

# Understanding Alaska's Early Education Program Standards and 0.5 ADM Approval: Screening and Developmental Evaluation

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Division of Innovation and Education Excellence



# Norms

## Chat:

- Use the chat for technical difficulties.
- Links to resources will be posted here.

## Verbal Questions:

- Will be addressed at designated times throughout the presentation.

## Q&A:

- Write questions in the Q&A.
- This allows us to track questions and build a bank of FAQ.





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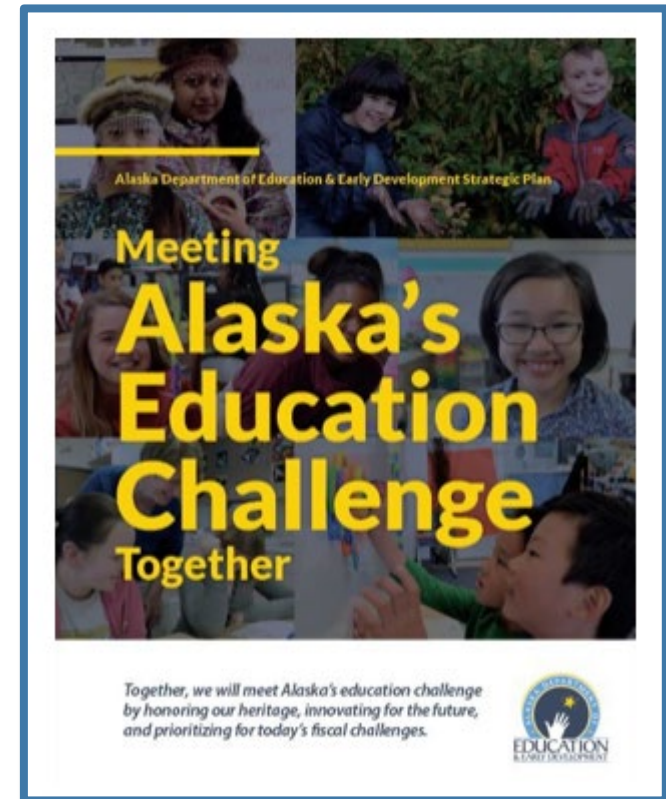
# Mission, Vision, and Purpose

Mission	Vision	Purpose
An excellent education for every student every day.	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. - Alaska Statute 14.03.015	DEED exists to provide <b>information, resources, and leadership</b> to support an excellent education for every student every day.

# 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](http://education.alaska.gov/akedchallenge)

# Purpose and Objectives

## **Purpose**

Discuss Alaska's Early Education Program Standards to familiarize the requirements of the 2024-2025 District-Wide Early Education Program Approval and 0.5 ADM Funding application (DWEEP-ADM) and to plan for documentation of high-quality early education programming.

## **Objectives**

- Participants will be familiar with all nine sections of Alaska's Early Education Program Standards.
- Participants will have a framework for collecting documentation necessary for the DWEEP-ADM application.

# Agenda

- Updates & General Information
- Section IV:  
Screening and Developmental Evaluation



# Alaska Early Education Program Standards

**I. Teaching and  
Learning  
Environment**

**II. Social and  
Emotional  
Support  
December**

**III. Curricula  
November**

**IV. Screening and  
Developmental  
Evaluation  
January**

**V. Assessment  
October**

**VI. Family  
Engagement**

**VII. Dual  
Language  
Learners  
November**

**VIII. Coaching  
December**

**IX. Continuous  
Quality  
Improvement  
October**

[AK Reads EEP-Standards-SBOA-APPROVED.pdf \(alaska.gov\)](#)

[education.Alaska.gov/akreads/webinar-schedules](http://education.Alaska.gov/akreads/webinar-schedules)







# Early Education Standards Workbook

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## Purpose:

- Provide a user-friendly method for viewing and referring to the standards.
- Provide an organizational tool as Districts develop High Quality programming.
- Provide an organizational tool as Districts collect documentation of their early education program.

