

# Understanding Alaska's Early Education Program Standards and .5 ADM Approval: Social and Emotional Support Coaching

December 14, 2023

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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.





# The Early Learning Team

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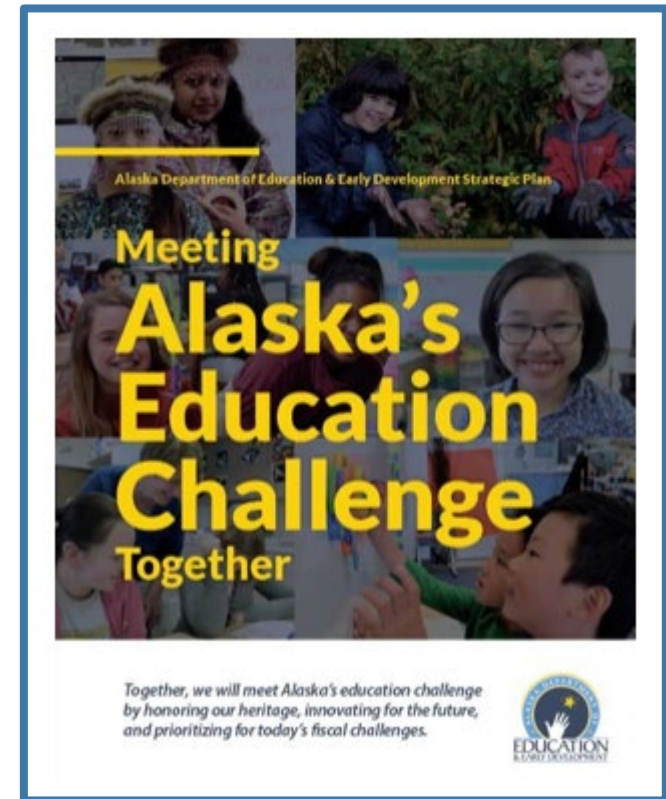
# Mission, Vision, and Purpose

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 II:  
Social and Emotional Support
- Section VIII:  
Coaching



# Alaska Early Education Program Standards

**I. Teaching and Learning Environment**

**II. Social and Emotional Support**  
**December**

**III. Curricula**  
**November**

**IV. Screening and Developmental Evaluation**

**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	D
1	<b>II. Social and Emotional Support</b>			
2	<b>Team/Department/Person Responsible:</b>			
3		<b>Narrative:</b>	<b>Documentation:</b>	
4	(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.			
5	(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.			
6	(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.			
7	(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.			
8	(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.			
9	(II.b) The program does not expel or unenroll a child because of a child’s behavior.			
10	(II.c) The program prohibits or restricts use of suspension due to a child’s behavior. A suspension due to a child’s behavior is temporary, complies with (II.d) of the standards, and is only used in circumstances involving a safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.			
	(II.d) The program engages a mental health consultant, collaborates with a parent or guardian of the child, and uses appropriate community resources, such as behavior coaches, psychologists, or other appropriate specialists, as needed, to evaluate reasonable modifications that may alleviate the safety threat before the program suspends a child or makes a suspension determination.			



A	B	C	D
1	<b>VIII. Coaching</b>		
2	<b>Team/Department/Person Responsible:</b>		
3	<b>Narrative:</b>	<b>Documentation:</b>	
4			
5			
6			
7			
8			
9			





The pieces of this puzzle fit together  
in a  
High Quality Early Education Program



# 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**







## Section II: Social and Emotional Support

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- Exclusionary Practices
- Infant and Early Childhood Mental Health Consultation
- Requirements
- Documentation



Preschoolers are suspended and expelled three times more frequently than school-age children.

