Understanding
Alaska's Early Education Program Standards and .5 ADM Approval:
Curricula
Dual Language Learners

November 9, 2023

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Division of Innovation and Education Excellence

ALASKA DEPARTMENT OF
EDUCATION
& EARLY DEVELOPMENT

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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.

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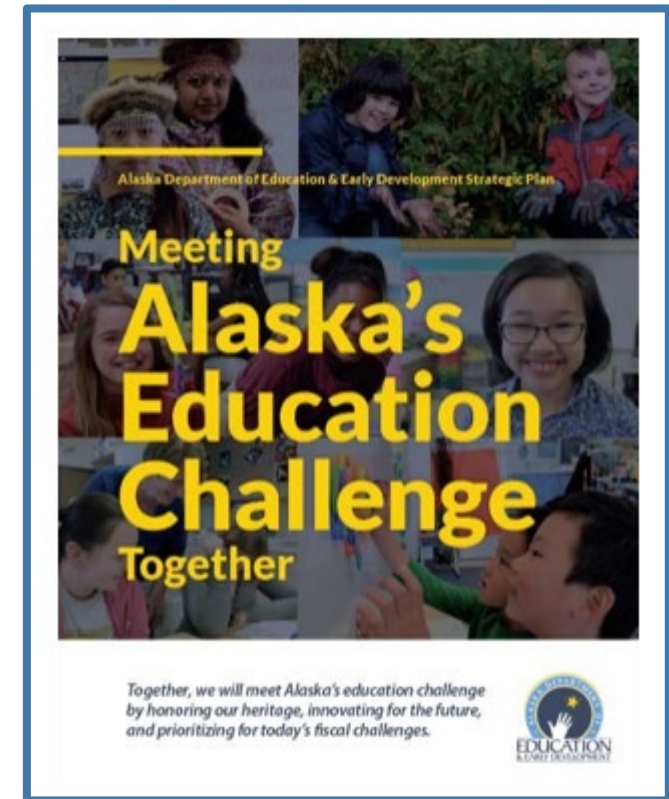Kristen Spencer (kristen.spencer@alaska.gov)

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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.

Alaska Department of Education & Early Development Strategic Plan

Meeting Alaska's Education Challenge Together

Together, we will meet Alaska's education challenge by honoring our heritage, innovating for the future, and prioritizing for today's fiscal challenges.

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.

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

Agenda

- Alaska's Early Education Program Standards
- Curricula
- Dual Language Learners

.5 ADM funding Application process

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

ALASKA EARLY EDUCATION PROGRAM STANDARDS

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** November
IV. Screening and Developmental Evaluation	**V. Assessment** October	**VI. Family Engagement**
VII. Dual Language Learners November	**VIII. Coaching**	**IX. Continuous Quality Improvement** October

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

Early Education Standards Workbook

Purpose:

- Provide a user-friendly method for viewing and referring to the standards.
- Provide an organizational tool for districts as they develop programming that complies with the Standards.
- 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

.5 ADM Application for FY25 will be released January 2024

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 implemented.
> 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

	A	B	C
1	**III. Curricula**		
2	**Team/Department/Person Responsible:**		
3		**Narrative:**	**Documentation:**
4	(III.a.i) Program has developmentally appropriate evidence-based early childhood curricula that are based on evidence and have standardized training procedures and curriculum materials to support implementation		
5	(III.a.ii) Program has developmentally appropriate evidence-based early childhood curricula that are aligned with the *State of Alaska Early Learning Guidelines* and are sufficiently content-rich to promote measurable progress toward development and learning		
6	(III.a.iii) Program has developmentally appropriate evidence-based early childhood curricula that include Preschool Science of Reading supplemental curricula from the DEED approved list.		
7	(III.a.iv) Preschool Science of Reading is evident in daily activities. Oral language. Phonological awareness. Print knowledge.		
8	(III.a.v) Program has developmentally appropriate evidence-based early childhood curricula that have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.		
9	(III.b) Program supports education staff to effectively implement curricula by monitoring curriculum implementation and fidelity, and providing support, feedback, and supervision for continuous improvement of curricula implementation through training and professional development.		
10	(III.c) IF the program makes significant adaptations to a curriculum or a curriculum enhancement to meet the needs of a specific population of students, it must use an external early childhood education curriculum or content area expert to develop the adaptations. Adaptations must be culturally sensitive. Before implementing an adaptation, the program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals. *After creating the adaptation, programs are encouraged to use outside evaluators to assess the adaptations.		
11			
12			
13			

