Understanding
Alaska's Early Education Program Standards and .5 ADM Approval:
Continuous Quality Improvement Assessment

October 26, 2023

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Division of Innovation and Education Excellence

Norms

- Chat:
  - Please 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:
  - Please 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 **information**, **resources**, and **leadership** 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.
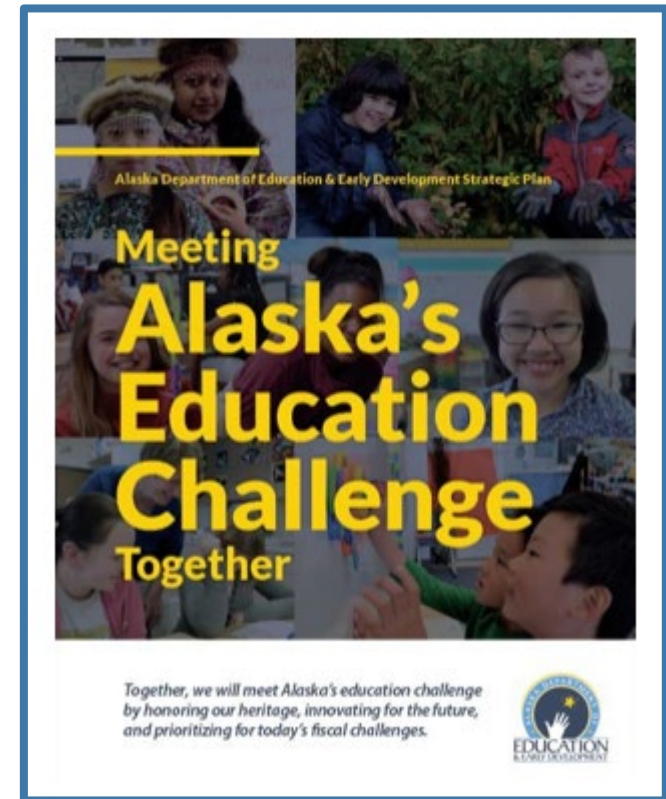
education.alaska.gov/akedchallenge

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 (.5 ADM Funding) application 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, starting with Continuous Quality Improvement and Assessment.

- Participants will have a framework for collecting documentation necessary for the District-Wide Early Education Program Approval (.5 ADM Funding) application.

Agenda

- Foundational information: District Wide Early Education Program funding

- Alaska's Early Education Program Standards

- Continuous Quality Improvement

- Assessment

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.

Adopted April 19, 2023

Grant Program

Established to provide resources to districts that are not adequately served by current early learning programs.   Awarded May, 2023

.5 ADM Funding

Allocated for programs that already meet the Early Learning Standards.   Beginning 2023-2024 school year

Foundation

- EEP: Early Education Program

- DWEEP: District Wide Early Education Program
  DWEEP may refer to a District's early education program or to the associated state grant

- High Quality Early Education Program: a program that has demonstrated compliance with all components of the EEP Standards.

- 4's and Young 5's: Students must be four years old, but not five, by the Sept 1 cut off.

House Bill 114

Eligibility for 0.5 Average Daily Membership

AS 14.17.470(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
- For programs that meet 5 days per week (Average DAILY Membership)

.5 ADM funding Application process

Alaska Reads #akreads

01

Complete *Pre-Elementary Approval to Operate* Application.

Due Sept 15 or 30 days prior to program start date.

02

Consult with all Head Start Agencies serving students within the district's service area.

Form #05-23-050 Consultation Form

03

Collect evidence that all Standards have been in operation for the previous school year.

Form #05-24-023 Standards Workbook

04

Submit DWEEP Approval Application by **May 15**.

Google Suite Application Release: January 2024

05

Receive approval from DEED by September 1.

Helpful Hint: START EARLY

Not eligible:

Pre-elementary programs that receive state and/or federal funding specifically for pre-kindergarten programs.