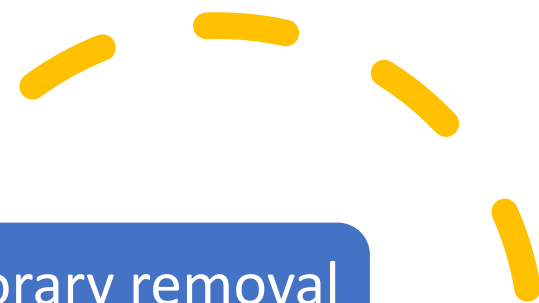
Young students who are suspended or expelled are up to 10x more likely to

- Experience future expulsion
- Drop out of high school
- Experience academic failure
- Experience grade retention
- Face incarceration





# Exclusionary Practices Defined



In-school suspension = temporary removal of a child from the classroom.

Out-of-school suspension = temporary removal of a child from the program.

Expulsion = the permanent removal of a child from the program.

Soft-expulsion = creating an unwelcoming situation for the child or family.

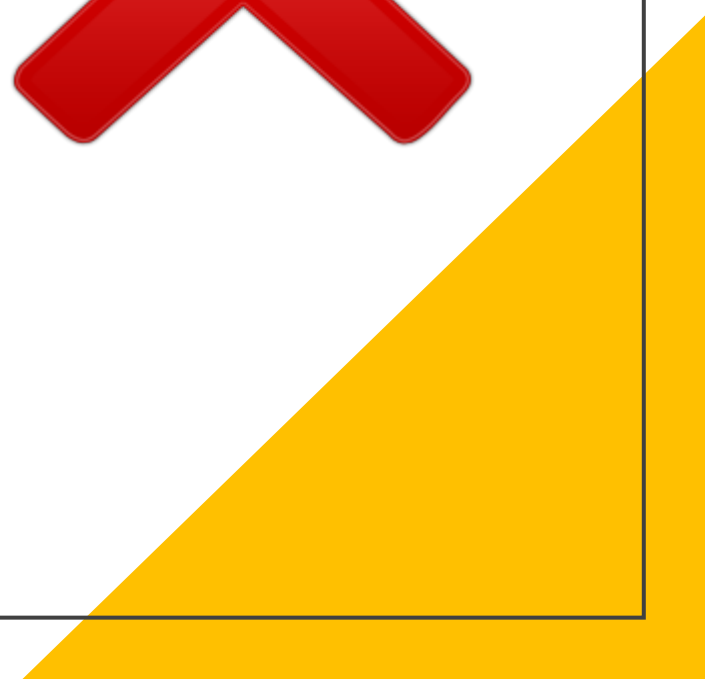
# Exclusionary Practices: Do Not Expel

Requirement:

Do not expel or unenroll a child because of behavior.

Evidence:

Policy statement.



# Exclusionary Practices: Do Limit Suspension



## Requirement:

- Prohibit or restrict use of suspension due to behavior.
- Use suspension only in circumstances involving a safety threat.
- Comply with the requirements listed on the following slides.

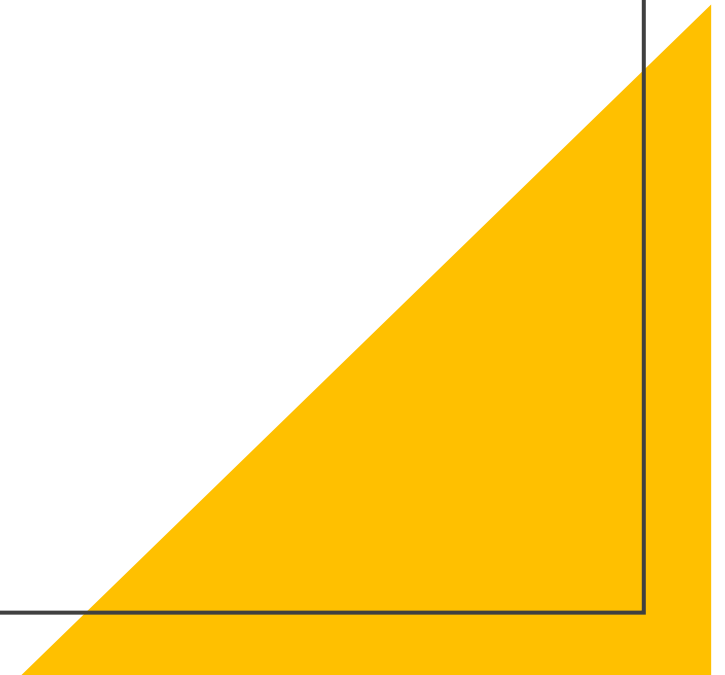
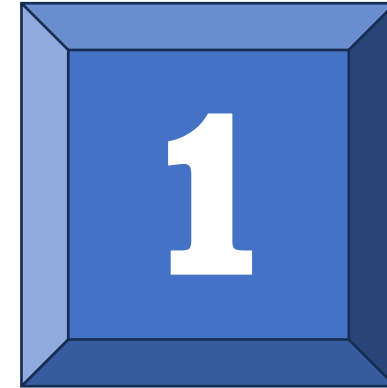
## Examples of potential evidence:

- Policy statements.
- Documentation of a program wide intervention process, e.g. a flowchart.
- Documentation of use of Pyramid or other Positive Behavior Intervention System.

Districts should submit the evidence that best illustrates its program. These are only examples.

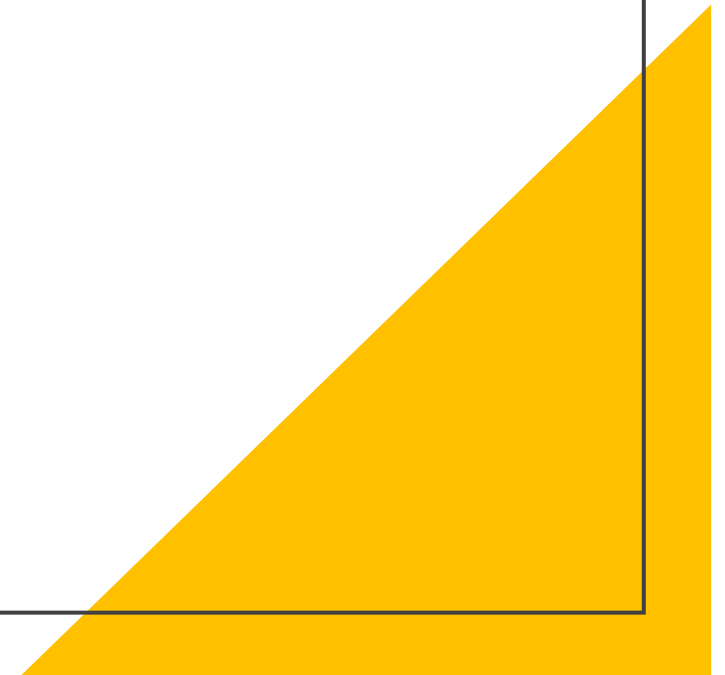
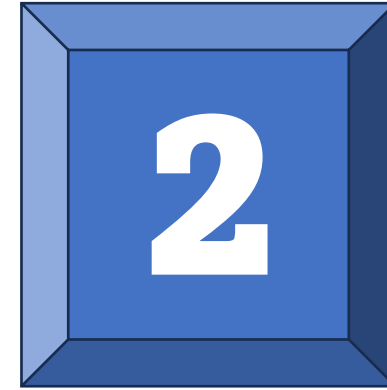
# Prior to Suspension: Requirements

- Engage with the District's mental health consultant.
- Collaborate with the parent or guardian.
- Engage with additional, appropriate resources to evaluate reasonable modifications to alleviate the safety threat.
  - For example: behavior coaches, psychologists, or other specialists.