Section 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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	A	B	C
1	**VII. Dual Language Learners**		
2	**Team/Department/Person Responsible:**		
3		**Narrative:**	**Documentation:**
4	(VII.a) For dual language learners, the program recognizes bilingualism and biliteracy as strengths and implements evidence-based teaching practices that support the learner's		
5	(VII.a.i) Dual language learner teaching practices focus on both English language acquisition and the continued development of the home language.		
6	(VII.a.ii) When teachers or staff do not speak the home language of a child, the program implements evidence-based strategies to support development of the home language for the dual language learner.		
7	(VII.b) The program serves American Indian or Alaska Native children and integrates efforts to preserve, revitalize, restore, or maintain the tribal language for them into program services.		
8	(VII.c.i) When the program serves a child who speaks a language other than English, it uses qualified bilingual staff, a contractor, or a consultant to assess language skills in English and in the child's home language, to assess the child's progress in the home language and in English language acquisition.		
9	(VII.c.ii) When the program serves a child who speaks a language other than English, it uses qualified bilingual staff, a contractor, or a consultant to conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills		
10	(VII.c.iii) When the program serves a child who speaks a language other than English, it uses qualified bilingual staff, a contractor, or a consultant to ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.		
11	(VII.d) When the program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, it uses an interpreter in conjunction with a staff person qualified to conduct screenings and assessments.		
12	(VII.e) When a program serves a child who speaks a language other than English, the program seeks volunteers who speak the child's home language to be trained to work in the classroom and support the child's continued development of the home language.		
13			
14			
15			
16			

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

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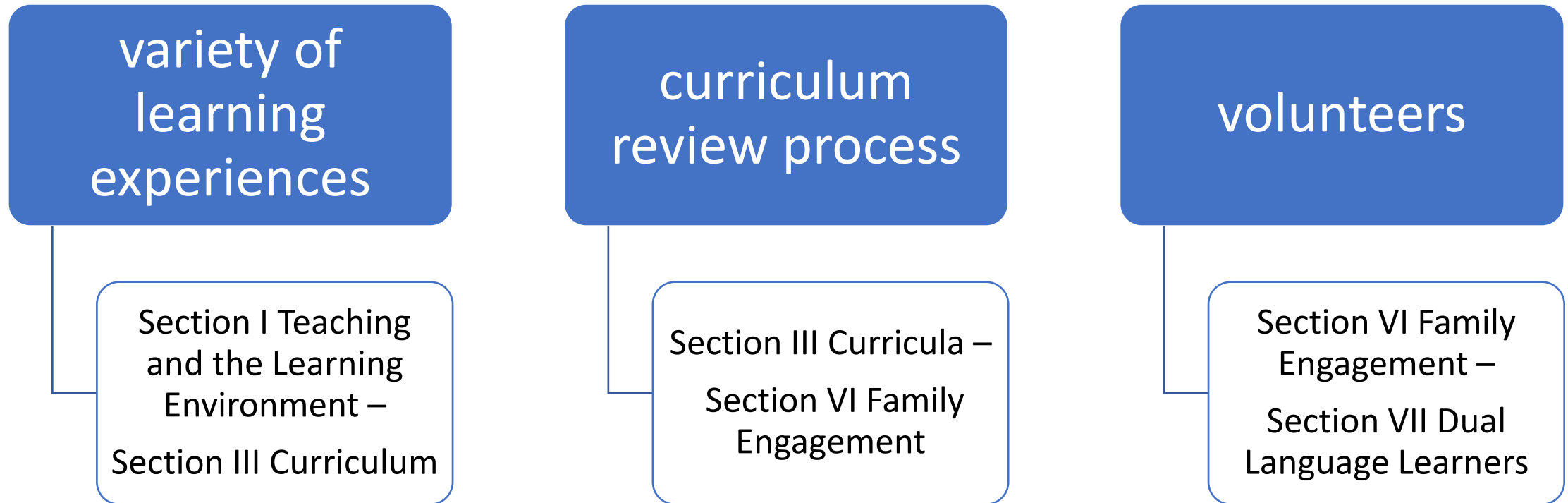
Find the District-Wide Early Education Program Consultation Form (form 05-23-050) at

