

Application for Early Education Program Approval and 0.5 ADM/Formula Funding

Alaska Department of Education and Early Development
Division of Innovation and Education Excellence
Jayne McFarland, Education Specialist II

February 2024



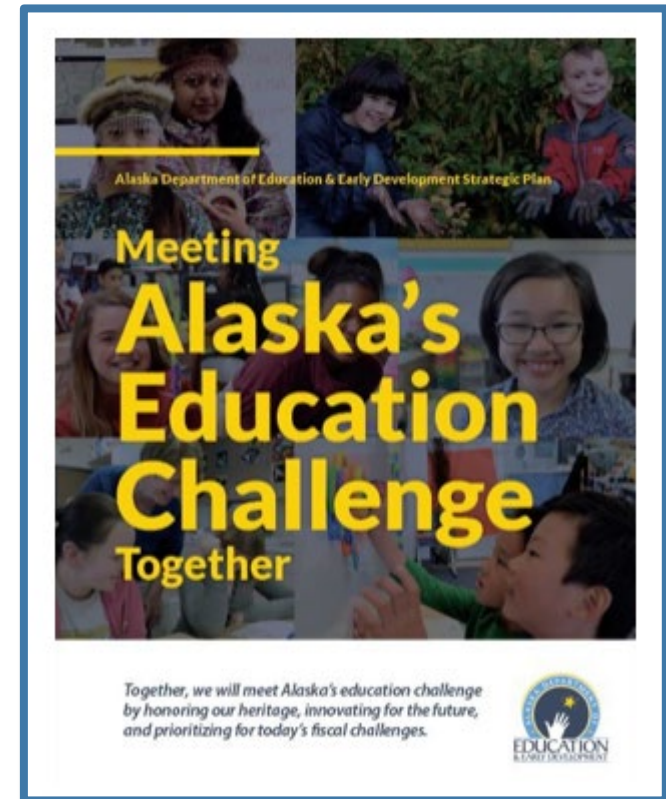
Mission, Vision, and Purpose

Mission	Vision	Purpose
<p>An excellent education for every student every day.</p>	<p>All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.</p> <p>- Alaska Statute 14.03.015</p>	<p>DEED exists to provide information, resources, and leadership to support an excellent education for every student every day.</p>

Strategic Priorities: Alaska's Education Challenge

Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



education.alaska.gov/akedchallenge

Agenda

- Background: Alaska Reads Act
- Application Format
- Application Components
- Timeline and Review Process





Alaska Reads

[#akreads](#)

House Bill 114, Chapter 40, SLA 2022
Passed May, 2022

Alaska Early Education Program Standards

Established to recognize high quality early education programs in school districts.

Effective July 1, 2023

Grant Program

Established to provide resources to districts that are not adequately served by current early learning programs.

0.5 ADM Funding

Allocated for programs that already meet the AK Early Education Program Standards.

Now Accepting Applications

0.5 ADM Funding

Alaska Reads Act: AS 14.17.500(d-g)

A student in a district-wide early education program provided by a school district and **approved by the department** under AS 14.07.020(a)(8) is counted as one-half of a full-time equivalent student.

- Four- and five-year old students
- \$3,000,000 increments by year
- Funding prioritized to the lowest-performing districts

