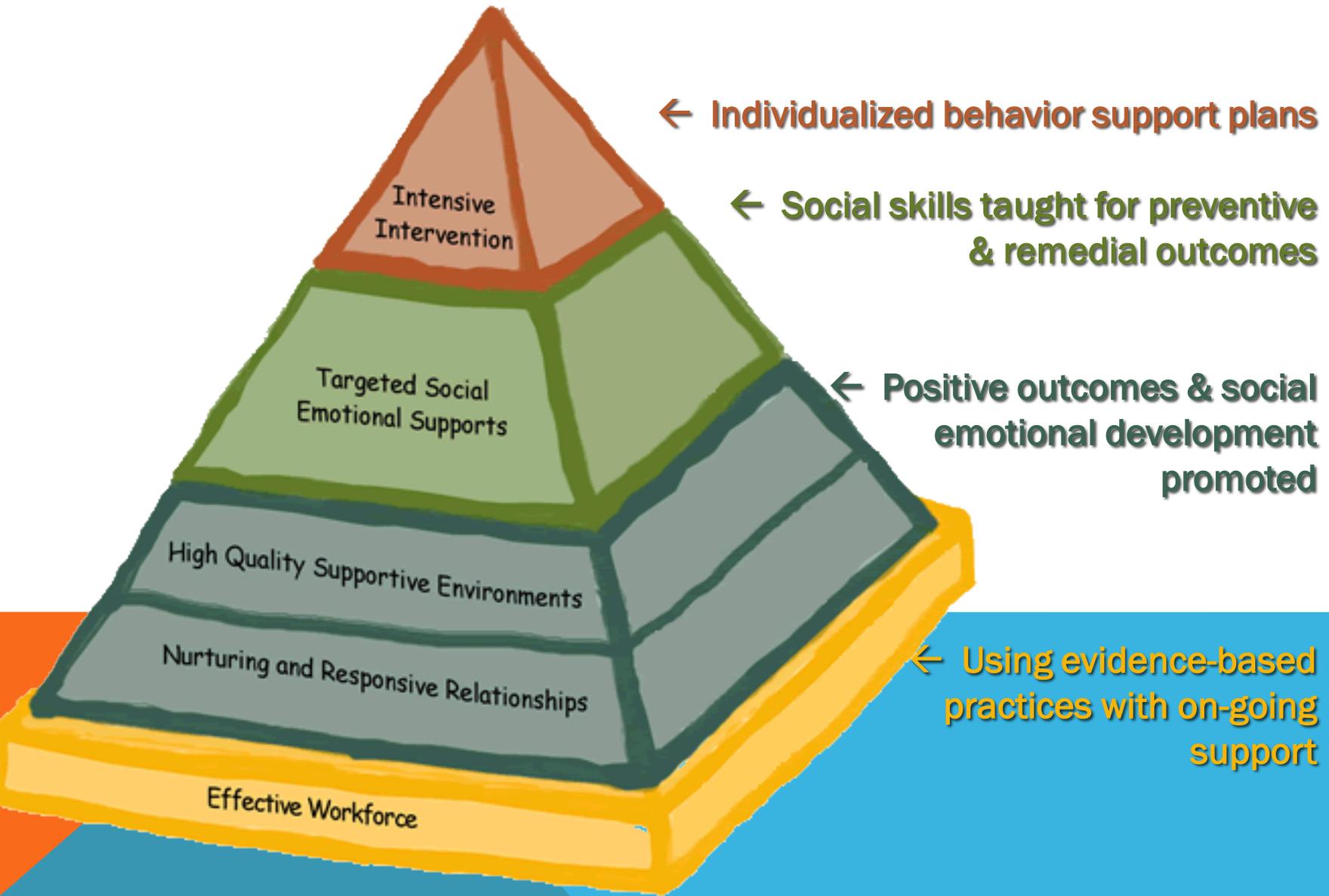




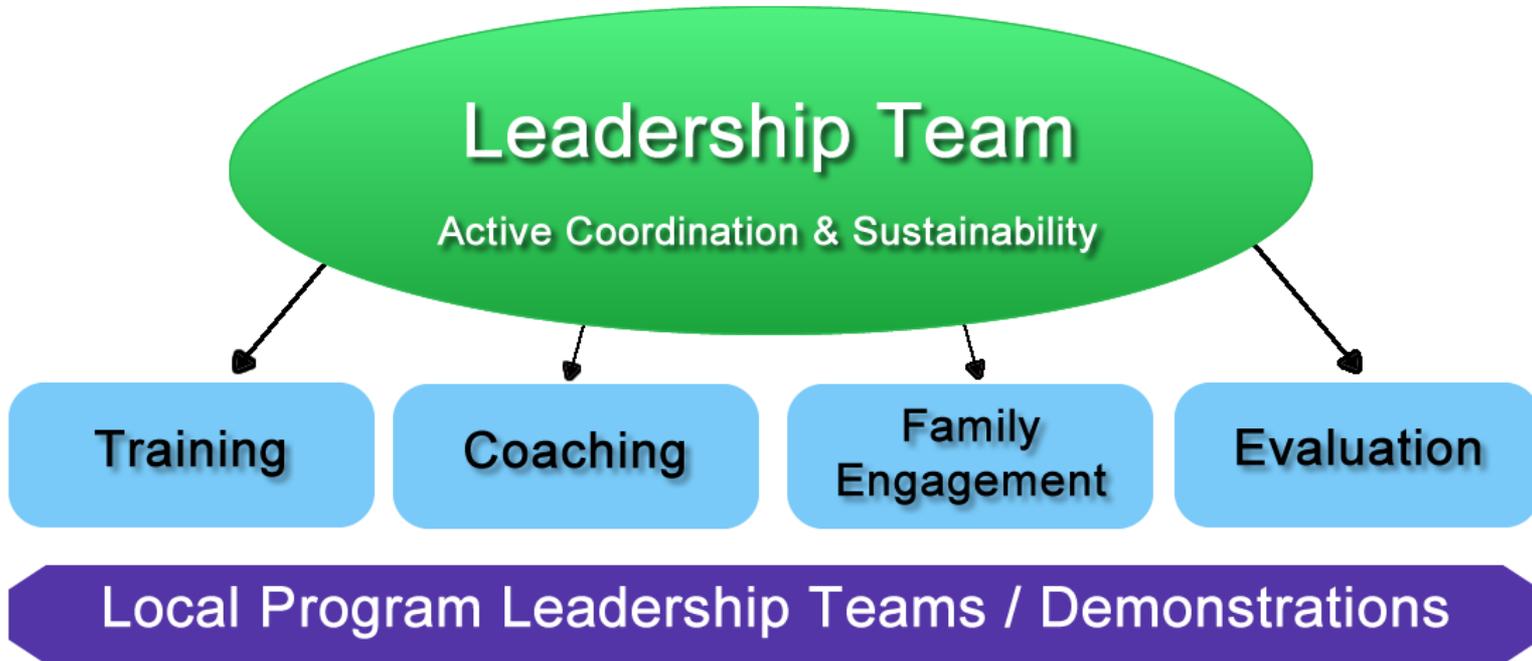
**FY 12 & 13 DETAILS &
RESULTS**

ALASKA PYRAMID PARTNERSHIP (APP)

EARLY CHILDHOOD: WE HAVE AN APP FOR THAT!



ALASKA PYRAMID PARTNERSHIP STATE SYSTEM



Leadership team members come from:

1. HSS
 - ECCS
 - ILP
 - DBH
 - Child Care Program Office
 - Governor's Council
2. DEED
 - Head Start
 - 619 Coordinator
3. UAA
 - CWA
 - CHD
4. **thread**
5. PTI – Stone Soup Group
6. Master Cadre members throughout the state, from:
 - Programs
 - School districts

ALASKA PYRAMID MODEL TRAINING & COACHING

Train-Coach-Train model used

Training

- Leadership
- Teaching staff to use evidence-based practices and data in supporting young children's needs
- Parents in using play, teaching emotional literacy and working with children who have challenging behavior

Coaching within a program

- Leadership team to support implementation and use data in decision-making
- Teaching staff to implement best practices, collect data, and engage families
- Parent on interacting during play, implementing activities on emotional literacy, developing home expectations and rules and using behavior intervention strategies

ALASKA PYRAMID PARTNERSHIP SITES

FY11 sites - First 3 (APP):

- 1) Denali Family Services' Little Steps in Anchorage – 2 classrooms
- 2) Bristol Bay Native Association's Head Start in Dillingham region – 4 classrooms
- 3) Fairbanks Community Partnership – 3 classrooms

FY12 sites (Strengthening Families & APP):