    DEED Forms

All Sections of the Standards are Connected

variety of learning experiences

Section I Teaching and the Learning Environment – Section III Curriculum

curriculum review process

Section III Curricula – Section VI Family Engagement

volunteers

Section VI Family Engagement – Section VII Dual Language Learners

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Section III: Curricula

- Requirements
- Documentation

Two types of required curricula

ALASKA EARLY LEARNING GUIDELINES

ALASKA READS ACT
#akreads

Comprehensive curriculum:

A single curriculum that covers all domains of learning and development

- Physical well-being, health and motor development
- Social and emotional development
- Approaches to learning
- General knowledge and cognition
- Communication, language, and literacy

www.alaskaelg.org

Required Literacy Curriculum:
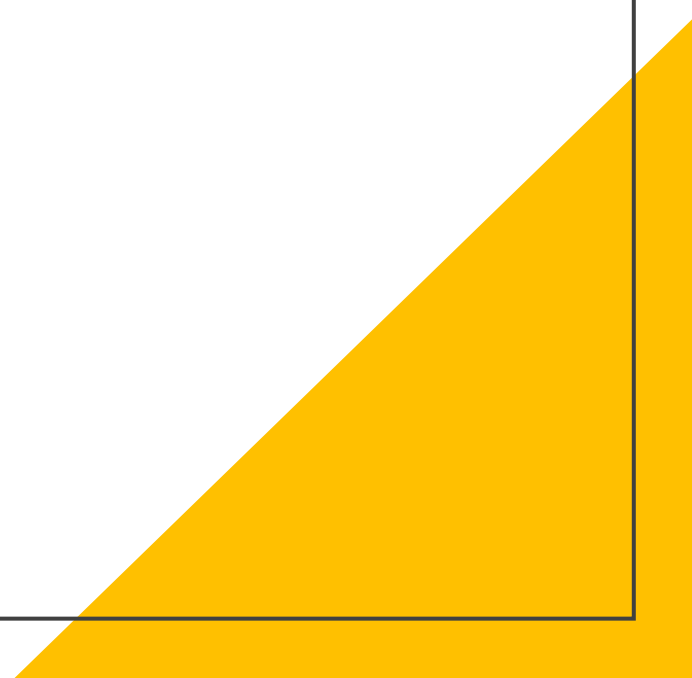
Focused on Preschool Science of Reading

- Oral language
- Phonological awareness
- Print knowledge

May be supplemental to the comprehensive curriculum or part of the comprehensive curriculum.

Chosen from DEED's approved list, Alaska Evidence-based Early Education Literacy Curricula 2023, found at Education.Alaska.gov/Alaska-Reading-Resources

Requirements of Comprehensive Curriculum

- Aligned to Alaska Early Learning Guidelines

- Research based

- Standardized training procedures

- Materials available to support implementation

- Includes an organized scope and sequence

- Includes plans for learning experiences

Documentation of Comprehensive Curriculum

Evidence that the curriculum is in place, examples:

- Record of purchase with dates
- Reference to the curriculum in policy
- Reference to the curriculum in parent communication
- Reference to the curriculum in lesson plans or daily schedules

Evidence that curriculum meets requirements, examples:

- Screenshots of pages on the publisher's website
- Links to pages on the publisher's website
- Downloads from the publisher
- Screenshots or links to ECLKC (Head Start's Early Childhood Learning & Knowledge Center)

Use as many pieces of evidence as necessary to demonstrate compliance with standards.