Eligible Recipients

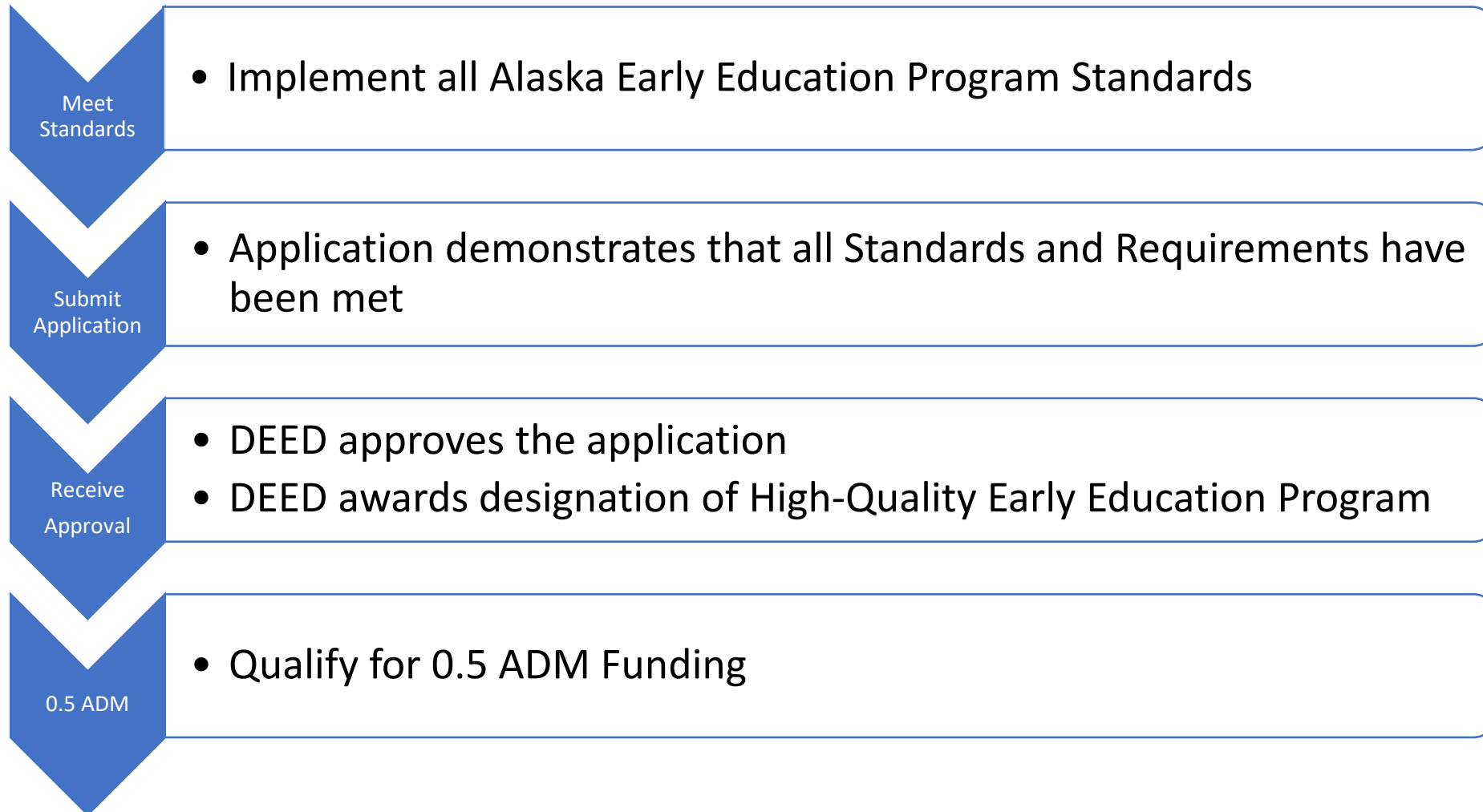
Operated an early education program for 4- and 5-year-olds for at least 3 years

Consulted with all high-quality child care programs within the school district boundaries

