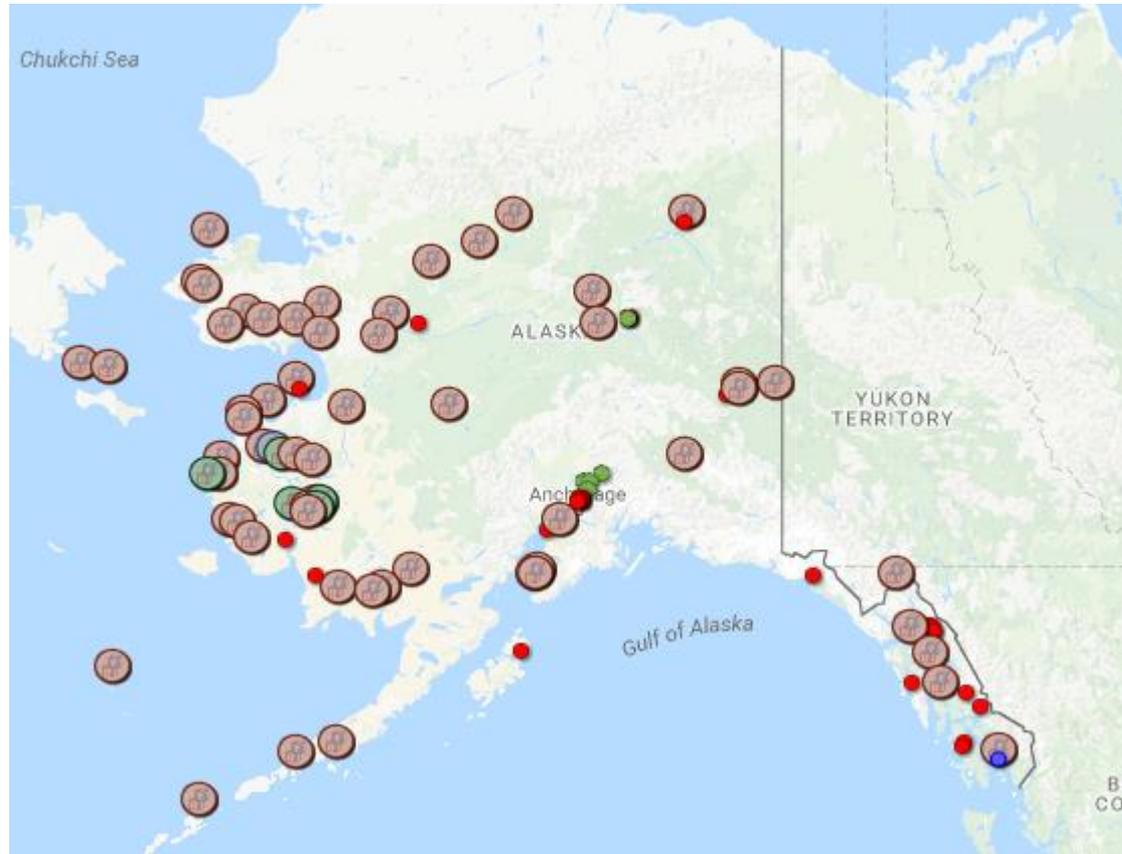


Pre-Elementary Fall Leadership Meeting



- Board Members, Superintendents, Principals, Program Coordinators.
- Connect and share information.
- Identify district strategies
- Review district data

Alaska Head Start Programs



2015 3047 children served 0-3

2015 1400 4yr old children

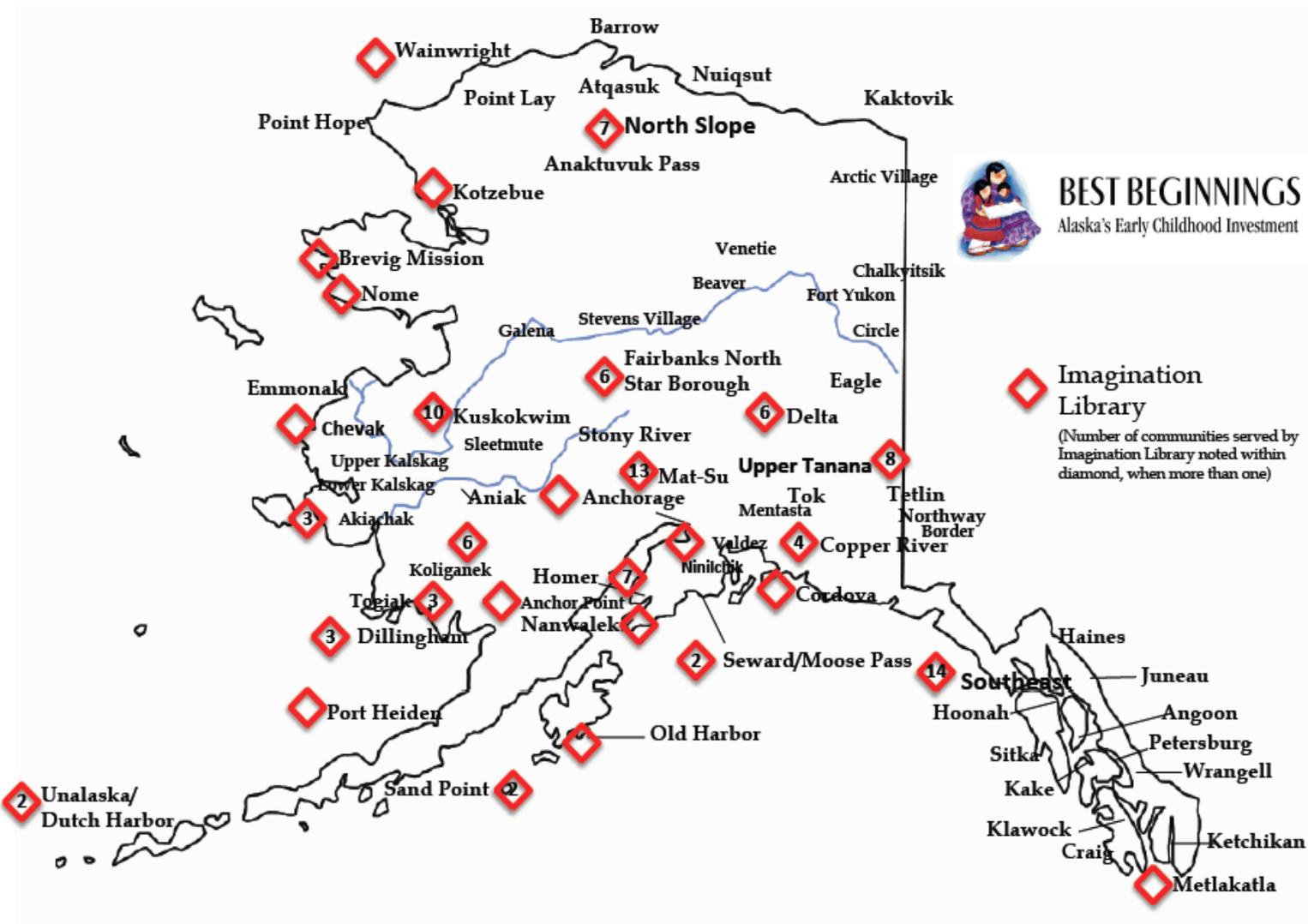
50% of the students receiving
special education