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◄ Curriculum Consumer Report

Preschool

About This Report ▼

Find Curriculum by Name 🔍

| Curricula | Criteria | Compare | All Ratings |

All Ratings

What do the ratings mean? ★ Full Evidence   ★ Moderate Evidence   ☆ Minimal Evidence   ☆ No Evidence

	CRITERION 1 Evidence Base for Child Outcomes	CRITERION 2 Research-Based Curriculum	CRITERION 3 Scope and Sequence	CRITERION 4 Alignment with the Head Start Early Learning Outcomes Framework (ELOF)	CRITERION 5 Learning Goals for Children	CRITERION 6 Ongoing Child Assessment	CRITERION 7 Parent and Family Engagement	CRITERION 8 Professional Development and Materials to Support Implementation	CRITERION 9 Learning Experiences and Interactions	CRITERION 10 Learning Environments and Routines	CRITERION 11 Cultural Responsiveness	CRITERION 12 Linguistic Responsiveness	CRITERION 13 Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs	CRITERION 14 Individualization Based on Interests, Strengths, and Needs
Big Day for PreK™	☆	★	★	★	☆	☆	☆	★	★	★	☆	★	★	☆
Connect4Learning®	☆	★	★	★	☆	☆	☆	★	★	★	☆	☆	☆	★
Core Knowledge® Preschool Sequence	☆	☆	☆	☆	☆	★	☆	★	★	★	★	☆	☆	☆
The Creative Curriculum® for Preschool, 6th Edition	☆	★	☆	★	★	★	★	★	★	★	★	★		
Curiosity Corner, 2nd Edition	★	☆	☆	★	☆	★	☆	★	★	★	★	☆	☆	
Learn Every Day™: The Preschool Curriculum	☆	☆	☆	★	☆	☆	★	☆	★	★	★	★		
Galileo® Pre-K		★	★	★	★	★	★	★	★	★				

RESOURCE RESOURCE RESOURCE

Alignment of AK Requirements and ECLKC Criteria

If curriculum aligned to ELOF, then DEED will accept in lieu of verified alignment to Alaska's Early Learning Guidelines.

AK Requirement: Aligned to Alaska Early Learning Guidelines

ECLKC Criterion 4: Alignment with the Head Start's Early Learning Outcomes Framework (ELOF)

AK Requirement: Research Based

ECLKC Criterion 2: Research-Based Curriculum

AK Requirement: Standardized training procedures and Materials to support implementation

ECLKC Criterion 8: Professional development and materials to support implementation

AK Requirement: Scope and sequence

ECLKC Criterion 3: Scope and Sequence

AK Requirement: Plans for learning experiences

ECLKC Criterion 9: Learning Experiences and Interaction

RESOURCE
RESOURCE
RESOURCE

Requirements of Preschool Science of Reading Literacy Curriculum

- Curriculum chosen from DEED's approved list.
  - Disregard the list on the Alaska Early Learning Standards.
  - Use [Alaska Evidence-based Early Education Literacy Curricula](), posted at [Alaska Reading Resources webpage]()
- Daily activities in Preschool Science of Reading components.
  - Oral language
  - Phonological awareness
  - Print knowledge

Documentation of Preschool Science of Reading Curriculum

Evidence that the curriculum is in place, examples

- Record of purchase with dates
- Reference to the curriculum in policy
- Reference to the curriculum in parent communication
- Reference to the curriculum in daily schedules or lesson plans

Evidence of Preschool Science of Reading Components in daily activities, examples

- Reference to Preschool Science of Reading components in daily schedules or multiple lesson plans
- Reference to the Curriculum in daily schedules or multiple lesson plans

Alaska Department of Education and Early Development
Early Education Literacy Curricula aligned to Reading Science