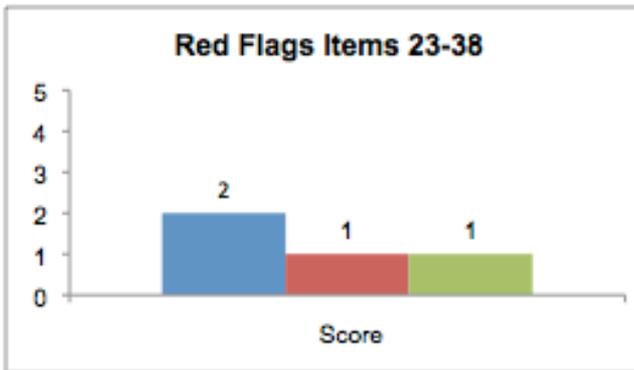
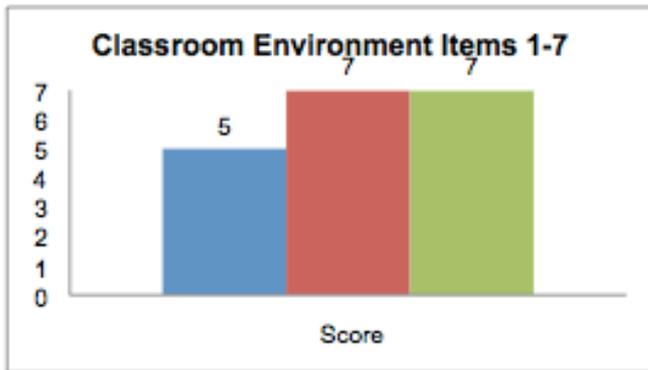
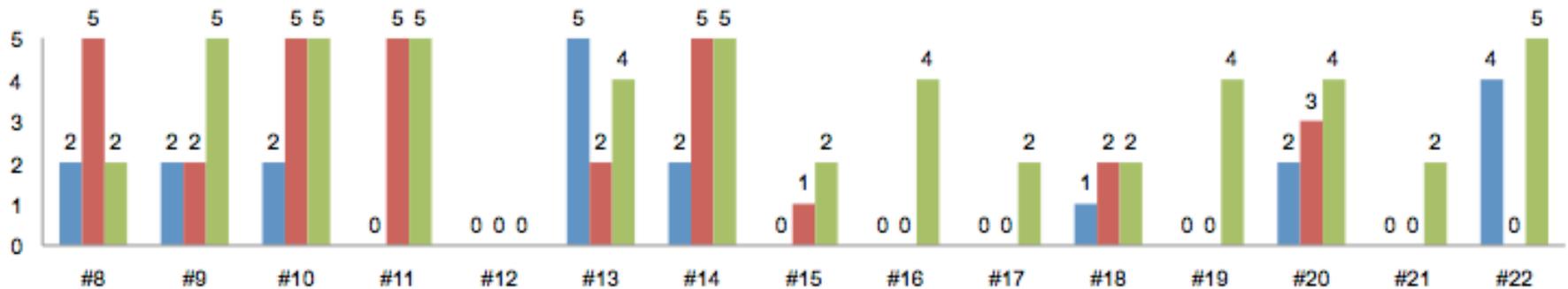
- 1) Burchell High School, Mat Su Valley – 1 classroom
- 2) Rock of Ages, Mat Su Valley – 1 classroom
- 3) Sitka Community Partnership – 4 programs and the school district
- 4) Peace Health, Ketchikan – 2 classrooms
- 5) Babes in the Wood TLC, Juneau – 2 classrooms
- 6) Gold Creek Childcare Center, Juneau – 2 classrooms
- 7) Campfire USA, Alaska Council – 3 after-school programs
- 8) Bright Horizons, Anchorage – 1 classroom
- 9) Family care homes, Anchorage – 2 homes

FY13 sites (Strengthening Families & APP):