Employed 900 staff

\$30,000,000 in federal grants

\$6,800,000 in state grants

Imagination Libraries in Alaska



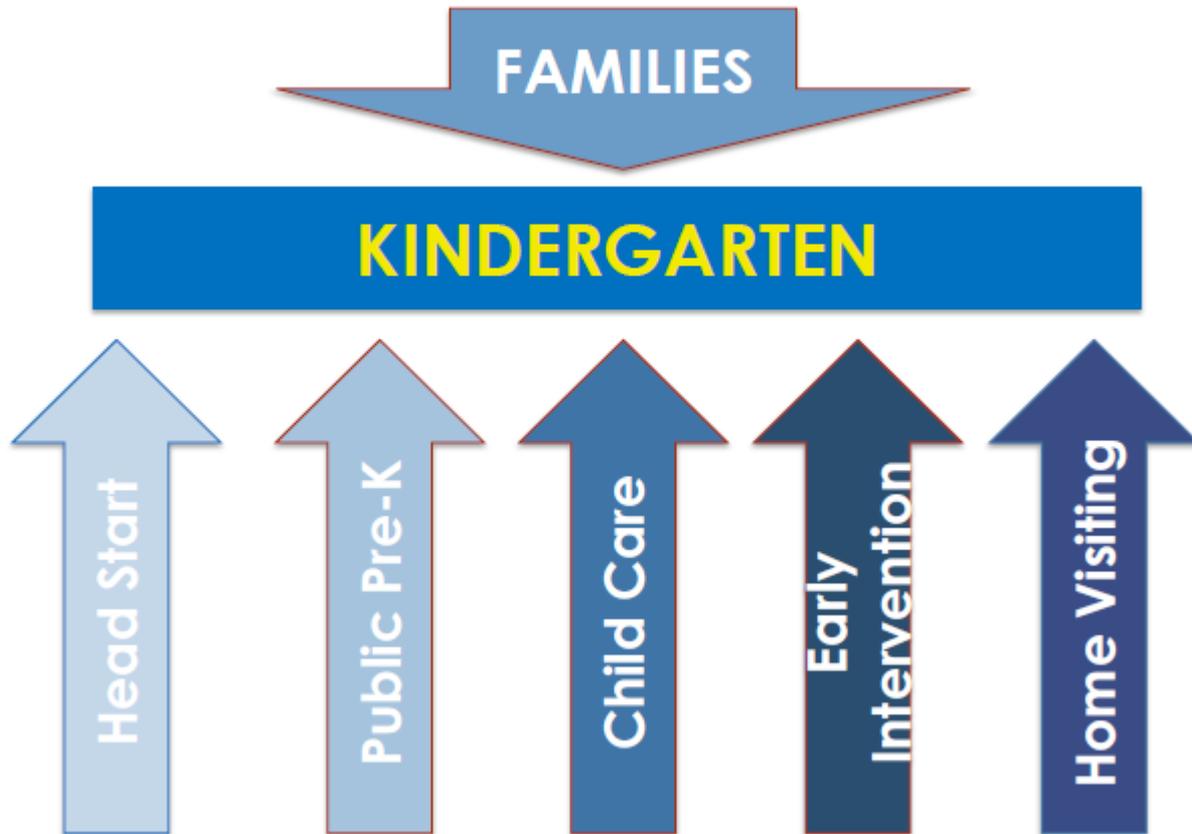
Updated April 2016



What we know about Entering Kindergarten in Alaska

- Children
- Data

The Kindergarten Pipeline



So how many 3-5 year old children are there in Alaska?



2016 Assessment Results

The documents below are in pdf format, unless noted otherwise and will require [Adobe Acrobat Reader](#) to view and print.

Alaska Measures of Progress Assessments

Due to the cancelation of general and alternate assessments on April 1, 2016, results for this assessment are not available.

Alternate Assessments

Due to the cancelation of general and alternate assessments on April 1, 2016, results for this assessment are not available.

English Language Proficiency Assessments

The assessment vendor did not provide a State Frequency Report for the 2016 administration of ACCESS for ELLs 2.0.

Science Standards Based Assessments

Due to the cancelation of general and alternate assessments on April 1, 2016, results for this assessment are not available.

Developmental Profile

[Districtwide Results](#)

[Statewide Results](#)

[Schoolwide Results](#)

[Five-Year Trend of Developmental Profile Data](#)

Alaska Developmental Profile 2015-2016 Suppressed

		Count of Students	Percent Who Attended Preschool	Physical Well-Being, Health and Motor Development		Social and Emotional Development		Approaches to Learning		Cognition and General Knowledge		Communication, Language and Literacy				
				Demonstrates strength and coordination of large motor muscles.	Demonstrates strength and coordination of small motor muscles.	Participates positively in group activities.	Regulates their feelings and impulses.	Shows curiosity and interest in learning new things and having new experiences.	Sustains attention to tasks and persists when facing challenges.	Demonstrates knowledge of numbers and counting.	Sorts, Classifies, and organizes objects.	Uses receptive communication skills.	Uses expressive communication skills.	Demonstrates phonological awareness.	Demonstrates awareness of print concepts.	Demonstrates knowledge of letters and symbols (alphabet knowledge).
Statewide Averages		9,909	63%	1.54	1.48	1.44	1.37	1.45	1.36	1.45	1.39	1.51	1.44	1.24	1.31	1.33
District ID	District Name															
3	Alaska Gateway	19	95%	1.42	1.42	1.32	1.32	1.21	1.26	1.26	1.32	1.26	1.26	1.16	1.21	1.32
4	Aleutian Region	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*
56	Aleutians East Borough	20	90%	*	*	1.65	1.55	1.55	1.50	1.40	1.60	1.60	1.65	1.20	1.20	1.20
5	Anchorage	3,756	59%	1.47	1.41	1.39	1.32	1.40	1.31	1.39	1.34	1.45	1.39	1.20	1.30	1.30
6	Annette Island	28	96%	1.71	1.71	1.64	1.57	1.57	1.57	1.36	1.29	1.57	1.50	1.14	1.21	1.25
7	Bering Strait	166	80%	1.81	1.63	1.51	1.41	1.52	1.44	1.38	1.34	1.58	1.42	1.05	1.26	1.17
8	Bristol Bay Borough	7	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	Chatham	14	86%	1.57	1.50	1.50	1.21	1.29	1.36	1.29	1.21	1.43	1.36	1.07	1.07	1.00
10	Chugach	33	70%	*	*	1.88	1.70	*	*	1.79	1.76	*	*	*	*	*
11	Copper River	28	18%	1.75	1.57	1.82	1.54	1.75	1.64	1.71	1.71	*	*	*	*	*
12	Cordova City	23	61%	1.78	1.83	1.78	1.70	1.87	1.65	1.78	1.74	1.87	1.74	1.30	1.35	1.39
13	Craig City	33	70%	1.58	1.61	1.61	1.39	*	*	1.85	1.82	1.85	1.79	1.45	1.42	1.55
14	Delta-Greely	71	42%	1.59	1.49	1.56	1.42	1.46	1.41	1.54	1.44	1.49	1.38	1.39	1.41	1.45
2	Denali Borough	61	64%	1.82	1.82	1.69	1.61	1.80	1.54	1.82	1.82	1.89	1.93	1.74	1.66	1.74
15	Dillingham City	32	81%	*	*	1.75	1.81	1.91	1.78	1.63	1.66	1.72	1.84	1.28	1.31	1.28
16	Fairbanks North Star Borough	1,046	52%	1.17	1.16	1.17	1.11	1.14	1.08	1.17	1.08	1.25	1.17	1.06	1.09	1.13
17	Galena City	128	30%	1.91	1.91	1.84	1.76	1.90	1.71	1.94	1.94	1.95	1.88	1.83	1.70	1.80
18	Haines Borough	24	88%	1.08	1.13	*	*	*	*	*	*	*	*	*	*	*
19	Hoonah City	13	85%	*	*	1.54	1.54	*	*	*	*	*	*	*	*	*
20	Hydaburg City	5	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Alaska Developmental Profile 2014-2015 Suppressed