Publisher	Website	Component Name	Pre-K/Preschool	Threes	Toddler	Infant
Amplify	Pre-K	Pre-K Core Knowledge	☒			
Frog Street Press	Frog Street	Frog Street Pre-K Frog Street Threes Frog Street Toddler Frog Street Infants	☒	☒	☒	☒
Heggerty	Heggerty	Early Pre-Kindergarten Curriculum Pre-Kindergarten Curriculum	☒	☒		
Kaplan Early Learning Company	Connect 4 Learning	Connect 4 Learning	☒			
Learning Without Tears	Get Set for School	Get Set for School	☒			
Letterland	Letterland	Pre-K	☒			
McGraw-Hill	World of Wonders	World of Wonders	☒	☒		
QuaverEd	Pre-K Classroom	Pre-K All In One Classroom Set	☒			
Really Great Reading	Launchpad	Launchpad for Pre-K	☒			
Savvas Learning Company	Three Cheers	Three Cheers for Pre-K	☒			
Teaching Strategies	Creative Curriculum	The Creative Curriculum for Infants, Toddlers, & Twos	☒	☒	☒	☒
		The Creative Curriculum for Preschool				
Zaner-Bloser	Happily Ever After	Happily Ever After ABC 123 Handwriting Readiness	☒			
Zoo-Phonics	Zoo-per	The Preschool Zoo-per Toddler Cubs	☒	☒	☒	☒

Curricula meeting requirements of both Comprehensive Curriculum and Preschool Science of Reading

- Frog Street
- Connect 4 Learning
- World of Wonders
- Creative Curriculum

This list is not intended to be all-inclusive or exhaustive.
This information was drawn from ECLKC.
Applicants may choose to verify compliance of any comprehensive curriculum.

District must support staff to effectively implement curriculum.

Requirements:

- Provide training and professional development.

- Monitor curriculum implementation and fidelity.

- Provide feedback to teachers.

Evidence, examples:

- Professional development calendar or plans.

- Certificates of training.

- Classroom observation templates.

- Documentation of coaching with a focus on implementation of curriculum.

Use as many pieces of evidence as necessary to demonstrate compliance with standards.

Curricular Adaptations or Enhancements

III.c If a program makes significant adaptations to a curriculum or a curriculum enhancement to meet the needs of a specific population of students, it must use…

Standard III.c should read

- **_If_** *a program makes significant adaptations…*

Curricular Adaptations are optional.

Curricular Adaptations and Enhancements

Requirements:

Prior to making adaptations

- Must use an external expert to develop adaptations.
- Adaptations must be culturally sensitive.
- Must assess whether adaptations will facilitate student progress.

After making adaptations

- *Encouraged* to partner with outside evaluators to assess adaptations.

Evidence, examples:

- Contract with external expert.
- Student data obtained during pilot program of curricular adaptations.
- Assessment report from outside evaluator.

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Section VII:
Dual Language Learners

- Foundational knowledge
- Requirements
- Documentation

ELL vs DLL

English Language Learners

- K-12 students in a public schooling system.
- Children with a home language other than English and English is not yet proficient enough to succeed in an English-taught school system.
- Defined in civil rights law.
- These students have the legal right to supports to help them overcome a language barrier.

Dual Language Learners

- Birth to age five.
- Children who are learning two or more languages at the same time.
- While still developing their home language, these children are introduced to a second language.
- Term reflects that Early Education is focused on development.
- Term embraces the complexity of language development in our diverse society.

A P-3 Framework: Centering English Learners - SEAL

Students in Alaska

- 188,321 Alaskans aged 0-18.

- 61,900 Alaskans aged 0-5 years.

- 19% live in rural areas.

- 28% are Alaska Native or American Indian.

- 11% are of Hispanic origin.

- 68% identify as white.