<https://education.alaska.gov/forms/05-24-023.xlsx>



	A	B	C
1	<b>IV. Screening and Developmental Evaluation</b>		
2	<b>Team/Department/Person Responsible:</b>		
3		<b>Narrative:</b>	<b>Documentation:</b>
4	(IV.a) Screenings and assessments are valid and reliable for the population and purpose for which they are used. They are conducted by qualified and trained personnel, and are age, developmentally, culturally, and linguistically appropriate, and appropriate for children with disabilities, as available		
5	(IV.b) In collaboration with each child's parent or guardian and with consent, the program completes or obtains a current developmental screening to identify concerns regarding a child's developmental, motor, language, personal-social, cognitive, and social and emotional skills.		
6	(IV.c) Screening occurs within each child's first 45 calendar days of attending the program.		
7	(IV.d) The program uses the DEED identified statewide developmental screening tool.		
8	(IV.d.i.1) When the DEED identified statewide developmental screening tool was administered within 45 days of attendance by a different program, a copy of the screen is on file with the early education program.		
9	(IV.d.ii.1) When the DEED identified statewide developmental screening tool was administered within 45 days of attendance by a different program, the program follows IV.e through IV.f.iv. of the standards.		
10	(IV.e) The program includes information from family members, teachers, and relevant people familiar with the child's typical behavior as part of the screening process.		
11	(IV.f.i) After screening results are determined, the program uses direct guidance from a mental health or child development professional and, with the parent or guardian's consent, promptly and appropriately addresses any identified needs through referral to the district's Special Education Program for a formal evaluation to assess the child's eligibility for Special Education services.		
	(IV.f.ii) After screening results are determined, the program uses direct guidance from a mental health or child development		



# FY25 Application for District-Wide Early Education Program Approval AND 0.5 ADM/Formula Funding (DWEEP-ADM Application)

**Anticipated Release:**

late January 2024

**Training:**

To be announced

**Due Date:**

May 15, 2024







# Section IV: Screening and Developmental Evaluation

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## Screening

### Characteristics of screening tools:



- Quick and easy to use



- Accurate, both in sensitivity and specificity



- Completed by parents, doctors, teachers, child care providers, home visitors, or other professionals



### Screening answers the question,

"Does a child need an in-depth assessment?"



### Screening can...

- identify children who are **developing on schedule**.
- identify children who would **benefit from practice or support in specific areas**.
- identify children **at risk for developmental delays** who should be referred for further evaluation.



### Screening cannot...

- diagnose **delays or disabilities**.
- identify specific **child goals to target**. Screening only provides information on general areas of development.



### Examples of screening tools:

ASQ-3  
ASQ:SE-2

BITSEA  
DECA

DIAL-3  
ESI-R

PEDS  
RDSI

TABS

Adapted from ASQ-3 and ASQ:SE-2 Training Materials by Jane Squires, Jane Farrell, Jantina Clifford, Suzanne Yockelson, Elizabeth Twombly, and LaWanda Potter. © 2017 by Brookes Publishing. All rights reserved.

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## Assessment

### There are two types of assessment:



- **Diagnostic assessment**  
(professional evaluation)



- **Ongoing assessment**  
(programmatic, curriculum-based, criterion-based)



**Diagnostic assessment answers the question,**  
“Is the child eligible for services?”



### Diagnostic assessments...

- are complex processes that may **identify specific developmental disabilities.**
- are administered by **evaluation specialists.**
- determine if there is a delay and the **extent of the delay.**



### Examples of diagnostic assessment tools:

Bayley-III  
BDI-2

CBCL  
CLAS

GES  
ITSEA

LAP-D  
MSEL

PDMS-2

Adapted from ASQ-3 and ASQ:SE-2 Training Materials by Jane Squires, Jane Farrell, Jantina Clifford, Suzanne Yockelson, Elizabeth Twombly, and LaWanda Potter. © 2017 by Brookes Publishing. All rights reserved.



**Ongoing assessment answers the questions,**  
"What skills does the child have?" and "What skills should be goals?"



### Ongoing assessments...

- provide a complete **child profile**.
- identify targeted **goals and objectives**.
- help with **program planning**.
- can be used for **child or program evaluation**.



### Examples of ongoing assessment tools:

AEPS  
CCITSN/CCPSN  
COR Advantage

DECA  
DRDP  
GOLD

HELP  
SEAM  
TPBA/I2



# Requirement:

Collaborate and work in partnership with families through every step of the screening and evaluation process.





REQUIREMENT: A program must use the DEED identified statewide developmental screening tool(s).