		Count of Students	Percent Who Attended Preschool	Physical Well-Being, Health and Motor Development		Social and Emotional Development		Approaches to Learning		Cognition and General Knowledge		Communication, Language and Literacy				
				Demonstrates strength and coordination of large motor muscles.	Demonstrates strength and coordination of small motor muscles.	Participates positively in group activities.	Regulates their feelings and impulses.	Shows curiosity and interest in learning new things and having new experiences.	Sustains attention to tasks and persists when facing challenges.	Demonstrates knowledge of numbers and counting.	Sorts, Classifies, and organizes objects.	Uses receptive communication skills.	Uses expressive communication skills.	Demonstrates phonological awareness.	Demonstrates awareness of print concepts.	Demonstrates knowledge of letters and symbols (alphabet knowledge).
Statewide Averages		10,057	64%	1.56	1.47	1.43	1.37	1.44	1.35	1.44	1.39	1.51	1.43	1.26	1.34	1.36
District ID	District Name															
3	Alaska Gateway	36	75%	1.75	1.75	1.53	1.42	1.56	1.42	1.56	1.53	1.58	1.50	1.39	1.39	1.50
4	Aleutian Region	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*
56	Aleutians East Borough	20	85%	1.75	1.75	1.75	1.70	1.40	1.75	1.70	1.75	1.75	1.55	1.35	1.60	1.60
5	Anchorage	3,761	60%	1.49	1.40	1.37	1.30	1.38	1.29	1.38	1.33	1.45	1.38	1.19	1.30	1.33
6	Annette Island	33	76%	1.58	1.45	1.61	1.61	1.33	1.52	1.36	1.24	1.61	1.61	1.33	1.30	1.42
7	Bering Strait	164	84%	1.72	1.62	1.45	1.32	1.39	1.29	1.32	1.29	1.49	1.28	1.07	1.23	1.28
8	Bristol Bay Borough	10	*	*	*	*	*	1.60	1.70	*	*	*	*	*	*	*
9	Chatham	16	81%	1.81	1.63	1.31	1.31	1.69	1.38	1.38	1.38	1.44	1.56	1.19	1.06	0.94
10	Chugach	22	82%	*	*	*	*	*	*	*	*	*	*	*	*	*
11	Copper River	40	63%	1.75	1.40	1.55	1.35	1.60	1.40	1.45	1.25	1.50	1.55	1.28	1.20	1.23
12	Cordova City	29	76%	1.86	1.66	1.79	1.62	1.86	1.55	1.69	1.62	1.90	1.66	1.28	1.48	1.38
13	Craig City	42	81%	1.93	1.71	1.74	1.55	1.93	1.69	1.86	1.93	1.81	1.83	1.69	1.71	1.69
14	Delta-Greely	61	38%	1.64	1.36	1.48	1.41	1.44	1.36	1.33	1.31	1.33	1.30	1.23	1.26	1.23
2	Denali Borough	71	79%	1.92	1.93	1.85	1.70	1.96	1.87	1.85	1.83	*	*	*	*	*
15	Dillingham City	39	90%	1.49	1.46	1.38	1.33	1.51	1.33	1.33	1.33	1.44	1.49	1.18	1.18	1.18
16	Fairbanks North Star Borough	1,110	53%	1.22	1.15	1.14	1.12	1.12	1.09	1.17	1.08	1.25	1.17	1.06	1.09	1.12
17	Galena City	159	36%	1.94	1.92	1.86	1.79	1.91	1.80	1.92	1.90	1.96	1.96	1.82	1.64	1.84
18	Haines Borough	16	*	1.81	1.44	1.38	1.13	1.69	1.25	1.63	1.63	1.56	1.56	1.19	1.81	1.50
19	Hoonah City	12	75%	*	*	*	*	*	*	1.58	1.58	*	*	*	*	*
20	Hydaburg City	7	*	*	*	*	*	*	*	1.14	0.86	0.71	0.86	1.29	1.43	1.29
21	Iditarod Area	29	86%	1.69	1.45	1.38	1.24	1.41	1.31	1.48	1.41	1.52	1.31	1.24	1.28	1.31

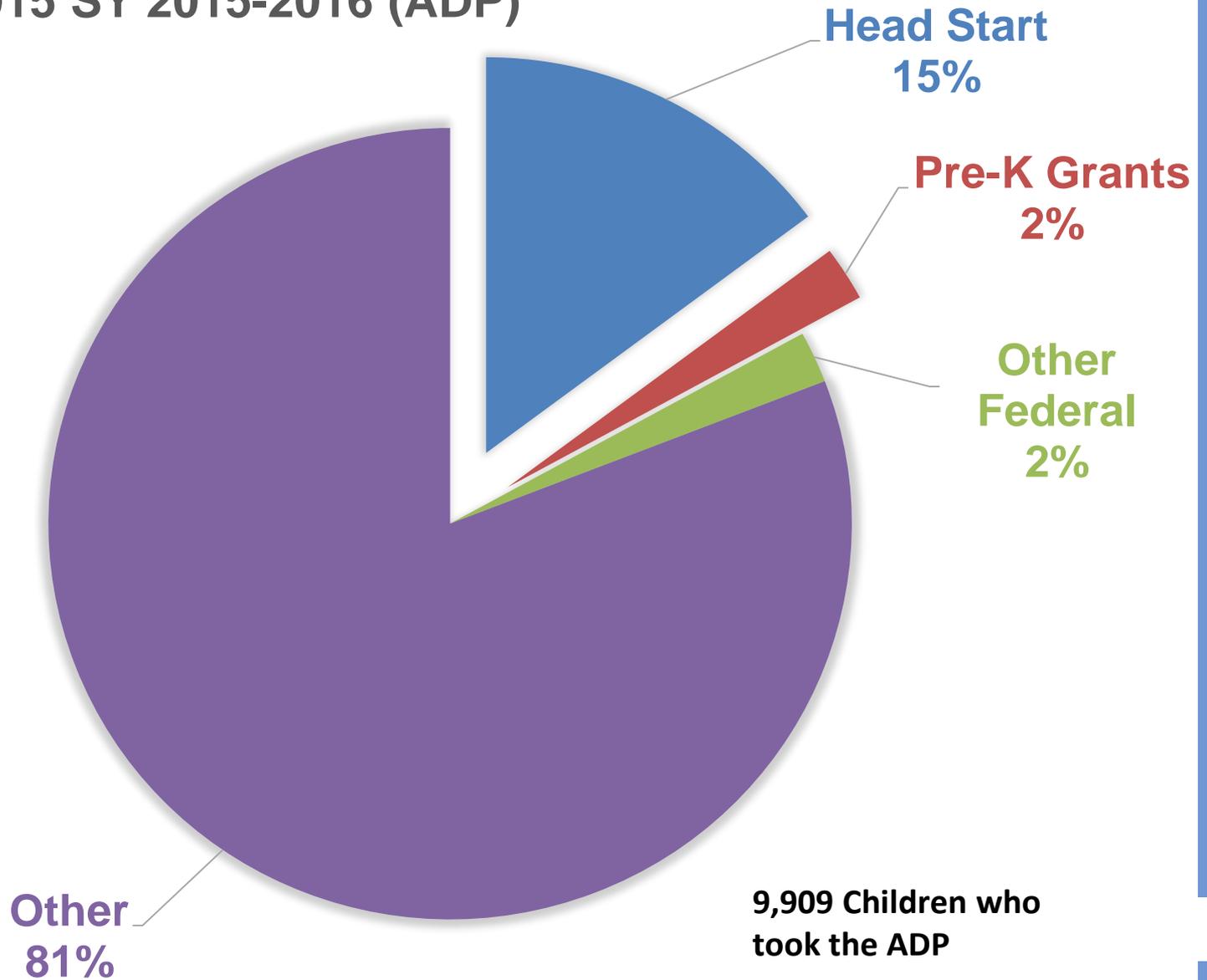
Alaska Developmental Profile 2013-2014 Suppressed