State/Federal Funding Sources	
Allowable	**Not Allowable**
• Title I, Part A funds can supplement Foundation Formula funding • Title I, Part C Migrant Education Program funds can supplement Foundation Formula funding • Local funding	• Federal Grants that go directly to the district for pre-kindergarten purposes only • Head Start State Grant • Head Start Federal Grant • State Pre-Elementary Grant • State District-Wide Early Education Grant

ALASKA EARLY EDUCATION PROGRAM STANDARDS

Alaska Reads
#akreads

Alaska Department of Education & Early Development
P.O. Box 110500
Juneau, AK 99811-0500
education.alaska.gov

AK_Reads_EEP-Standards-SBOA-APPROVED.pdf (alaska.gov)

Early Education Program Standards

I. Teaching and Learning Environment	II. Social and Emotional Support	III. Curricula
IV. Screening and Developmental Evaluation	V. Assessment	VI. Family Engagement
VII. Dual Language Learners	VIII. Coaching	IX. Continuous Quality Improvement

Early Education Standards Workbook

- Purpose:
  - Provide an organizational tool for districts as they collect documentation of their early education program.
  - Documentation may later be uploaded to the DWEEP Approval (.5 ADM/Formula Funding) Application via Google Suite.

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

Alaska Early Education Program Standards
Evidence Worksheet

Purpose of the Worksheet:

> Provide an organizational tool for districts as they collect documentation of their early education program. This documentation may later be used for the .5 ADM/Formula Funding Application via Google Suite.

Instructions:

1. Designate the department, team, or person(s) who will collaborate and/or be responsible for collecting evidence for each of the 9 sections of the standards.
2. Provide a brief narrative that clearly describes how the early education program is meeting each component of the standards.
3. List documents that provide evidence of how the early learning program is meeting each component of the standards.
   > Include an explanation of the documentation if necessary.
   > Documents may include, but are not limited to: handbooks, school board policy, photographs, flyers, screenshots, emails, etc.
4. Save and organize all the listed documents for easy access later.
   > Create a link to each document that is web based.
   > Create designated folders for the remaining documents.
   * Folders may be labeled with section numbers that correspond to the 9 sections of the Standards.
   * Documents may be labeled with the Section, standard, and component along with the title of the document. For example, I.a.i. Daily Schedule.

Points to consider:

> Every component of each standard must be addressed.
> The same document may be used as evidence for multiple components. However, it must be listed in every component that it applies to.
> Documentation must be drawn from school years prior to the application year. For example, an application submitted for funding of the 2024-2025 school year should include information from 2023-2024 or prior school years.
> Consideration will not be given for programming that is "planned" or "expected" to happen. Consideration will only be given for programming that has already been successfully implementated.
> Any personally identifiable student information should be redacted.

Appendix:

Teacher Qualifications
Consultation

| Section Guide | **Instructions** | Sect 1 | Sect 2 | Sect 3 | Sect 4 | Sect 5 | Sect 6 | S |

An Excellent Education for Every Student Every Day

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	IX. Continuous Quality Improvement		
	Team/Department/Person Responsible:		
		Narrative:	**Documentation:**
(IX.a) The program has a continuous quality improvement process that uses data to (1) identify program strengths and needs, (2) develop and implement plans that address program needs, (3) continually evaluate compliance with program performance standards, and (4) annually evaluate progress towards achieving program goals. These plans are focused on the early education program only.			
(IX.b.i) The program's continuous quality improvement process ensures data is aggregated, analyzed, and compared in such a way to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas;			
(IX.b.ii) The program's continuous quality improvement process ensures child-level assessment data is aggregated and analyzed at least three times a year, including for sub-groups, such as dual language learners and children with disabilities, as appropriate, and used with other program data to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services			
(IX.b.iii) The program's continuous quality improvement process uses information from ongoing monitoring, including the program's annual self-assessment, child-level assessments, and program data on teaching practice, staffing and professional development, to identify program needs and develop and implement plans for program improvement			
(IX.b.iv) The program's continuous quality improvement process uses program improvement plans as needed to strengthen or adjust content and strategies for professional development, change program scope and services, refine school readiness and other program goals, or adapt strategies to better address the needs of sub-groups.			

Appendix

I. Alaska Reads Act: Educator Qualifications

Refer to The Alaska Reads Act : Educator Qualifactions webpage for a more thorough description of teacher qualifications.

The Alaska Reads Act : Reading Resources, Educator Qualifactions webpage

Early Education Lead Teacher:

The teacher responsible to oversee Early Education Programs.

Qualifications:

Valid Alaska Teacher Certification

AND, Either

1. Six credits in early childhood education.

   Must include three credits, or the equivalent, of an evidence-based reading training course that is approved by DEED.

   OR

2. Two or more years experience teaching kindergarten or early education, AND three credits, or the equivalent, of an evidence-based reading training course that is approved by DEED

DEED approved evidence-based reading training courses can be found at

The Alaska Reads Act: Reading Resources, DEED Professional Development

Suggested Documentation:

Alaska Teacher Certificate, transcripts, verification of employment in a kindergarten or early learning program, resume, documentation from Alaska SEED Registry.