- 1) Homer Community Partnership
- 2) Ketchikan Community Partnership

TEACHING BEHAVIORS - PROGRAMS

Teaching Pyramid Observation Tool (TPOT) - AKLS, EM

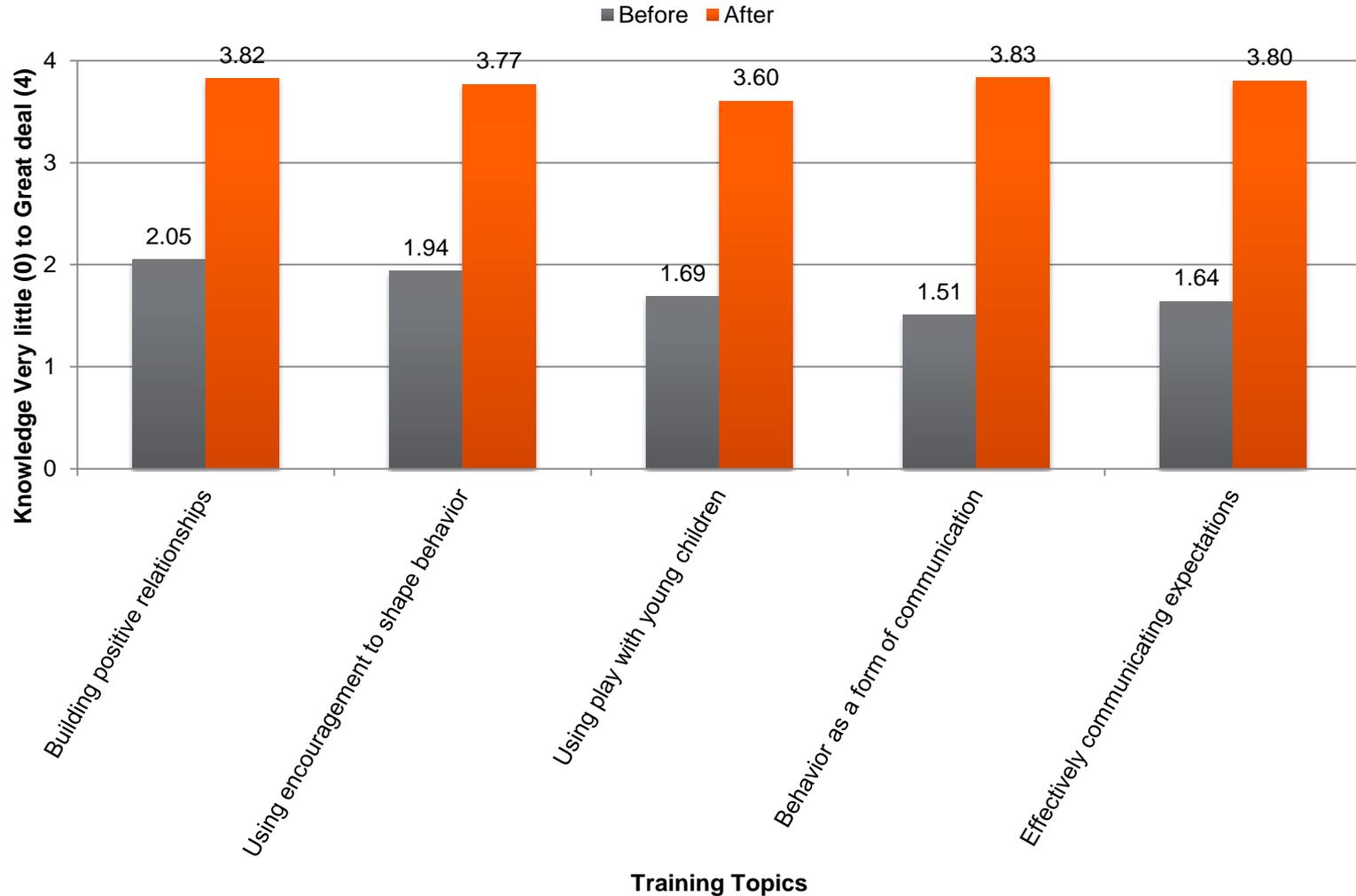


■ 11.10.10
■ 4.29.11
■ 11.17.11

1-7. Classroom Environment	16. Teaching children to express emotions	Date	ENV (1-7)	ANC (8-22)	Red Flags
8. Schedules and routines	17. Teaching problem solving	11.10.10	5	1.33	2
9. Transitions between activities	18. Supporting friendship skills	4.29.11	7	2	1
10. Teacher engages in supportive conversations	19. Supporting children with persistent problem behavior	11.17.11	7	3.4	1
11. Promoting children's engagement	20. Communication to promote family involvement				
12. Teaching children behavior expectations	21. Involving families in addressing problem behavior				
13. Providing directions	22. Building collaborative teaming relationships with other adults				
14. Using effective strategies to respond to problem behavior	23-38 Red flags				
15. Teaching social skills and emotional competencies					