		Count of Records Submitted	Percent Who Attended Preschool	Physical Well-Being, Health and Motor Development		Social and Emotional Development		Approaches to Learning		Cognition and General Knowledge		Communication, Language and Literacy				
				Demonstrates strength and coordination of large motor muscles.	Demonstrates strength and coordination of small motor muscles.	Participates positively in group activities.	Regulates their feelings and impulses.	Shows curiosity and interest in learning new things and having new experiences.	Sustains attention to tasks and persists when facing challenges.	Demonstrates knowledge of numbers and counting.	Sorts, Classifies, and organizes objects.	Uses receptive communication skills.	Uses expressive communication skills.	Demonstrates phonological awareness.	Demonstrates awareness of print concepts.	Demonstrates knowledge of letters and symbols (alphabet knowledge).
Statewide Averages		10,137	63%	1.58	1.51	1.46	1.40	1.46	1.38	1.48	1.40	1.52	1.45	1.28	1.35	1.38
District Number	District Name															
3	Alaska Gateway	60	67%	1.60	1.58	1.30	1.17	1.20	1.13	1.27	1.32	1.32	1.22	1.13	1.10	1.10
4	Aleutian Region	5	*	*	*	1.40	1.40	1.40	1.40	1.40	1.40	*	*	*	*	*
56	Aleutians East Borough	9	*	1.78	1.78	1.78	1.56	1.78	1.78	1.78	1.78	*	*	*	*	*
5	Anchorage	3,792	59%	1.51	1.44	1.41	1.35	1.40	1.33	1.44	1.34	1.47	1.40	1.22	1.34	1.36
6	Annette Island	30	*	1.57	1.30	1.20	1.27	0.80	0.97	1.23	0.90	1.30	0.93	1.07	1.10	0.97
7	Bering Strait	144	88%	1.78	1.67	1.55	1.45	1.42	1.44	1.42	1.30	1.58	1.32	1.28	1.51	1.51
8	Bristol Bay Borough	6	*	1.17	1.17	1.17	1.17	1.00	1.00	0.83	0.83	1.17	1.17	1.00	0.83	0.83
9	Chatham	16	*	1.88	1.75	1.56	1.56	1.88	1.50	1.63	1.69	1.75	1.81	1.38	1.50	1.25
10	Chugach	41	73%	1.90	1.93	1.90	1.68	1.83	1.76	1.90	1.90	1.95	1.88	1.83	1.63	1.73
11	Copper River	34	32%	1.32	1.38	1.32	1.21	1.50	1.29	1.50	1.24	1.53	1.47	1.18	1.21	1.35
12	Cordova City	23	78%	1.91	1.74	1.91	1.78	1.87	1.78	1.83	1.83	1.74	1.61	1.30	1.83	1.30
13	Craig City	51	53%	1.73	1.59	1.69	1.35	1.80	1.59	1.76	1.76	1.61	1.86	1.41	1.43	1.45
14	Delta-Greely	75	43%	1.85	1.73	1.72	1.65	1.76	1.69	1.51	1.47	1.45	1.43	1.28	1.29	1.25
2	Denali Borough	58	71%	1.98	1.91	1.93	1.90	1.95	1.95	1.86	1.84	1.98	1.95	1.78	1.69	1.79
15	Dillingham City	43	84%	1.53	1.44	1.53	1.49	1.58	1.40	1.51	1.49	1.51	1.53	1.19	1.16	1.35
16	Fairbanks North Star Borough	1,203	54%	1.27	1.22	1.24	1.17	1.21	1.14	1.19	1.10	1.28	1.18	1.09	1.15	1.14
17	Galena City	154	35%	1.97	1.93	1.81	1.70	1.94	1.70	1.90	1.87	1.95	1.94	1.80	1.67	1.81
18	Haines Borough	18	78%	1.83	1.89	1.78	1.72	1.89	1.83	1.94	1.89	1.94	1.89	1.72	1.83	1.83
19	Hoonah City	5	*	1.60	1.40	*	*	1.60	1.60	1.60	1.40	*	*	*	*	*
20	Hydaburg City	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*
21	Iditarod Area	30	87%	1.80	1.67	1.47	1.30	1.43	1.37	1.50	1.50	1.67	1.50	1.30	1.17	1.40

Alaska Developmental Profile 2013-2014 Suppressed

		Count of Records Submitted	Percent Who Attended Preschool	Physical Well-Being, Health and Motor Development		Social and Emotional Development		Approaches to Learning		Cognition and General Knowledge		Communication, Language and Literacy				
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Statewide Averages		10,157	63%	1.58	1.51	1.46	1.40	1.46	1.38	1.48	1.40	1.52	1.45	1.28	1.35	1.38
District Number	District Name															
3	Alaska Gateway	60	67%	1.60	1.58	1.30	1.17	1.20	1.13	1.27	1.32	1.32	1.22	1.13	1.10	1.10
4	Aleutian Region	5	*	*	*	1.40	1.40	1.40	1.40	1.40	1.40	*	*	*	*	*
56	Aleutians East Borough	9	*	1.78	1.78	1.78	1.56	1.78	1.78	1.78	1.78	*	*	*	*	*
5	Anchorage	3,792	59%	1.51	1.44	1.41	1.35	1.40	1.33	1.44	1.34	1.47	1.40	1.22	1.34	1.36
6	Annette Island	30	*	1.57	1.30	1.20	1.27	0.80	0.97	1.23	0.90	1.30	0.93	1.07	1.10	0.97
7	Bering Strait	144	88%	1.78	1.67	1.55	1.45	1.42	1.44	1.42	1.30	1.58	1.32	1.28	1.51	1.51
8	Bristol Bay Borough	6	*	1.17	1.17	1.17	1.17	1.00	1.00	0.83	0.83	1.17	1.17	1.00	0.83	0.83
9	Chatham	16	*	1.88	1.75	1.56	1.56	1.88	1.50	1.63	1.69	1.75	1.81	1.38	1.50	1.25
10	Chugach	41	73%	1.90	1.93	1.90	1.68	1.83	1.76	1.90	1.90	1.95	1.88	1.83	1.63	1.73
11	Copper River	34	32%	1.32	1.38	1.32	1.21	1.50	1.29	1.50	1.24	1.53	1.47	1.18	1.21	1.35
12	Cordova City	23	78%	1.91	1.74	1.91	1.78	1.87	1.78	1.83	1.83	1.74	1.61	1.30	1.83	1.30
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18	Haines Borough	18	78%	1.83	1.89	1.78	1.72	1.89	1.83	1.94	1.89	1.94	1.89	1.72	1.83	1.83
19	Hoonah City	5	*	1.60	1.40	*	*	1.60	1.60	1.60	1.40	*	*	*	*	*
20	Hydaburg City	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*
21	Iditarod Area	30	87%	1.80	1.67	1.47	1.30	1.43	1.37	1.50	1.50	1.67	1.50	1.30	1.17	1.40