Successfully implemented the Alaska Early Education Program Standards

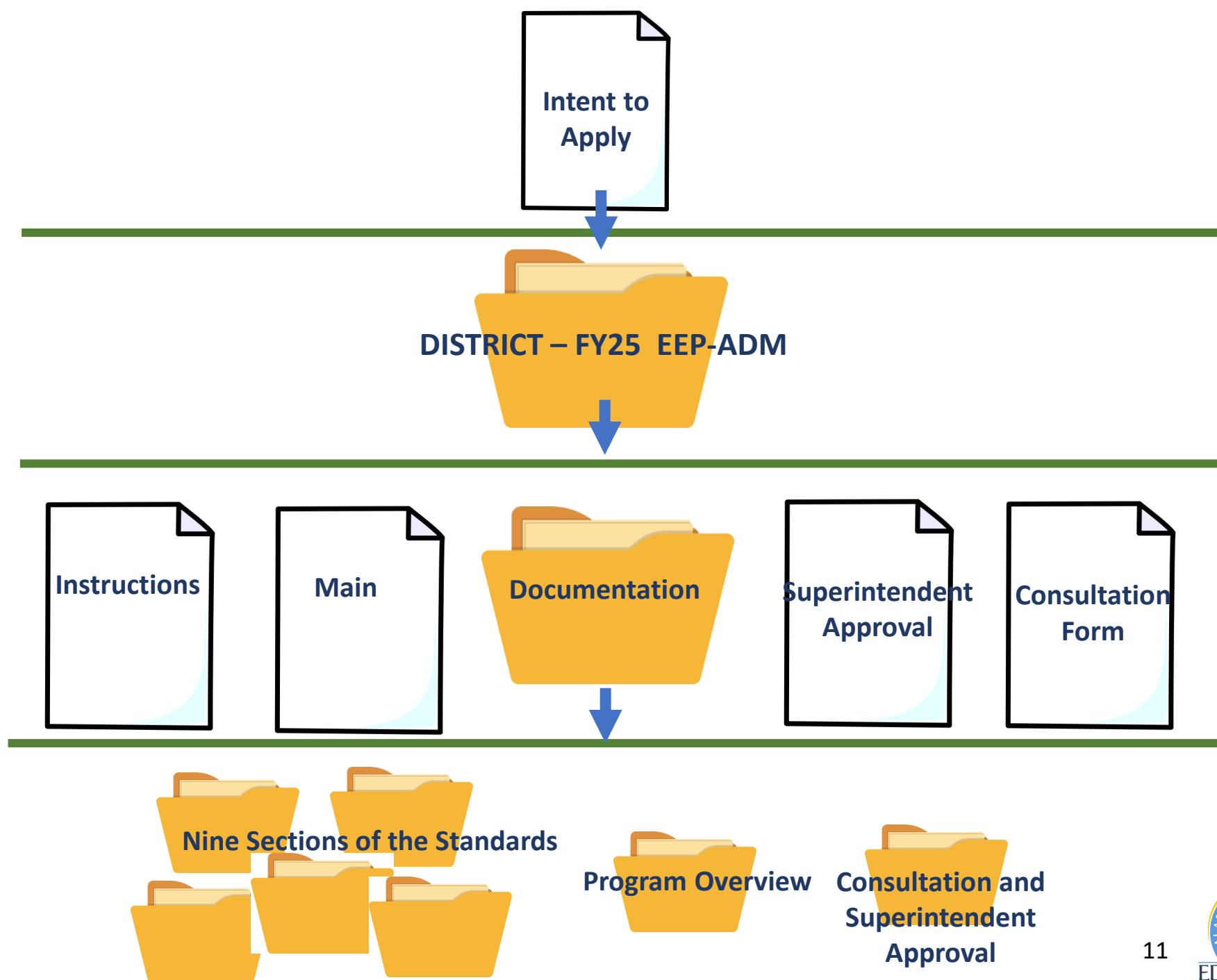
Employs early education teacher(s) with the required and current teacher certification

Pathway to sustainable funding



Application Format and Components

Application Format



Tech considerations

- District access to Google accounts is helpful, but not necessary
- Districts may add or remove staff access at any time
- DEED retains “Management” of the folder
- District access will be changed to “view only” when the formal review process starts in May
- Cut and paste information from Early Education Standards Workbook (Excel) to the application (Google)

DEED’s technology specialists are available to help as need arises.
Email earlylearning@alaska.gov

Main Spreadsheet

District: XXXX		APPLICANT mark when complete	Technical Review DEED PROGRAM MANAGER mark if complete
Application Item	Requirement		
Main: Demographic Data	>Data entered for all components		
Main: Program Overview	>All components are addressed. >Narrative present. >Documentation may be included.		
Main: All Sections of the Alaska Early Education Program Standards	>All components are addressed. >Narrative present for each component. >Documentation present for each component.		
Consultation Form	>At least one meeting with each HQCCP in the school district service area is attached. >Required attendees were present. >Signatures complete.		
Consultation Agenda	>An agenda from each consultation meeting(s) documented on the consultation form(s) is attached.		
Superintendent Approval	>Superintendent's signature present.		