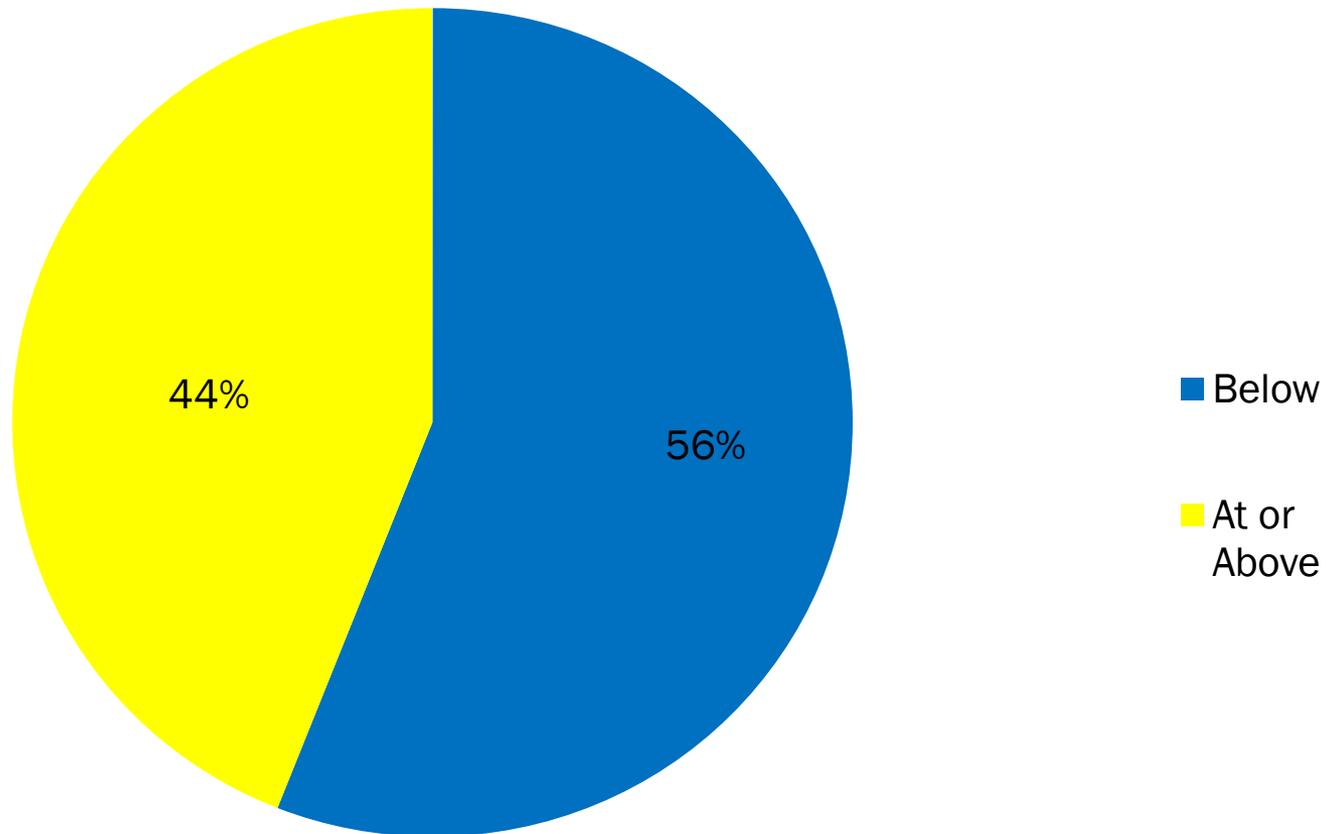
PARENTING STRATEGIES - HOME

Average Level of Post/Pre Knowledge Gains Positive Solutions for Families Compiled, FY10-FY12