54 school districts in Alaska
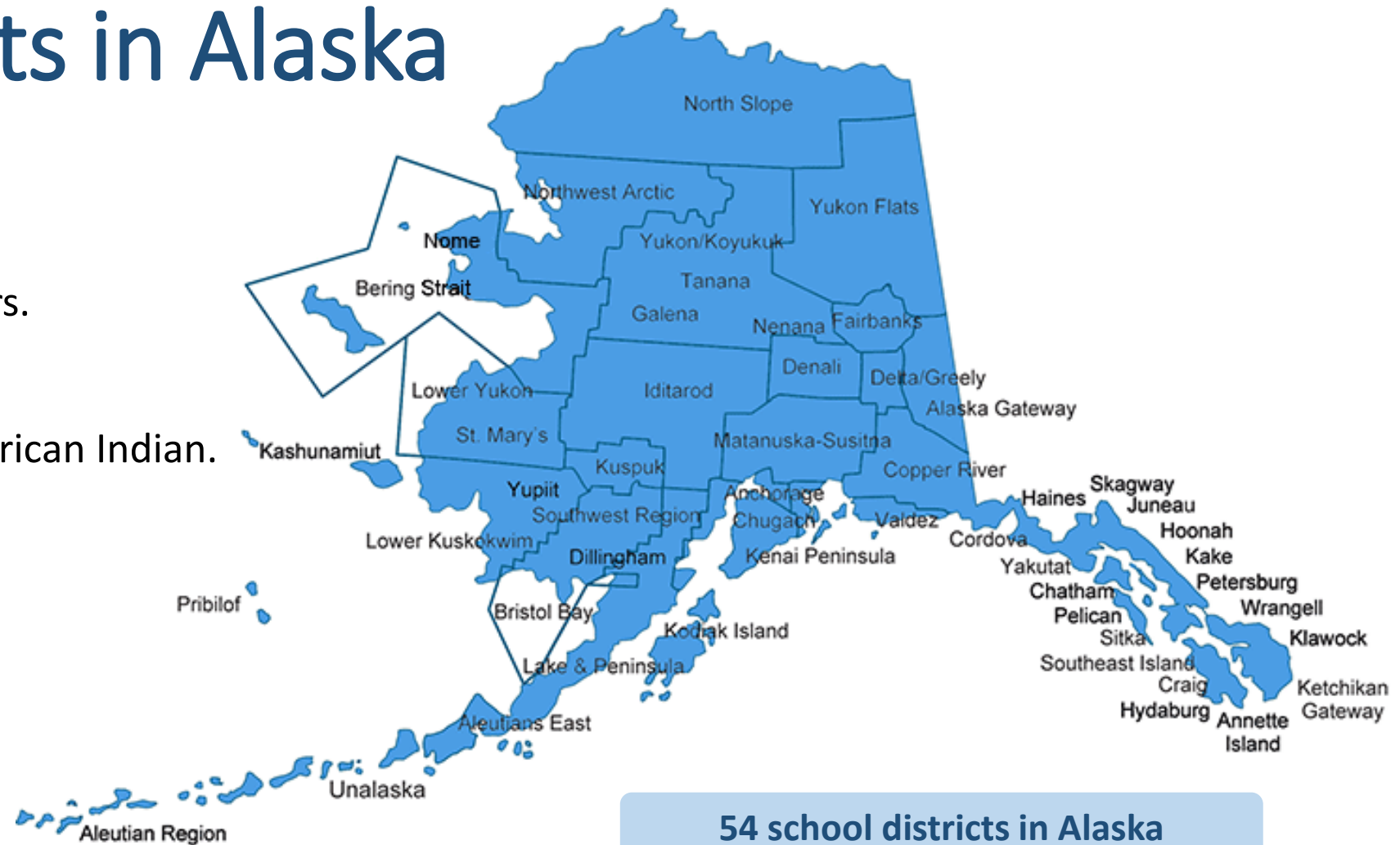
Alaska's Literacy Blueprint, DEED, 2023

A Needs Assessment of Alaska's Mixed-Delivery System of Early Childhood Care and Education, Association of Alaska School Boards, 2019

- Of students classified as English learners, 40% are Alaska native.

- 70.5% of students speak only English at home.

- 10% speak Spanish or another Indo-European language at home.

- 8% speak an Asian or Pacific Island language at home.

- 11.5% speak a different language at home, mostly Alaska Native languages.

Purposes of Alaska's Early Education Program Standards, Section VII Dual Language Learners

High quality early education programs will

- Recognize bilingualism and biliteracy as strengths.
- Focus on English language acquisition and continued development of the home language.
- Integrate efforts to preserve the tribal language of children who are American Indian or Alaska Native.

Primary Expectations

All districts will develop policy documents that describe services for Dual Language Learners.

- Policy must address the purposes of Sect VII and all components of Sect VII.
- Policy may be specific to early education, or it may include other grade levels.
- Documentation examples: program handbook, school board policy, parent communication.

All districts will collect demographic data of early education students.