+ ☰ Checklist ▾ Instructions ▾ Demographic Data ▾ Program Overview ▾ Teaching & Learning Environment ▾ Social & Emotional Support

- Add District name to each page
- Checklist
 - Districts complete prior to submitting the application
 - DEED mark any incomplete items during technical review

Main Spreadsheet

Demographic data:

- Program data
- Student data
- Staff data
 - List all early education staff: paraprofessionals, supervising teachers, classroom teachers, etc
 - Add notes if necessary to describe the staffing structure of each classroom
 - Report whether each teacher holds certification and endorsement

District:			
DEMOGRAPHIC DATA FOR PAST THREE YEARS	2023-2024 school year	2022-2023 school year	2021-2022 school year
# of communities			
# of sites, i.e. buildings			
# of classrooms			
total # of 4 and 5 year old students enrolled			
total # of students reported as speaking more than one language			
total # of students reported as Alaskan Native or American Indian			
CERTIFICATION DATA FOR 2023-2024 SCHOOL YEAR			
First and Last Name (As printed on certificate)	Position (early education lead teacher, classroom teacher, paraprofessional, other)	Yes / No Active AK Early Education Lead Teacher Endorsement	Yes / No Active AK Teacher Certification

+ ≡ Checklist ▾ Instructions ▾ Demographic Data ▾ Program Overview ▾ Teaching & Learning Environment ▾ Social & Emotional Supp

HINT: DEED will approve programs that comply with current Alaska teacher certification requirements. AK Reads Early Education Lead Teacher endorsement is not required until spring 2025.

Main Spreadsheet

District: XXXX		
Program Overview	Narrative:	Documentation (optional):
<p>STAFF RETENTION</p> <p>Describe the school district's efforts to recruit and retain high quality staff for its early education program. If appropriate, include documentation of related activities.</p> <p>For example: community outreach, advertisement, staff support services, district initiatives, special incentive programs, etc.</p>		
<p>KINDERGARTEN TRANSITION</p> <p>Describe the transition process from the district's early education program into the kindergarten program. If appropriate, include documentation of related activities.</p> <p>For example: cross-grade level, community outreach, or professional collaboration activities, etc.</p>		

+ ☰ Checklist ▾ Instructions ▾ Demographic Data ▾ Program Overview ▾ Teaching & Learning Environment ▾ Social & Emot < >

Program Overview: Staff retention and Kindergarten transition

- Narrative is *required*
 - Paragraph: 5-6 sentences
- Documentation is *optional*
 - Optional: List documents that clarify or provide evidence for the narrative
 - Provide links and/or save to Documentation folder

Main Spreadsheet: Early Education Program Standards

- Nine sections
- Narrative is *required*
 - Short paragraph: 2-4 sentences
 - Description of how your district is meeting the standard
- Documentation is *required*
 - List documentation/resources that provide evidence for the narrative
 - Multiple types of media may be used.
 - Examples: pdf, Word, images, Google docs, webpage URLs
 - Create a link to each source
 - OR Save documentation to the appropriate Section folder nested inside the Documentation folder
 - Title saved documents with a descriptive label and the section and standard it applies to
 - Example: weekly lesson plan_September_I.a.i