CHILDREN ENROLLED IN PROGRAMS 2014 – 2015 SY 2015-2016 (ADP)



Demonstrating Outcomes

- State and Head Start preschool programs
 - 20% of children who went move into Kindergarten.
 - Unsure of crossover between programs
 - Lack ability to measure “dosage”.
 - Attendance
- Kindergarten Entry Assessment (Alaska Dev. Profile)
 - For children who took the ADP
 - Includes homeschool children
 - Teacher reliability

Demonstrating Outcomes

- Teaching Strategies GOLD® Age 3-5
- Kindergarten Developmental Profile
Alaska Developmental Profile

Teaching Strategies GOLD®



Observation based

Naturalistic Assessment

Based on Alaska Early Learning Guidelines

Covers all of the developmental domains

Used by all Head Start programs and state funded district pre-elementary programs.



Alaska Department of Education and Early Development

Early Learning

Teaching Strategies Gold Report 2016: Pre-K Grant Programs

Alaska Pre-Kindergarten Grants

FY 2016

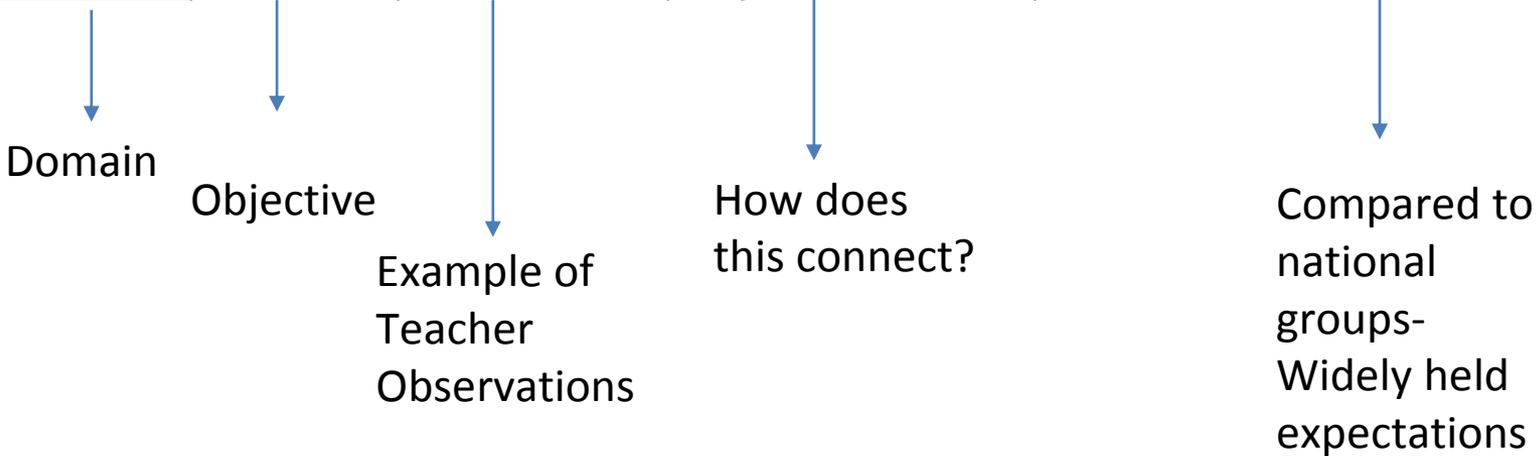
Teaching Strategies *GOLD*® is an authentic, observational assessment system for young children birth through Kindergarten. Teaching Strategies *GOLD*® blends ongoing authentic, observational assessment for all areas of development and learning with performance-assessment tasks selected as predictors 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 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, Lower Kuskokwim School District, Nome School District, Yukon-Kuskokwim School District and Lower Yukon School District. This report reflects data that was collected according to the assessment criteria. 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 PreK for at least two checkpoint periods are included in this report.

Fall 2015	Spring 2016
<p>Total number of children assessed: Out of 203 possible children, 180 children had enough data to complete the GOLD Online Assessment.</p> <p>Race: 52% of children were Alaska Native or American Indian, 9% of children were white, 29% were unknown or all other combinations, 4% were Asian, 1% were Samoan.</p>	<p>Total number of children assessed: Out of 239 possible children, 232 children had enough data to complete the GOLD Online Assessment.</p> <p>Race: 51% of children were Alaska Native or American Indian, 9% of children were white, 31% were unknown or all other combinations, 4% were Asian, 3% were Samoan or Pacific Islander.</p>

Summary: Children enrolled in the Alaska Pre-Elementary programs showed measurable growth in at least 95% of all of the objectives reported. The highest gains were seen in the areas of Literacy and Mathematics.

Domain Area	Objective	Child Observation	Connection to Kindergarten Readiness	Fall 15/Spring 16 Data												
Social Emotional	Follows limits and expectations (1b)	<ul style="list-style-type: none"> Child can show they accept redirection from adults. Child can manage classroom routines and transitions. 	<p>In order to manage emotions and regulate behavior a child must learn to control their impulses, tolerate frustration, cope with emotions and follow limits and expectations.</p> <p>Studies have shown that children who regulate their emotions positively do better in school. (Blair & Razza, 2007)</p>	<p>Follows limits and Expectations</p> <table border="1"> <caption>Follows limits and Expectations Data</caption> <thead> <tr> <th>Category</th> <th>Fall</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Below</td> <td>31%</td> <td>15%</td> </tr> <tr> <td>Meets</td> <td>60%</td> <td>66%</td> </tr> <tr> <td>Exceeds</td> <td>3%</td> <td>20%</td> </tr> </tbody> </table>	Category	Fall	Spring	Below	31%	15%	Meets	60%	66%	Exceeds	3%	20%
Category	Fall	Spring														
Below	31%	15%														
Meets	60%	66%														
Exceeds	3%	20%														



Take a minute to read

Developmental Profile

The screenshot displays the website for the Alaska Department of Education & Early Development. The header includes the state logo, navigation links (myAlaska, My Government, Resident, Business in Alaska, Visiting Alaska, State Employees), and a search bar. The main navigation menu lists: HOME, PARENTS & STUDENTS, TEACHING & LEARNING, FORMS & GRANTS, FINANCE & FACILITIES, STATISTICS & REPORTS, and ABOUT EED. The breadcrumb trail reads: STATE OF ALASKA > EED > TLE > ASSESSMENT, ACCOUNTABILITY, & STUDENT INFORMATION > DEVELOPMENTAL PROFILE (DP).

Developmental Profile (DP)

Developmental Profile Recording Site

The Kindergarten Developmental Profile recording site will open on Thursday, September 15, 2016.