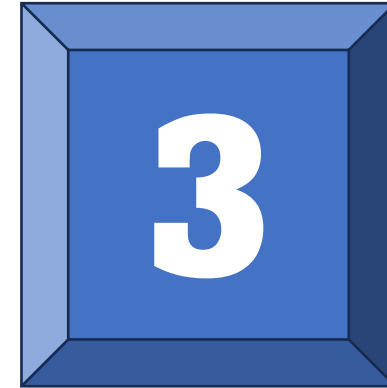


# During a Suspension: Requirements

- Suspensions are temporary. Help the child return to school as quickly as possible.
- Develop a written plan of necessary action and supports.



# After a Suspension: Requirements



- Implement the written plan of necessary action and supports.
- Help the child return to *full* participation at school as quickly as possible.
- Offer home visits.
- Continue to engage with the support people involved before the suspension: parent or guardian, mental health consultant, additional resources.
- Determine whether a referral to the special education team is appropriate.



Expulsions and suspensions are not  
child behaviors; they are adult  
decisions


Meek & Gilliam, 2016

# Recommendations from U.S. Department of Health and Human Services and U.S. Department of Education

- Develop and clearly communicate preventive guidance and discipline practices.
- Develop and clearly communicate expulsion and suspension policies.
- Create positive climates and focus on prevention.
- Set goals and analyze data to assess progress.
- Provide staff training.
- Strengthen family partnerships.

[Policy Statement on Expulsion and Suspension Policies In Early Childhood Settings \(hhs.gov\)](#)





# What is Infant and Early Childhood Mental Health Consultation?

IEMHC is...

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An approach to mental health support.

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Prevention-based.

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Indirect service. Not therapy.

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Equips caregivers to facilitate healthy social and emotional development.

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Works to support strong relationships and supportive environments for children.



CENTER OF EXCELLENCE FOR  
Infant & Early Childhood  
Mental Health Consultation  
*Growth. Advancement. Impact.*

[www.iecmhc.org/about](http://www.iecmhc.org/about)



# Who are Infant and Early Childhood Mental Health Consultants?

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IECMHC consultants are

- Master's-prepared, license-eligible mental health professionals who
- understand strategies for supporting preschool aged children's social-emotional development, and
- focus on relationship-building activities with classroom staff that facilitate the adoption of new practices.

Important Definitions are included at the end of the Alaska Early Education Program Standards.

# Mental Health Consultant: Requirements

IEMHC consultants must:

- Use classroom observation and consultation to support teachers and other staff.
  - Assist the program to identify and support children with concerns.
  - Assist teachers to improve classroom management and teacher practices.
  - Assist teachers to create physical and cultural environments that promote positive mental health and social/emotional functioning.
  - Assist staff to address prevalent child mental health concerns.
  - Assist parents and staff to understand mental health and access interventions, if needed.
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# Mental Health Consultant: Evidence 1

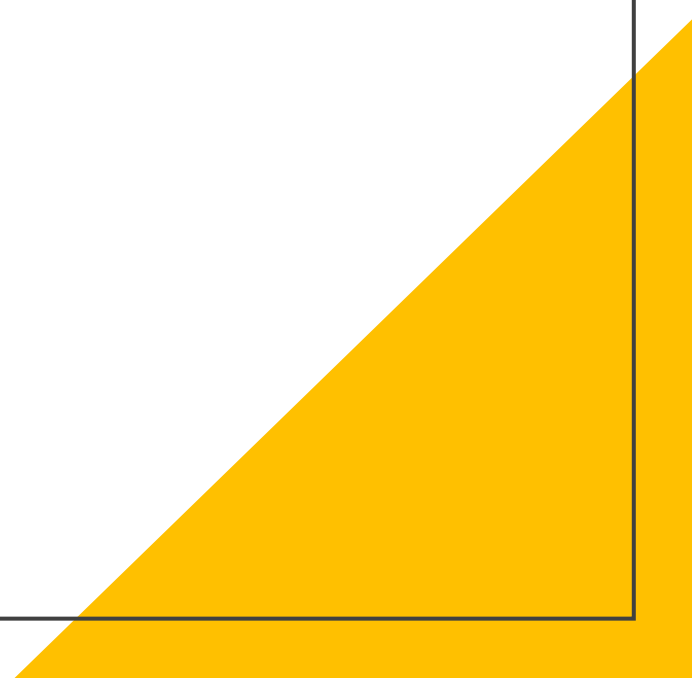
Examples of potential evidence showing who is providing the service:

- Contract or MOU with a master's pre-pared, license-eligible mental health professional.
- Job description of the District employee serving as mental health consultant.
- Credentials of the District employee serving as mental health consultant, ie education, certification, licensure.

Individuals hired must meet certification requirements and services provided must comply the standards.

# Mental Health Consultant: Evidence 2

Examples of potential evidence showing what service is provided:

- Staff Training/Consultation calendar.
  - Policy documents that include a description of the District's early childhood mental health framework.
  - Contract or MOU with mental health consultant that lists services provided.
  - Outline of expectations of the mental health consultant.
- 
- A large yellow triangle is positioned in the bottom right corner of the slide, pointing towards the top right.

# Who can we hire to be an Infant and Early Childhood Mental Health Consultant?

## Check

Check the list of in-state registered providers.

- Alaska Association for Infant and Early Childhood Mental Health [AKAIMH](#)


## Check

Check background and training of:

- District employees: School counselors or social workers.
- Tribal and community mental health providers.

## Check

Check for distance delivery opportunities.

A top-down photograph of a person's hands assembling colorful puzzle pieces on a dark wooden table. The hands are positioned in the upper left and center, with one hand holding a yellow piece and the other fitting it into a larger assembly. A large pile of unsorted, multi-colored puzzle pieces is scattered on the table in the lower right. The background is a dark, textured wooden surface.

**There are more  
pieces of the  
puzzle.**

Meeting the letter of the Standards is not enough to meet the mental health needs of today's preschoolers.








## Section VIII: Coaching

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- Background
- Requirements
- Documentation



# What is coaching?

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Is also known as *Relationship-Based Professional Development* (RBPD).

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Uses *professional relationships* to support the growth of adult learners.

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Targets growth of specific professional dispositions, skills, or behaviors.

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Is facilitated by an expert in *both adult learning AND early childhood*.

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Is facilitated by an expert likely to be in a *different professional role* than the recipient(s).

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Uses *cycles of inquiry* to take staff through steps of goal setting, observation, assessment, action planning, reflection and feedback.



**All relationship-based professionals should demonstrate the following:**



Knowledge of content areas in which they offer professional support.



Skills and experience working with adult learners.



Relevant professional experience and education.



Confidential handling of sensitive information.

# The Early Childhood Coach: Requirements

## Requirements:

- A baccalaureate in early childhood education or related field as defined by the [Alaska SEED Registry](#).
- Training or mentorship in relationship-based professional development. Which includes:
  - Adult learning.
  - Using assessment data to drive coaching strategies.

# The Early Childhood Coach: Evidence



Examples of evidence showing who is providing the service and they meet requirements:

- Contract or MOU with a provider.
- Job description of a District employee.
- Credentials of the provider: ie education, certificates of training, proof of experience.
- Documentation from Alaska SEED registry.

# Policy: Requirements and Evidence

## **Requirement:**

Districts must establish policy that ensures assessment results are not used to punish staff that need coaching support without providing additional *coaching* and *time* for staff to improve.

## **Examples of Potential Evidence:**

Outline of the District's performance evaluation system.

Outline of the District's coaching system.

Policy statements.

# The Strategy: Requirements

A program must implement a coordinated coaching strategy for teachers and education staff that:

- Is facilitated by an early childhood coach.
- Assesses staff for strengths, areas of needed support, and level of support needed.
- Provides levels of support according to the needs of staff.
- Provides all staff with professional development opportunities aligned with program performance goals.
- Provides intensive coaching when needed.