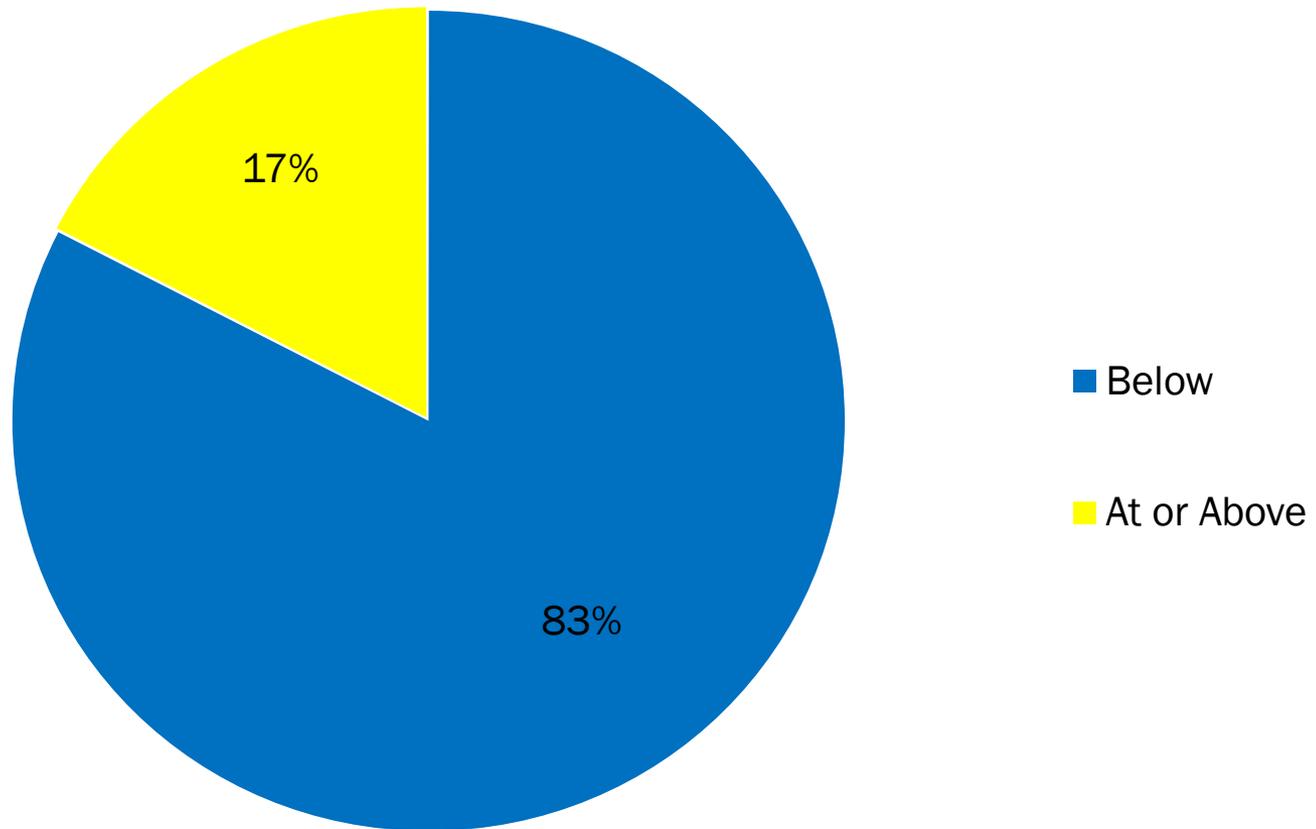
DEVELOPMENTAL OUTCOMES – PER CHILD (PRE)

Ages & Stage Questionnaire: Social Emotional
Percentage of Children Above or Below Cutoff
Fall 2010 ($n=25$)



DEVELOPMENTAL OUTCOMES – PER CHILD (POST)

Ages & Stage Questionnaire: Social Emotional
Percentage of Children Above or Below Cutoff
Spring 2011 ($n=23$)



FY 14 INCREMENT :	\$200.0 MHTAAR
	\$400.0 GF

- ✓ Provide \$715.0 to maintain this project after BTKH ends
 - ✓ Support an Additional 8 Alaska Pyramid Partnership Programs
 - ✓ Expand ECMH Consultation to 2 New Communities
 - ✓ Expand the ECMH Learning Network to 2 New Communities
 - ✓ Grants for 2 Communities to Focus on a System of Services for Young Children
- 

WE NEED:

A coordinated system of care for our young children and their families that:

- Supports promotion, prevention and intervention
 - Identifies children early in a variety of settings
 - Provides a comprehensive assessment of child and family needs
 - Identifies who can best provide services
 - Looks at wrap-around opportunities
 - Coordinates service plans to establish common goals
 - Ensures transition to needed services as children age
- 