District: <input type="text"/>		
I. Teaching and the Learning Environment		
	Narrative:	Documentation:
(I.a.i) Program has developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences		
(I.a.ii) Program has teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.		
(I.b) Program has a maximum of twenty (20) children led by two teachers or a teacher and a teaching assistant OR a double session class with a maximum of 17 children led by two teachers or a teacher and a teaching assistant.		
(I.c) Program regularly serves 4 and 5-year-old children for at least 2 hours per day, 5 days a week.		
(I.d) Program provides developmentally appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space.		
(I.d.i) Program has the necessary accommodations and the space is accessible to children with disabilities		
(I.e) Program has snack and mealtimes that support development and learning. Snack and mealtimes are structured and used as learning		



Example documentation

Me & My Family Lesson Plans

September: Week 1

Focus	Monday	Tuesday	Wednesday	Thursday	Friday
Circle Time 3-5 min.	Head, Shoulders, Knees, and Toes	My Family Graph	Compliment Circle	Funny Voice Name Game	Things I Like
Read-Aloud Book 5-7 min.	<i>I Am Enough</i> by Grace Byers	<i>The Great Big Book of Families</i> by Mary Hoffman	<i>Ten Rules of the Birthday Wish</i> by Beth Ferry	<i>I Like Myself</i> by Karen Beaumont	<i>Marvelous Me</i> by Lisa Bullard
Literacy 10 min.	ABC It Songs Set #1 Sing Alphabet Song ABC It Letter Match	ABC It Songs Set #1 Sound Cards Rhyme Time	ABC It Songs Set #1 Sound Clip Cards Clap Syllables	ABC It Songs Set #1 Letter Mats Interactive Writing	ABC It Songs Review Sound Sort Sky Writing
Math 10 min.	Question of the Day Frame Flash	Question of the Day Frame Flash	Question of the Day Frame Flash	Question of the Day Frame Flash	Question of the Day Frame Flash

Learning Centers

Literacy	Fingerprint Alphabet	ABC Families	Cupcake ABC	Character Traits A-Z	Name Activity Board
Math	Body Measure	Build a Family	Birthday Number Mats	Whose House?	Magnetic Tile House Blueprint
Art	Self-Portrait	Handprint Tree	Puffy Paint Cupcakes	Me & My Family Directed Drawings	Watercolor Names
Other	Birthday Party Paper Chain	My Room Blueprint	Bubble Foam Cupcakes	Paper Haircuts	Things I Like Sensory Bin
Dramatic Play	Birthday Party				

Format: screen shot saved on word doc

Save to folder: Sect I Teaching & Learning Environment

Label: weekly lesson plan_Sept_1.a.i



Format: photo saved as jpg

Save to folder: Sect I Teaching & Learning

Label: adaptive swing_1_d_i



Format: photo saved on google doc

Save to folder: Sect I Teaching & Learning

Label: adaptive equipment_1.d.i

Main Spreadsheet: Standards

District: XXXX		
I. Teaching and the Learning Environment		
	Narrative:	Documentation:
(I.a.i) Program has developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences	Teachers are required to post a schedule in their classroom after submitting it to administration for approval. Teachers are required to create unit lesson plans that may span one to two weeks. These schedules and lessons plans provide for a wide variety of experiences.	weekly lesson plan_Sept_I.a.i daily schedule_I.a.i
(I.a.ii) Program has teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.	Students move through a variety of activities each day as documented on daily schedules and weekly lesson plans.	weekly lesson plan_Sept_I.a.i daily schedule_I.a.i
(I.b) Program has a maximum of twenty (20) children led by two teachers or a teacher and a teaching assistant OR a double session class with a maximum of 17 children led by two teachers or a teacher and a teaching assistant.		
(I.c) Program regularly serves 4 and 5-year-old children for at least 2 hours per day, 5 days a week.		
(I.d) Program provides developmentally appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space.		
(I.d.i) Program has the necessary accommodations and the space is accessible to children with disabilities	All space is handicap accessible as required by law. Necessary accommodations and adaptive equipment are provided as needed.	adaptive equipment adaptive swing
(I.e) Program has snack and mealtimes that support development and		