## What is ASQ-3?

- Covers 5 developmental areas (Communication, Gross Motor, Fine Motor, Problem Solving, Personal-Social)
- A series of 21 illustrated questionnaires
- For children from 1 to 66 months of age
- Parents or caregivers will complete.
- Administered via paper or online
- Scored online
- Unscored section to probe for parent concerns

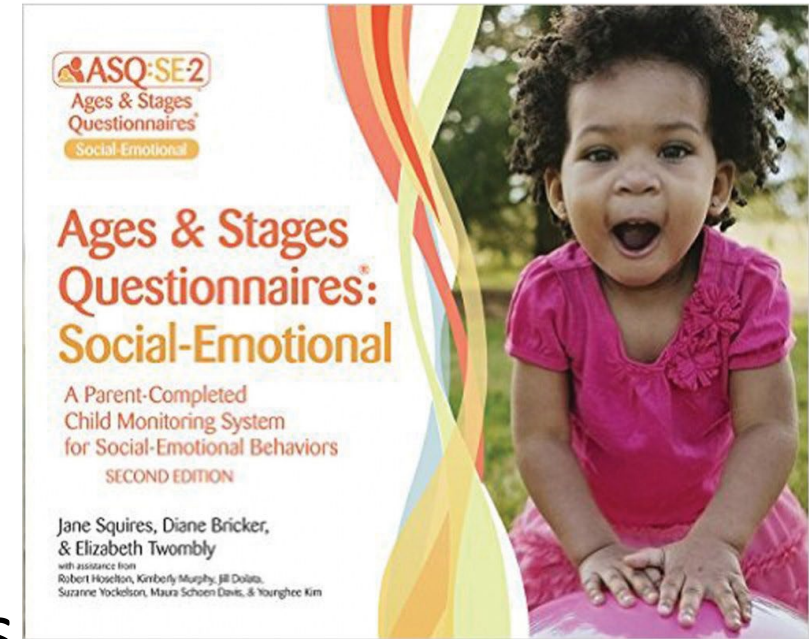
# Why Ages & Stages?

- Highly valid, reliable, and accurate at identifying children at risk for developmental delays
- Aligned across departments and agencies within Alaska
- Meets the needs of Child Find
- On-line scoring allows for statewide documentation
- Designed to encourage parent involvement and education
- Parents can complete the items of the questionnaire alone, or with the guidance of a professional
- Strengths based—it's easy to share results and talk about a child's development



# Also available: Social-Emotional Questionnaire

- ASQ: SE-2
- Similar format to the ASQ-3 questionnaires
- Focuses exclusively on social emotional skills and behaviors
- May be administered along with the ASQ-3 or as a follow up to the ASQ-3 when social emotional challenges are flagged




CONNECTION: Section II, Social and Emotional Support, requires programs to implement strategies to identify children with mental health or social and emotional concerns with assistance from mental health consultants.

# REQUIREMENT: A program must use the DEED identified statewide developmental screening tool(s).

- Requirement waived for the 2024-2025 DWEEP-ADM application only
- Report the screening tool(s) used in the previous three years
- The screening tool(s) used must meet all other requirements of Section IV.
  - Valid and reliable for the population and the purpose
  - Appropriate for the population
  - Obtain information from people familiar with the child's typical behavior.





Alaska's  
Standards allow  
room for  
individualization




**Be yourself, but  
always your  
better self.**

Karl G. Maeser

BrainyQuote®

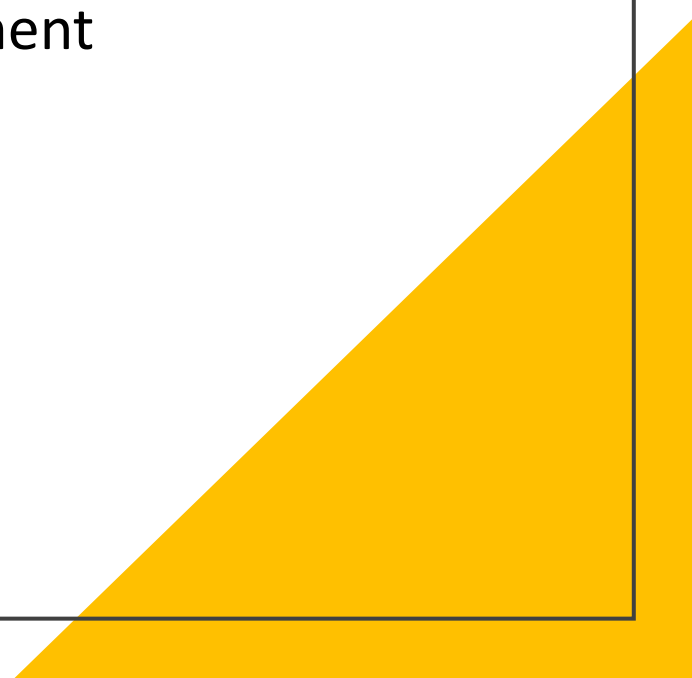


# Requirement: Prevent duplication of screening

- Ask parents if the student has been screened within the past 45 days
  - A copy of the screening results must be on file with the district program
    - Parents may share a copy of the screening results page, or
    - Districts get parent permission and request a copy from administering agency
  - Use the same process to act on screening results obtained in-district or out-of-district
- 



# Requirements: Screen

- Obtain permission to screen
  - Obtain a screening of students within 45 days of enrollment
  - Use the ASQ: Ages & Stages Questionnaires
  - Obtain information from people familiar with the child's typical behavior.
  - Qualified and trained personnel conduct the screening
- 
- A large yellow triangle is positioned in the bottom right corner of the slide, pointing towards the top right.