II. Consultation Requirements

Districts must meet at least once with all Head Start agencies serving children within the district's service area. This must happen regardless of whether there is a Head Start classroom in the community where the District has a classroom. The meeting must be documented using DEED form 05-23-050.

Find the District-Wide Early Education Program Consultation Form (form 05-23-050) at

DEED Forms

An Excellent Education for Every Student Every Day

...ction Guide | Instructions | Sect 1 | Sect 2 | Sect 3 | Sect 4 | Sect 5 | Sect 6 | Sect 7 | Sect 8 | Sect 9 | **Appendix**

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Section IX: Continuous Quality Improvement

- What is Continuous Quality Improvement?

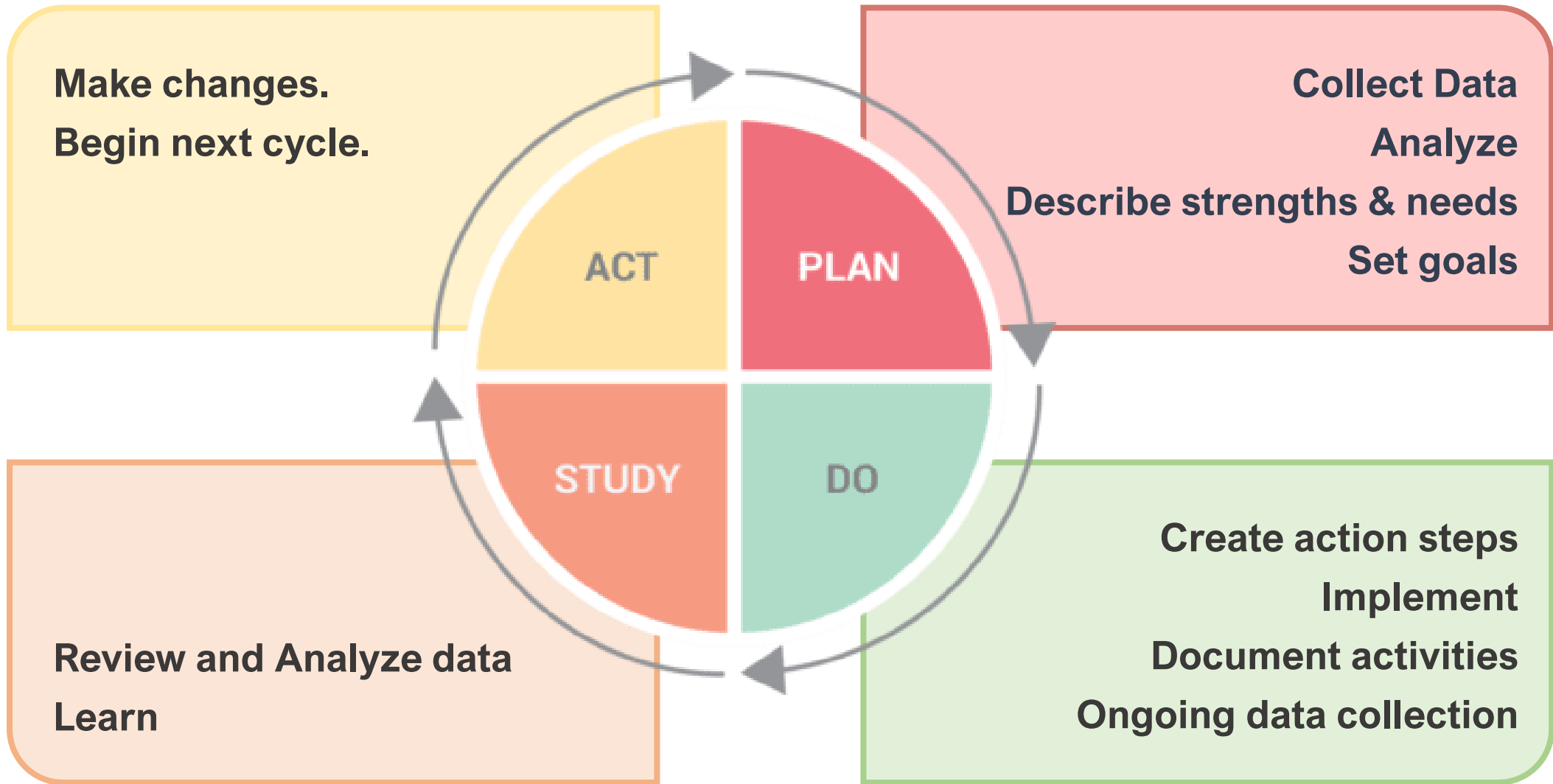- Using a Continuous Quality Improvement Plan to document the process

Section IX: CQI
The Process

- **What:** *Systemic* and *intentional* process.