# Intensive Coaching: Requirements

- No punishment prior to this intensive coaching experience.
- Utilizes an early education coach.
- Aligns with the program and its priorities: school readiness goals for students, curricula, program wide professional development initiatives.
- Opportunities to be observed and receive feedback directly related to program and individual goals.
- Opportunities to observe modeling of effective teacher practices directly related to program and individual goals.
- Ongoing communication between the coach, program administration, and staff member.



# The Strategy: Evidence



Examples of potential evidence showing the District's coordinated coaching strategy :

- Policy documents that include a description of the District's coordinated coaching strategy.
- Professional development calendar.
- Contract or MOU with early childhood coaching provider that outlines services provided.
- Link to website of early childhood coaching provider that outlines services offered.

**HINT:** A District's Coordinated Coaching Strategy should dovetail with its Employee Evaluation System.



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## Where can we find a coach?

Local: District staff who meet knowledge and training criteria.

State: Learn and Grow: Alaska's Quality Recognition and Improvement System.  
[www.threadalaska.org/learn-and-grow/](http://www.threadalaska.org/learn-and-grow/)

Online platforms:

Supplemental Resources:

Teaching Strategies. [Coaches Corner – The Hub](#)  
[Head Start Coaching Companion.](#)



# Resources

## ***Social and Emotional Support***

Conscious Discipline. <https://consciousdiscipline.com>

DEED eLearning: Trauma-Engaged Infant and Early Childhood Mental Health eLearning modules. [eLearning - Education and Early Development \(alaska.gov\)](https://education.alaska.gov/elearning)

Georgetown University Center for Child and Human Development. [www.iecmhc.org/about](http://www.iecmhc.org/about)

Head Start Early Childhood Learning & Knowledge Center. [Infant and Early Childhood Mental Health Consultation and Your Program | ECLKC \(hhs.gov\)](https://eclkc.hhs.gov/infant-early-childhood-mental-health)

Head Start Early Childhood Learning & Knowledge Center. [Understanding and Eliminating Expulsion in Early Childhood Programs | ECLKC \(hhs.gov\)](https://eclkc.hhs.gov/understanding-eliminating-expulsion)

Head Start Early Childhood Learning & Knowledge Center. [Supporting Social and Emotional Well-being.](https://eclkc.hhs.gov/supporting-social-emotional-well-being)

Meek, S.E., and W.S. Gilliam. 2016. Expulsion and Suspension as Matters of Social Justice and Health Equity. Discussion Paper, National Academy of Medicine, Washington, DC. [Expulsion-and-Suspension-in-Early-Education-as-Matters-of-Social-Justice-and-Health-Equity.pdf \(nam.edu\)](https://www.nam.edu/expulsion-and-suspension-in-early-education-as-matters-of-social-justice-and-health-equity.pdf)

National Center for Pyramid Model Innovations. [Basics - National Center for Pyramid Model Innovations \(challengingbehavior.org\)](https://challengingbehavior.org/basics)

Reducing Early Childhood Exclusionary Practices in Alaska. <https://education.alaska.gov/tls/EarlyLearning/docs/RECEP%20white%20paper.pdf>

# Resources

## ***Coaching / Relationship Based Professional Development***

Learn and Grow: Alaska's Quality Recognition and Improvement System.

[www.threadalaska.org/learn-and-grow/](http://www.threadalaska.org/learn-and-grow/)

Head Start Early Childhood Learning & Knowledge Center. [Early Care Education Coaching: A Closer Look at Coaching Models in Child Care \(hhs.gov\)](#)

Center for Inclusive Child Care. [Professional and comprehensive coaching for your child care program | Center for inclusive child care](#)

National Association for the Education of Young Children (NAEYC). [Coaching | NAEYC](#)

# 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 on [AK Reads Early Ed Program page](#).

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

# Contact Information

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