# Consider: When and Where

- Before or after school starts?
- Part of the onboarding process?
- Combined with registration?
- At school or with a home visit?

**KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT**  
**PRESCHOOL SCREENING\***

Do you have a child who will be 3 or 4 years old on or before September 1st? These schools will be conducting preschool screening on the following days/times:

**Fawn Mountain Elementary (907-228-2200)**  
Monday, 8/30 - Friday, 9/3

**Pt. Higgins Elementary (907-247-1500)**  
Thursday, 8/26 - Wednesday, 9/1

**Houghtaling Elementary (907-225-4128)**  
Monday, 8/30 - Tuesday, 8/31  
(This preschool program will be housed in the Kayhi building)

**Ketchikan Charter School (907-225-8568)**  
Thursday, 8/26 - Friday, 9/3

Please call your school of choice for more information or to schedule your child's screening.

**THE FIRST DAY OF PRESCHOOL  
WILL BE TUESDAY, SEPTEMBER 7TH**

\*Participation in screening does not guarantee special education eligibility

# Requirements: Identify needs

- Consider results of the screening.
- Seek family input.
- Consider any additional relevant information.

# Requirements: Assess further

- Seek guidance from a mental health or child development professional.
- Work with the family to make appropriate referrals.
  - A local agency or provider to determine if the child is eligible for behavioral health or other medical services.
  - The district's Special Education Program to determine if the child is eligible for special education services.

HINT: Utilize your district's MTSS or RTI system.

REQUIREMENT: Parental consent is required at each step of the process.

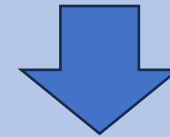
# Requirements: Use developmental evaluation results

**If eligible for special education:**

Partner with parents to coordinate delivery of services.

**If not eligible for special education:**

Seek guidance to determine implications for the child's development and school readiness.



Help the family access supports and services:

- Medical services through health insurance.
- Educational services through section 504 of the Rehabilitation Act.

## REQUIREMENT:

A child may not be excluded from the program on the basis of disability.



It's not a  
problem to solve,  
it's a process to  
manage.

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# Evidence: Document the process

Examples of evidence:

- Show what tool is used:  
Dated parent communication such as newsletters or fliers, proof of purchase, policy statements.
- For the 2024-2025 application only: If a tool other than ASQ is used, show that it meets the standards:  
link to publisher's description.
- Show when and why the district screens students:  
Dated parent communication, policy statements, websites, dated enrollment forms, school calendar.
- Show how families participate in the process:  
Forms parents complete, parent communication, flow charts, policy statements.
- Show how screening and diagnostic evaluation results are used:  
Flowchart of referral and evaluation process, list of cooperating local agencies/providers.
- Show how districts help families access supports:  
Flowchart of referral and evaluation process, description of student support team, list of cooperating local agencies/providers.

**HINT: Submit the amount of evidence necessary to document all requirements of the screening and evaluation process.**

- Resources

- [An Introduction to ASQ-3 Presentation - Ages and Stages](#)
- [Developmental Monitoring and Screening | CDC](#)
- Help Me Grow Alaska, Developmental Screening: A Tool for Family Engagement and Tracking healthy Growth. [Training | Help Me Grow \(helpmegrowak.org\)](#)





# Webinar Series: Understanding Alaska's Early Education Program Standards and .5 ADM Approval



## Recorded October 26

Assessment  
Continuous Quality Improvement

## Recorded November 9

Dual Language Learners  
Curriculum

## Recorded December 14

Social and Emotional Support  
Coaching

## January 11, 10:00-11:30 a.m.

Screening and Developmental Evaluation

## February 8, 10:00-11:30 a.m

Family Engagement  
Teaching and Learning Environment

**Registration Required. Click the links to register.**

**Intended audience:** All Districts with an Early Education Program.

**Purpose:** Build quality early education programs. Understand District-Wide Early Education Program Approval (.5 ADM).

Live webinars will include Q & A. Webinars will be recorded and posted at the [AK Reads Webinar Schedules](#) page.

Contact [Jayne.mcfarland@alaska.gov](mailto:Jayne.mcfarland@alaska.gov) for more information.

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