- **Purpose:** Improve quality in early education programs to increase positive outcomes for children.

- **Scope:** Ongoing.
  - Cycles must be reviewed at least annually.
  - 3-6 months is recommended in the initial cycles.

Requirement: CQI must focus on the Early Education Program

Make changes.
Begin next cycle.

Collect Data
Analyze
Describe strengths & needs
Set goals

ACT   PLAN

STUDY   DO

Review and Analyze data
Learn

Create action steps
Implement
Document activities
Ongoing data collection

Requirement: DO NOT SKIP A STEP, all are required

How do we get there?

Continuous Quality Improvement Plan CQIP: the Plan

- **What:** A written plan.

- **Purpose:** Help districts engage in the CQI process.

- **Scope:**
  - The CQIP is a working document.
  - Typically, an annual plan.
  - Provides the details of how the strategic plan will be accomplished.

1. Plan

- **Collect Data:** *Build a profile of data*
  - Student data: TS GOLD
  - Program data: Self-assessment, policy
  - Staff Data: PD Plans, retention data, satisfaction surveys
  - Classroom Data: CLASS, ERS, TPOTS
  - Family/Community Data: surveys

- **Analyze:** *recognize and describe strengths and needs*
  - Must consider EEP Standards.
  - May consider grant requirements, district initiatives, community expectations.

- **Set goals:** *measurable and achievable*
  - Target 2-3 service areas or EEP Standards in each cycle.
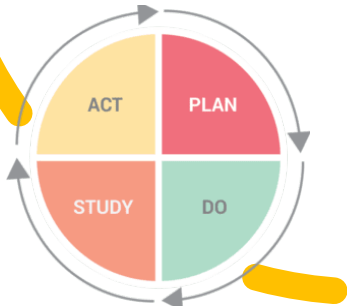
Early Education Program
Continuous Quality Improvement Plan
I. Plan

Vision	
Mission	

Summary
Early Education Program Needs Assessment

What data did our team examine?

How were stakeholders involved in the assessment process?

How did the team examine the needs of student subgroups, the program, classrooms, the community, and staff?

What strengths did our data review elevate?

What needs did our data review recognize?

Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there.

Long Term Goals & Metrics All or some early education program goals may match district goals or grant requirements.				Not Yet Started	In Progress	Met
Goal 1						
Metrics	By (date)	By (date)	By (date)			
Goal 2						
Metrics	By (date)	By (date)	By (date)			
Goal 3						
Metrics	By (date)	By (date)	By (date)			
Goal 4						
Metrics	By (date)	By (date)	By (date)			
Goal 5						
Metrics	By (date)	By (date)	By (date)			

Modified from https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Documents/DistrictContinuousImprovementPlanTemplate.docx

2. Do

Action steps or strategies related to each goal:

Timelines

Benchmarks

Responsible parties

Necessary resources
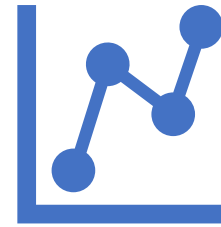
Ongoing data collection, Monitoring Indicators:

TS GOLD

- Aggregated and analyzed 3 times annually
- Analyzed by subgroups

Additional data appropriate to the goal

II. DO
Annual Evidence Based Strategies, Measures and Actions

<table>
<tr><td rowspan="2">Goal this strategy supports</td><td colspan="4">Goal 1:</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>What are we going to do?</td><td>Strategy #
1.1</td><td colspan="3"></td></tr>
<tr><td rowspan="2">How we will know the plan is working</td><td>Measures of Evidence for Adult Actions</td><td>Fall</td><td>Winter</td><td>Spring</td></tr>
<tr><td>Measures of Evidence for Students</td><td>Fall</td><td>Winter</td><td>Spring</td></tr>
<tr><td rowspan="6">How we will get the work done</td><td>Person or Team Responsible</td><td>Action Steps To be completed this year</td><td>Resources Needed</td><td>Due Date</td></tr>
<tr><td></td><td>1.</td><td></td><td></td></tr>
<tr><td></td><td>2.</td><td></td><td></td></tr>
<tr><td></td><td>3.</td><td></td><td></td></tr>
<tr><td></td><td>4.</td><td></td><td></td></tr>
<tr><td></td><td>5.</td><td></td><td></td></tr>
<tr><td>EEP Standard Alignment</td><td>Standard Section(s) this strategy supports</td><td colspan="3">☐I. Teaching and Learning Environment   ☐VI. Family Engagement
☐II. Social and Emotional Support   ☐VII. Dual Language Learners
☐III. Curricula   ☐VIII. Coaching
☐ IV. Screening & Developmental Evaluation   ☐IX. CQI
☐V. Assessment</td></tr>
</table>

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

Modified from https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Documents/DistrictContinuousImprovementPlanTemplate.docx

HUMAN RESOURCES & TRAINING

Goal 1	What we will do	When	Resources needed	Monitoring
KCI will reduce staff turnover to 20% in FY 2016 and increase the percentage of staff who remain at KCI long term (more than 3 years) to 85% by 2020.	Raise wages according to data in wage comparability study. Expand monthly peer coaching group for all supervisors and coordinators to include individual consultation for supervisors. Implement staff wellness program Premera Wellness System.	July 2015 Starts September 2015 October in-service	New wage scale reflected in FY 2016 budget. Costs included in T&TA budget Training for new HR manager	Monthly report Managers Dashboard PIR Leadership participant survey (May 2016) Staff wellness surveys

Goal 2	What we will do	When	Resources needed	Monitoring
Implement an effective teacher coaching system that supports continuous improvement in classroom practices that lead to enhanced child outcomes by increasing mentor/coaching schedule to twice a month for teachers and assistant teachers.	See SOP "Mentor/coach System"	Starting August 2015	HR manager added to FY 16 budget	Staff evaluations Managers Dashboard (frequency of coaching meetings) Fall & Spring CLASS scores by classroom

Adapted from Kids' Corps, Incorporated (KCI) documentation
Complete document includes two goals in each of five service areas.
Only two areas are included on this sample.

FAMILY SERVICES & FAMILY AND COMMUNITY ENGAGEMENT

Goal 1	What we will do	When	Resources needed	Monitoring
Enhance parenting skill of enrolled families by providing home visits that give parents opportunities to learn and practice positive parenting techniques.	Schedule Family Advocates to spend regular time in classroom so they can individualize home visits based on the child's experience in Head Start. Include family life practice goals on family partnership agreement and encourage parents to set goals in this area. Implement individualized Parents as Teachers materials on home visits that support parents positive parenting or family life practice goals.	Scheduled for 9/15 Agreement revised September 2015	Training in PAT and Ready for Kindergarten for Family Advocates	Child Plus event progress tracking report Managers quarterly dashboard- home visit observation checklist report
Goal 1	**What we will do**	**When**	**Resources needed**	**Monitoring**
Engage parents in their child's learning and development so that by 2018 85% of families report increasing frequency of behaviors that contribute to improved school readiness (dialogic reading, singing, or rhyming together, sorting, counting, etc.)	Deliver Ready for Kindergarten series of workshops. Teachers deliver Ready for Kindergarten literacy information and learning tools during the winter home visit.	November, January & March January & February	Training & kits for teachers who will deliver Ready for Kindergarten	Family engagement tracking report, surveys Managers dashboard, survey results

Continued: KCI documentation

3. Study

How are things going?

Review and analyze the data to learn from it.

Formal and Informal processes.

data team meetings, leadership meetings, discussion, self-assessment, etc.

Record progress.

4. Act

- Adjust practices based on findings.
  - Make changes in program scope or services.
  - Implement policies and procedures.
  - Adjust content or curriculum.
  - Identify program needs.
  - Adapt strategies or adopt new ones.
  - Refine program goals.

III. Study and Act
Self-Monitoring Routines

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

	Update Date	Strategy	What does the evidence show?	What is working? What is not?	What will we do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
Performance Updates						

Modified from https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Documents/DistrictContinuousImprovementPlanTemplate.docx

Helpful hint: Not all CQIP forms document every component in Section IX: CQI.