- Create a link to every piece of evidence
 - Contact earlylearning@alaska.gov for technical assistance
- The same documentation may be used for multiple standards
 - List a document in every standard that it applies to

Main Spreadsheet

District: <input type="text"/>		
II. Social and Emotional Support		
Team/Department/Person Responsible:		
	Narrative:	Documentation:
(II.a.i) Program has mental health consultants to assist the program in implementing strategies that identify and support children with mental health and social and emotional concerns.		
(II.a.ii) Program has mental health consultants who assist teachers to improve classroom management and teacher practices through strategies that include using classroom observations and consultations to address teacher and individual child needs and creating physical and cultural environments that promote positive mental health and social and emotional functioning.		
(II.a.iii) Program has mental health consultants who assist other staff to meet children's mental health and social and emotional needs through strategies that include observation and consultation.		
(II.a.iv) Program has mental health consultants who assist staff to address prevalent child mental health concerns, including internalizing problems such as appearing withdrawn and externalizing problems such as challenging behaviors.		
(II.a.v) Program has mental health consultants who assist both parents and education staff to understand mental health and access mental health interventions, if needed.		

+ ☰ Checklist ▾ Instructions ▾ Demographic Data ▾ Program Overview ▾ Teaching & Learning Environment ▾ **Social & Emotional Support** ▾ Curricula ▾

Hints

- Write something in every cell
- Use narrative and documentation together to give a thorough description
- Only one piece of evidence per saved document
 - Do NOT save multiple pieces of evidence to one pdf
- Refer to the webinar series [Understanding Alaska's Early Education Program Standards](#)
 - Description of the standards
 - Examples of evidence

Consultation Form

- Consult with all high-quality child care programs operating within the school district boundaries
 - All Local and Tribal Head Start programs
 - List of programs DEED acknowledges as high-quality is attached
- Purpose
 - Avoid duplicate programs
 - Facilitate resource sharing
- Upload an agenda for each meeting
 - At least one meeting
- Required participants must sign the form. Options:
 - in-person signature
 - electronic signature
 - verifiable evidence of participation and agree/disagree (e.g. zoom documentation, emails, etc)
- Upload signed Form and Agenda to Documents folder

HINT: Form 05-23-050 or 05-24-031 may be submitted in place of the FY25 DWEEP-ADM Consultation Form. All require the same documentation.



DWEEP-ADM Consultation Form

School District:

Meeting Date:

School District Elementary School	Number of Kindergarteners From Last Enrollment Count	High-Quality Child Care Program(s) (HQCCP*) in School Service Area all Head Start agencies must be listed	Number of Children Enrolled in HQCCP's

*High-Quality Child Care Programs are defined in [Sec 14.03.410(c)] as programs that meet or exceed the Early Education Program Standards adopted by the State Board of Education. Head Start programs are included in this definition. High-quality child care programs may also include early education programs provided by a local government or early education programs provided by child development agencies. A complete list of state approved HQCCP follows.

Attendee Agreement/Disagreement with the Proposed Application

Date	Attendee Printed Name	Attendee Signature	Role	Support Program Application
			**Head Start Director	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
			**Head Start Policy Council Member	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
			**District Superintendent	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
			**School Board Member	Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
				Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
				Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
				Agree <input type="checkbox"/> Disagree <input type="checkbox"/>
				Agree <input type="checkbox"/> Disagree <input type="checkbox"/>



Superintendent Approval

- In-person or electronic signature
- Upload signed Form to Documents folder



DWEEP - ADM APPLICATION

Application for
District-Wide Early Education Program Approval
and
0.5 ADM / Formula Funding

Superintendent Approval

Signing this document indicates support of the District's Early Education Program. It certifies that to the best of your knowledge the District

- Has operated an early education program for three or more years,
- Has consulted with all high-quality child care programs within the school district boundaries [Sec 14.03.410(c)],
- Has successfully implemented the Alaska Early Education Program Standards, and
- Employs early education teacher(s) with the required and current teacher certification.