- Data should identify students who are developing more than one language and students who are American Indian or Alaskan Native.
- Data may be obtained from families at the time of enrollment or screening.
- Documentation examples: Compilation of data with reference to how it was obtained.

Districts who have Dual Language Learners enrolled will implement DLL programming that is compliant with the Standards and will submit documentation of that programming.

Requirements & Evidence, Programming

**Districts with students who are Dual Language Learners,
must have evidence-based teaching practices focused on continued development of the home language.**

EITHER Teachers or staff speak the home language.

Evidence, examples:

- Demographic data aligning languages spoken by staff to languages spoken by students.

OR The program implements other steps to support development of the home language.

Evidence, examples:

- Culturally and linguistically appropriate materials: photos of labels, books, bulletin boards.
- Culturally and linguistically appropriate activities: lesson plans, photos.
- Teacher training materials that target evidence-based strategies.

Requirements & Evidence, Volunteers

Districts with students who are Dual Language Learners,
must seek volunteers who speak the child's home language and train them to work in the classroom.

Evidence, examples:

- Volunteer registration forms documenting languages spoken.

- Fliers recruiting volunteers who speak languages other than English.

- Demographic data aligning languages spoken by students to languages spoken by volunteers.

- Record of volunteer hours in classrooms.

- Policy documents describing the enrollment and training process for volunteers.

Alaska Native Languages
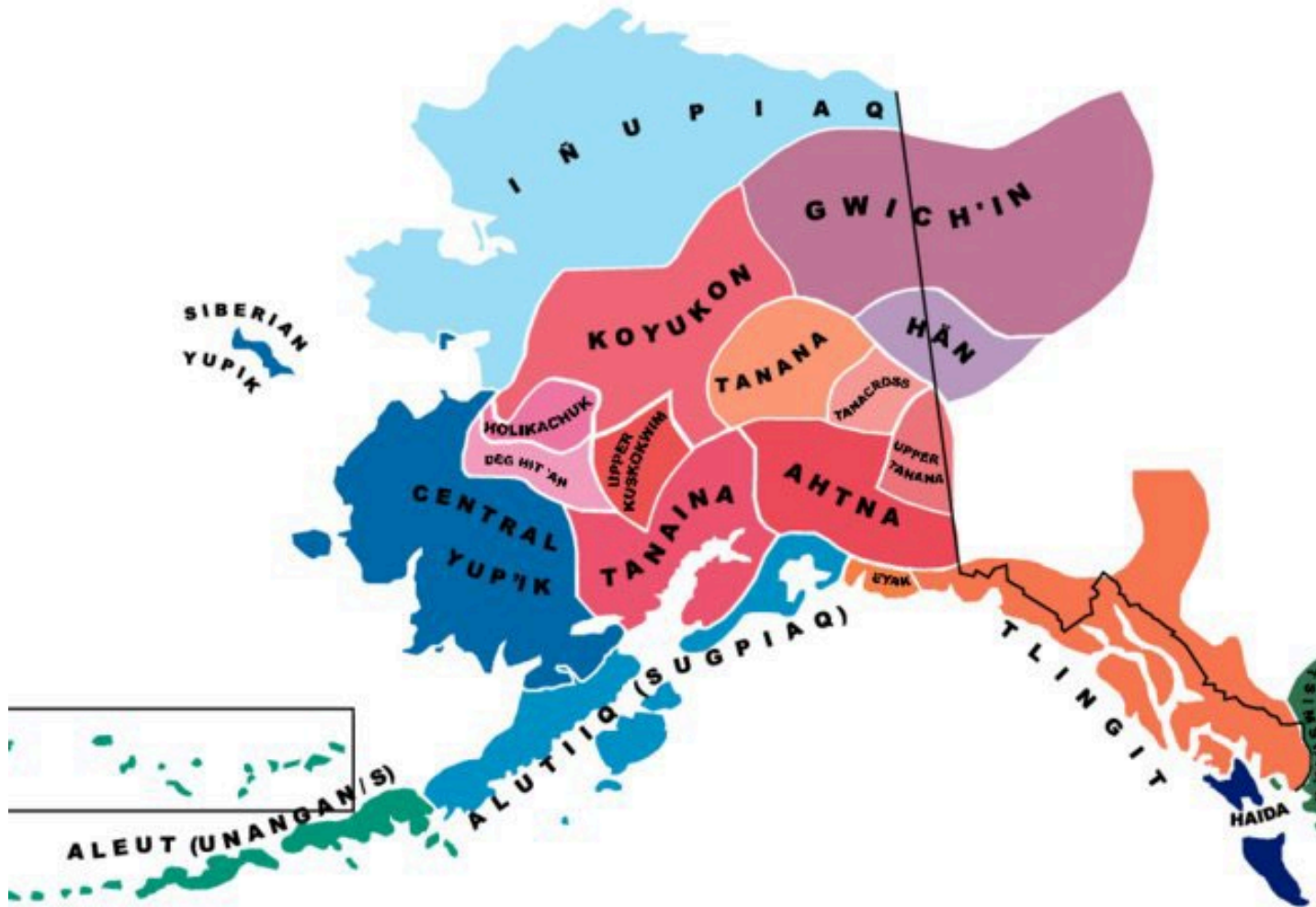
- Alaska has some 20 distinct indigenous languages belonging to four distinct language families.