Section V: Assessment

- TS GOLD: the DEED required early childhood assessment tool
    - What is TS GOLD
    - How to use the assessment
    - Policy requirements

Alaska's Statewide Child Assessment Tool

GOLD

- Observation-based assessment tool
- Developmental continuum from birth to 3rd Grade
  - Colorbands by age-range
  - Even number Indicators
- 10 **Areas**
  - 23 Objectives
  - 60 **Dimensions**

My Teaching Strategies

- Web-based platform
  - **DEVELOP**
    - Quorum E-Learning Platform
      - "Introducing My Teaching Strategies" Module
      - "Objectives for Development & Learning" Module
    - Interrater Reliability Certification
  - **ASSESS**
    - Input Fall & Spring Checkpoints
    - (Optional) Upload documentation
  - **THE HUB**
    - Discussion boards
    - Webinar schedule
    - Link to Support Portal

An Excellent Education for Every Student Every Day

TS GOLD enrollment is free to all AK Districts with a signed assurance form emailed to: earylearning@alaska.gov
https://education.alaska.gov/forms/05-23-025.pdf

Assurance Requirements:

- Administer at least twice annually:
  - Fall (November 30th) and Spring (June 1st)
  - 32 Dimensions
- District has at least one person with Interrater Reliability (IRR) Certification by the Fall Checkpoint period

Monthly Check-in Call Calendar

Date		Tentative Topics
October 17, 2023	12:30-1:30pm	Fall Checkpoint
November 21, 2023	12:30-1:30pm	The Family Tab
December- NO MEETING		
January 16, 2023	12:30-1:30pm	Fall Checkpoint Data/ Reports Tab
February 20, 2023	12:30-1:30pm	Observe, Assess, Plan Cycle
March 19, 2023	12:30-1:30pm	Winter Checkpoints
April 16, 2023	12:30-1:30pm	Alaska Developmental Profile/Kindergarten Transitions
May 21, 2023	12:30-1:30pm	End of the year Checklist
June 28, 2023	12:30-1:30pm	Spring Checkpoint Data

Join Zoom Meeting
https://us02web.zoom.us/j/81157282057

Meeting ID: 811 5728 2057
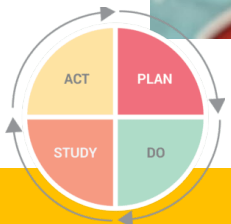
Use assessment data

- To determine each child's strengths and needs
- To inform individualized learning
- To improve teaching practices

Documentation

- Proof of TS GOLD enrollment, if not enrolled through DEED's umbrella
- TS GOLD reports
- Interrater Reliability Certificates
- Continuous Quality Improvement Plan or similar documentation of Plan-Do-Study-Act Cycle utilizing TS GOLD results
- Professional Development schedule/calendar

Do Not Use assessment data

- For providing rewards or sanctions to individual children or staff
- To exclude children from enrollment or participation
- To diagnose developmental delay

Documentation

- Policy Statement(s) in preschool handbook or similar document

Resources

- Alaska Early Education Program Standards, Alaska Department of Education & Early Development, 2023, EEP-Standards-SBOA-APPROVED.pdf (alaska.gov)

- Alaska Early Education Standards Workbook, Alaska Department of Education & Early Development, 2023, https://education.alaska.gov/forms/05-24-023.xlsx

- A Guide for Comprehensive Needs Assessment, Metropolitan State University of Denver, 2020, A Guide to Comprehensive Needs Assessment (state.nm.us)

- Continuous Improvement Process and Planning, Oregon Department of Education, 2019, Oregon Department of Education : Continuous Improvement Process and Planning : Schools & Districts : State of Oregon

Resources

- The Alaska Reads Act: Early Education Programs [webpage](#)
  - Recorded webinars
  - Supporting documents
  - FAQ
  - Early Education Program Standards

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

October 26, 10:00-11:30 a.m
    Assessment
    Continuous Quality Improvement
November 9, 10:00-11:30 a.m.
    Dual Language Learners
    Curriculum
December 14, 10:00-11:30 a.m.
    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 for more information.

EDUCATION & EARLY DEVELOPMENT

Contact Information

Jayne McFarland, Education Specialist II

jayne.mcfarland@alaska.gov
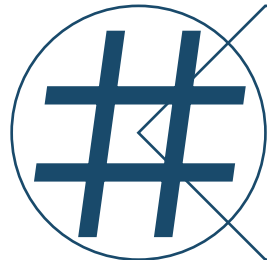
(907) 269-7974

Stay Connected

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- education.alaska.gov

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

Social Media

- @AlaskaDEED