[View Recording Site](#)

Important Dates

Kindergarten Recording Site Open
September 15 - November 1, 2016

[Statewide Testing Dates \(pdf\)](#)

[Kindergarten Development Profile Training WebEx](#)
August 26, 2016

General Information

[Memorandum, July 2016: Alaska Developmental Profile \(pdf\)](#)

[Early Learning Guidelines \(pdf\)](#)

Data & Report Information

[Developmental Profile Results](#)

[Five-Year Trend of Developmental Profile Data \(pdf\)](#)

[Early Learning Guidelines \(pdf\)](#)

Contact Us

Program Administrator
Anji Gallanos: (907) 465-4862

Program Manager
Melora Gaber: (907) 465-8707

Educator Resources

[Classroom Recording Form \(word\)](#)

[DP Website User's Guide \(pdf\)](#)

[DP Implementation Guide \(pdf\)](#)

Alaska Developmental Profile in Statute

Inform
Statewide
Policy

The Alaska Developmental Profile is required as part of the statewide comprehensive system of student assessments, Sec. 14.07.020

AS 14.07.020. Duties of the Department

(b) In implementing its duties under (a)(2) of this section, the department shall develop

(2) a comprehensive system of student assessments, composed of multiple indicators of proficiency in reading, writing, and mathematics; this comprehensive system must

(B) include a developmental profile for students entering kindergarten or first grade;



Inform
Statewide
Policy

- Identify how many children received preschool services.
- Look at trends in child development.
- Identify areas of growth between developmental areas.
- Show potential need for services.
- Help structure early learning goals.



Kindergarten Readiness

- Districts administer the Alaska Developmental Profile (ADP) to all kindergarten students.
- The ADP is a tool based on multiple teacher observations recorded during the first four weeks of school.
- The ADP includes 13 sets of skills and behaviors (“goals”) in five domains.
- Three ratings
 - 2 = Consistently demonstrates (80% or more of the time)
 - 1 = Progressing
 - 0 = Does not demonstrate (20% or less of the time)

Domain

Physical Health
and Well Being

Social Emotional
Development

Approaches to
Learning

Cognition and
General
Knowledge

Communication
Language and
Literacy



13 ADP Goals in Five Domains

1. Physical Well-Being, Health, and Motor Development

- Demonstrates strength and coordination of large motor muscles
- Demonstrates strength and coordination of small motor muscles

2. Social and Emotional Development

- Participates positively in group activities
- Regulates their feelings and impulses



13 ADP Goals in Five Domains

3. Approaches to Learning

- Shows curiosity and interest in learning new things and having new experiences
- Sustains attention to tasks and persists when facing challenges

4. Cognition and General Knowledge

- Demonstrates knowledge of numbers and counting
- Sorts, classifies, and organizes objects



13 ADP Goals in Five Domains

5. Communication, Language, and Literacy

- Uses receptive communication skills
- Uses expressive communication skills
- Demonstrates phonological awareness
- Demonstrates awareness of print concepts
- Demonstrates knowledge of letters and symbols (alphabet knowledge)

Indicators of Meeting a Goal

Example

- Domain: Social and Emotional Development
- Goal: Regulates their feelings and impulses
- Indicators:
 - Shows ability to control impulses, with guidance
 - Seeks peaceful resolution to conflict
 - Stops and listens to instructions before starting an activity

Indicators of Meeting a Goal

Example

- Domain: Cognition and General Knowledge
- Goal: Demonstrates knowledge of numbers and counting
- Indicators:
 - Counts to 10 from memory
 - Understands that when counting a set of items, each item must be counted only once and none should be left out
 - Uses math manipulatives (e.g., games, toys, and coins) in counting activities

Rating Scale

Rating	Category	Definition
2	Consistently Demonstrates	<p>Student demonstrates the indicated skills or behaviors on a consistent basis (80% or more of the time).</p> <p>Students should be given this rating if they are <i>generally able</i> to demonstrate these skills most of the time. Students are not required to successfully demonstrate each skill and behavior all of the time to receive this rating.</p>
1	Progressing	<p>Student demonstrates the indicated skills or behaviors on an inconsistent basis.</p> <p>Students should be given this rating if they demonstrate the indicated skills or behaviors on an inconsistent basis OR if they are unable to consistently demonstrate <i>most</i> of the indicated skills and behaviors (i.e., for students who demonstrate only <i>some</i> of the indicated skills or behaviors consistently).</p>
0	Does Not Demonstrate	<p>Student does not demonstrate the indicated skills or behaviors (20% or less of the time).</p> <p>Students should be given this rating if they are <i>generally unable</i> to successfully demonstrate these skills most of the time.</p>

2015-2016 Statewide ADP Results

28.2% of students consistently demonstrated 11 out of the 13 skills and behaviors.

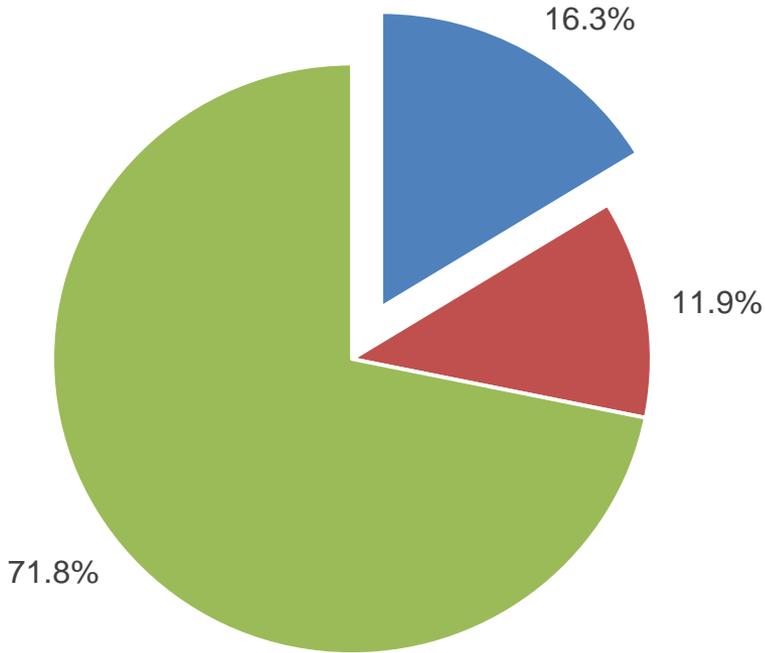
Observations recorded for 9,909 students.

Of these students, only one out of every six students (16.3%) consistently demonstrated all 13 skills and behaviors representing kindergarten readiness.

Strongest goal: Demonstrates strength and coordination of large motor muscles

Weakest goal: Demonstrates phonological awareness
The three weakest goals were all in the domain of Communication, Language, and Literacy.