Superintendent Signature _____ Date _____

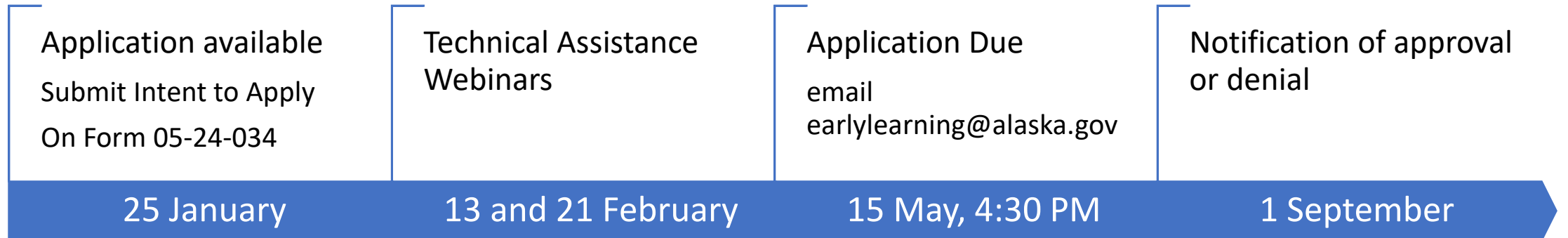
Superintendent Printed Name _____

Questions



Timeline and Review

2024 Timeline



Review Process

- Technical review
 - DEED will determine if application is complete
 - Seven days
 - DEED will notify Districts if additional information is needed
 - Districts must submit information within seven days of notification
 - If districts do not submit additional information, review process will end
- Panel review
 - District access will be changed to “view only”
 - DEED will determine compliance with eligibility requirements including Alaska’s Early Education Program Standards
- Final notification: on or before September 1

Districts approved by September 1 will be eligible to report 4- and 5-year-old students in the district's average daily membership (ADM) for the 2024-2025 school year

Appeals

Formal appeals will be handled according to Chapter 40, Alaska Administrative Code, Review and Appeals of Actions and Decisions Regarding funding 4 AAC 40.010

Oversight

- Annual ADM report
 - Certified report providing assurances that all Early Education Program Standards are and will continue to be met
 - Submit within 2 weeks of the student count period under 4 AAC 09.015(c)
- ADM Renewal Application
 - Submit every three years

Revocation: AS 14.07.020(a)(8)

- The department may ... revoke approval of an early education program if the program does not comply with the standards adopted by the board under AS 14.07.165(a)(5)
- Revocation process starts when a complaint is received by the department stating that the program is not meeting the Early Education Program Standards

Questions



Resources

- [Intent to Apply](#)
- [EEP-Standards-SBOA-APPROVED.pdf \(alaska.gov\)](#)
- [Early Learning Programs Page](#)



The Early Learning Team

Division of Innovation and Education Excellence

Early Learning Administrator

Becky Moren (becky.moren@alaska.gov)

Pre-Elementary Assessments / Head Start

Supanika Ordonez (Supanika.ordonez@alaska.gov)

DWEEP Grant / DWEEP-ADM Application

Jayne McFarland (jayne.mcfarland@alaska.gov)

Pre-Elementary Grant / Pre-Elementary Approval / 619

Kristen Spencer (kristen.spencer@alaska.gov)

earlylearning@alaska.gov



Contact Information

Jayne McFarland, Education Specialist II

jayne.mcfarland@alaska.gov

(907) 269-7974



Stay Connected



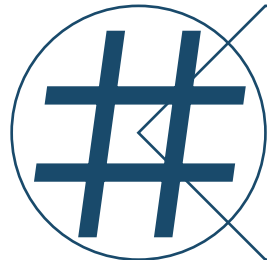
Website

- education.alaska.gov



Phone

- Main Line: (907) 465-2800
- Teacher Certification: (907) 465-2831



Social Media

- @AlaskaDEED