- Inuit-Aleut language family are in shades of blue.

- Athabascan language family are in shades of red.

- Eyak and Tlingit are shaded towards yellow and brown.

- Haida and Tsimshian are completely different colors because they are not related to other languages in Alaska.

[Languages | Alaska Native Language Center (uaf.edu)](https://uaf.edu)

Requirements & Evidence, American Indian or Alaska Native children

**Districts with students who are American Indian or Alaska Native,
must integrate efforts to preserve, revitalize, restore, or maintain the tribal language.**

Full immersion
- Evidence, examples:
  - Policy statements.
  - Communication documents describing the program.

Or Embedding tribal language in ongoing activities
- Evidence, examples:
  - Units of instruction in tribal language (evidence: lesson plans for multiple units).
  - Materials in tribal language (evidence: photos of labels, books, bulletin boards).
  - Activities in tribal language: songs, daily routines (evidence: daily schedule, photos, lesson plans).
  - Direct instruction in tribal language (evidence: lesson plans, weekly schedules).
  - Tribal language activities with culture bearers (evidence: fliers, calendars, photos).

Connection: Sect VI Family Engagement requires programs to integrate families' cultural backgrounds, traditional values, and heritage languages into the classroom environment and curriculum.

Requirements & Evidence, Screening and Assessment

Districts with students who are Dual Language Learners,
must use qualified bilingual staff, a contractor, or a consultant OR an interpreter in cooperation with staff to

❖ Provide screenings in the language that best captures the child's development.

❖ Assess developmental domains in the language that best captures the child's development.

❖ Assess progress of language skills in both English and home language.

Evidence, examples:

- Contracts with interpreters or bilingual contractors or consultants.

- Demographic data aligning languages spoken by staff to languages spoken by students.

- Screening protocols in alternate languages.

- Language assessment protocols.

References

Standards

- 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

Curricula

- Alaska Early Learning Guidelines, Alaska Department of Education & Early Development and Alaska Department of Health and Social Services, 2019, https://www.alaskaelg.org
- Alaska Evidence-based Early Education Literacy Curricula 2023
- Head Start Early Childhood Learning and Knowledge Center (ECLKC), Curriculum Resources, https://eclkc.ohs.acf.hhs.gov/curriculum

References

Dual Language Learners

- A Needs Assessment of Alaska's Mixed-Delivery System of Early Childhood Care and Education, Association of Alaska School Boards, December 2019, Final-AK-PDG-Needs-Assessment-Report-Rev.pdf (earlychildhoodalaska.com)

- A P-3 Framework: Centering English Learners, Sobrato Early Academic Language, September 2023, A P-3 Framework: Centering English Learners - SEAL

- Alaska's Literacy Blueprint, Alaska Department of Education & Early Development, 2023, Alaska Literacy Blueprint.ac.1.pdf

Other

- 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

Recorded October 26
  Assessment
  Continuous Quality Improvement
Recorded November 9   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.

Contact Information

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