2015-2016 Kindergarten Readiness



- 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

Data Review

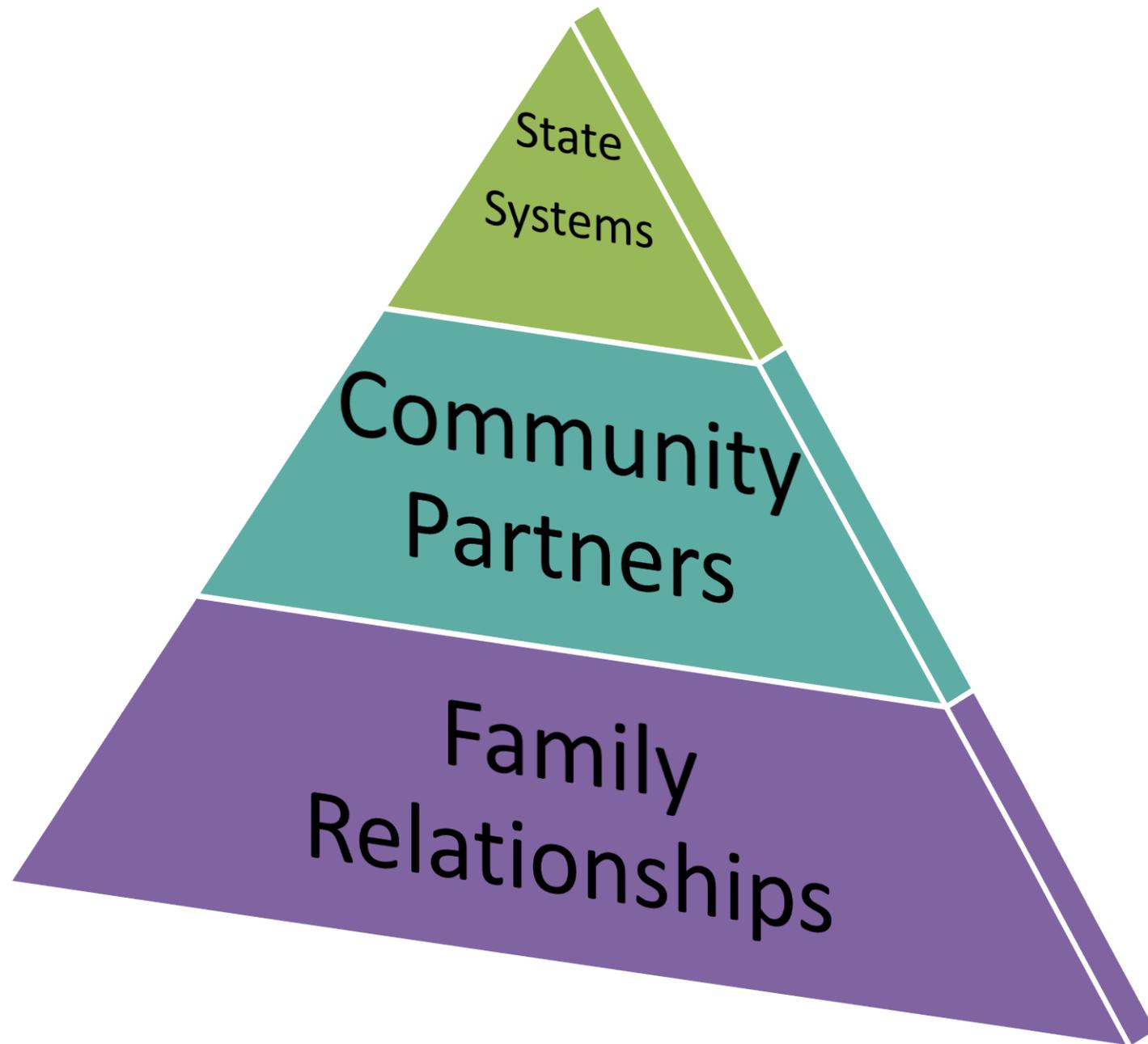
Review the Data Summary Sheets for statewide data.

What do you know about the children in your district?



Early Learning and ICE

- Family Partnerships
- Community Partners
- Statewide Supports



Marley's Day



7:00
Home



8:30 –
8:45

Drive to
Preschool



11:30 – 12:00

Bus



6:00 –
7:00-
Home



7:30
–
8:30



9:00 – 11:30
Preschool



12:00 – 6:00
Miss Lily's
(Child Care)





7:00
Home



8:30 –
8:45

Drive to
Preschool



11:30 – 12:00

Bus



6:00 –
7:00-
Home

7:30
–
8:30



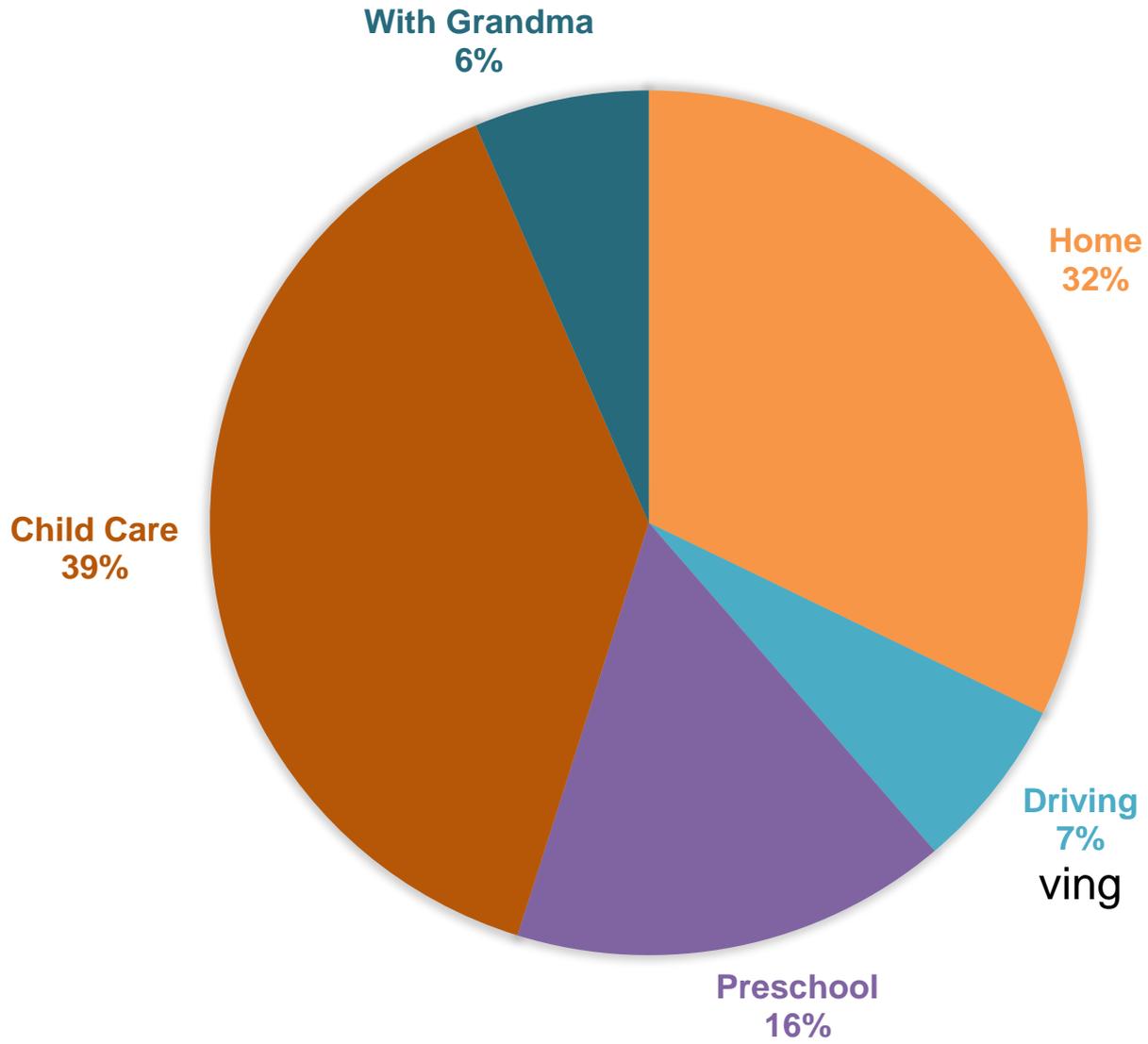
9:00 – 11:30
Preschool



12:00 – 6:00
Miss Lily's
(Child Care)



MARLEY'S DAY



Family Engagement

All programs receiving grants will work with parent and local community members to create and implement a program that fully incorporates parent, family, and community engagement.

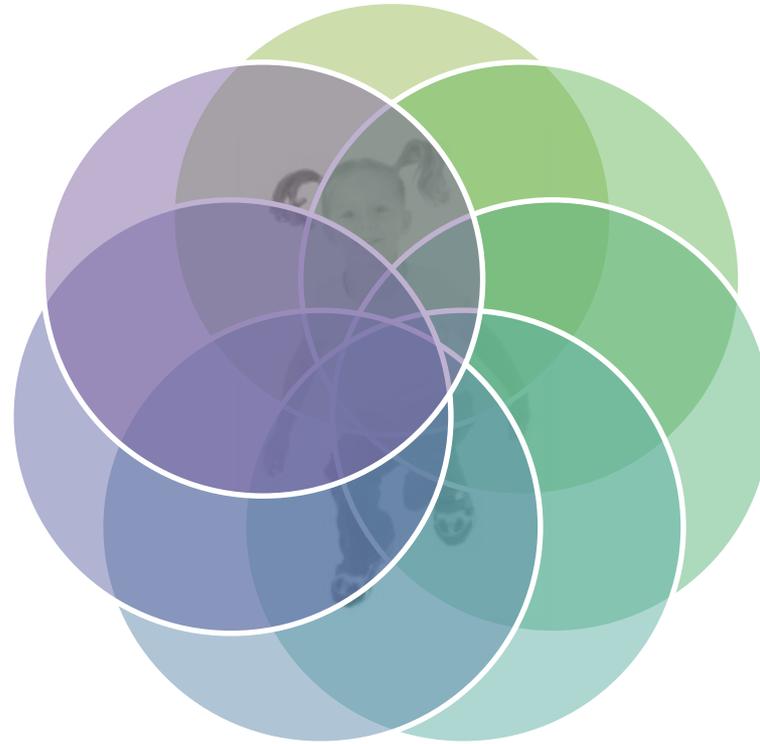


Goals

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.

Department of Education Early Development

Head Start/Preschool Grants



Early Learning Assessment:
GOLD® and Developmental
Profile

Federal programs: Special
Education/Title 1/Migrant

Regulations related to
Health and Safety
Standards in Preschools

Early Literacy Supports-
Best Beginnings

Professional Learning-
threadAlaska

Parents as Teachers

What does this look like?

What do we mean by family engagement?

They come to us?

Brainstorm?

We go to them?

How do school board members engage families?

Critical Partnerships



Parents



Extended family



7:00
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Critical Partnerships



Parents



Extended
family



Child Care

What roles should school-community partnerships play in early learning?

Think, Pair, Share

- How do the school-community partnerships in your district support kindergarten readiness?

What roles should school-community partnerships play in early learning?

- Partnerships support a seamless system of care and education, ensuring a smooth transition.
- Partnerships can help coordinate community resources to help all children achieve to high standards.
- Schools and community programs can help families develop and maintain social networks.

What facilitates school-community involvement in early learning?

Think, Pair, Share

- How do you, as a school board member, facilitate school-community involvement?

What facilitates school-community involvement in early learning?

- School and community leaders can be influential organizers and supporters in partnership with other program leaders.
- Families can help leaders understand the importance of preschool and kindergarten-elementary linkages.
- Shared professional development facilitates coordination.
- State/ Federal leadership can motivate districts and communities.

What challenges do school-community involvement in early learning?

Think, Pair, Share

- What are the complications/frustrations of school-community collaborations?

What challenges do school-community involvement in early learning?

- Teachers may not be prepared to work with children.
- Administrators may not be prepared to work with children, families, or teachers.
- Programs view each other as competitors for limited resources and children.
- Differences in credentials and compensation can create barriers.
- Coordination can be complicated and time-consuming.

What are the key issues for partnership development?

- Preschool and kindergarten teachers need training in early childhood education.
- School and preschool administrators need training in early childhood development and learning.
- Preschool and kindergarten teachers and administrators need training in family engagement and cultural/ linguistic/economic diversity.
- Program administrators and teachers must understand and use common data to improve services/outcomes.
- Teachers and administrators need training and time to work across programs.

One Rural School-Community Partnership:

Problems: rural isolation; limited resources; limited facilities; kids “not ready” for kindergarten; competition for students

Drivers: common problems; same families; same kids; available facility; “out of the box” leadership; shared commitment; complementary needs for school district, childcare providers, Head Start, and families

Solution: School-community partnership as a community resource

How did they solve it?

- 1) One person had a contagious vision.
- 2) District superintendent supportive of the concept of a school-based public-private partnership. School board presentation met with approval.
- 3) Principal and school's EC coordinator convened community forum on ECE needs and resources; reaches out to EC providers through R & R and Head Start.

4) School develops MOU with following criteria:

- School will provide classroom year-round free of charge.
- AM program will be inclusive, reserving slots for EC SpEd/EEI.
- Staffing will be collaboratively arranged based on needs (AM- certified teacher, EC SpEd, CC provider; PM- CC providers); later included Head Start
- \$ (school contributes facility, Title I), SpEd, transportation; CC charges fees for non-AM portion, CC subsidy, CAFNP; HS wrap-around support services for eligible children and staff, inc. home visitor

5) Proposals reviewed by community panel (conflict of interest addressed as a barrier)

6) Collaborative developmental screening and enrollment process

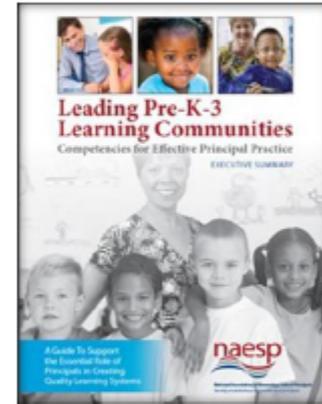
7) Consistent assessment tools and reporting protocols

8) Joint professional development as a learning community

9) Collaborative communication to families

National Assoc. of Elementary School Principals suggests that Principals:

- Embrace the pre-K-3 early-learning continuum;
- Ensure developmentally appropriate teaching;
- Provide personalized learning environments;
- Use multiple measures of assessment to guide student learning growth;
- Build professional capacity across the learning community; and
- Make schools a hub of pre-K-3 learning for families and communities.



Selected Resources

- [National Association of Elementary School Principals \(NAESP\)](#)
- [Leading for Early Success: Building School Principals' Capacity to Lead High-Quality Early Education](#) (National Governor's Assoc., 2013)
- [Guidance on Serving Preschool Children Through Title I](#) (US Education Department, 2012)
- [Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches](#) (Kauerz & Coffman, 2013)
- [Center on Enhancing Early Learning Outcomes \(CEELO\)](#)

State Resources for Advocacy

- AASB Alaska ICE
- Alaska Early Childhood Coordinating Council
- Alaska Early Childhood Advocacy Council

Thank you!



Anji Gallanos
anji.gallanos@alaska.gov
Early Learning Administrator
Alaska Department of Education and Early
Development (DEED)
907-465-4862