

Alaska Early Childhood Coordinating Council (AECCC)

Videoconference

Meeting Date

September 25, 2020

Approved Minutes

Attendees:

Commissioner Adam Crum
Commissioner Michael Johnson
Abbe Hensely
Alecia Berka
Amber Frommherz
Ambra Mavis
Betsy Brenneman
Brian Holst
Bridget Weiss
Carmen Wenger
Chelsea Burke
Christie Reinhardt
Christina Hulquist
Debora Riddle
Diane Casto
Don Enoch

Elizabeth Siddon
Iris Matthews
Jennifer Weissaupt
Jimael Johnson
Karen Melin
Kathy Berry
Lori Grassgreen
Margaret Bauer
Meghan Johnson
Rebekah Morisse
Shannon Parker
Stephanie Berglund
Supanika Ackerman
Tamar Ben-Yosef
Tony Newman
Trevor Storrs
Vanessa Maanao-French
Veronica Plumb

Staff:

Emily Urlacher, DHSS
Kristen Spencer, DEED

Prepared by: Paula DiPaolo, Peninsula Reporting
CALL TO ORDER – 1:00 p.m.
Roll Call

WELCOME AND INTRODUCTIONS

Commissioner Crum thanked attendees for joining the meeting and introduced Amber Frommherz representing the Alaska Head Start Association (AHSA).

Commissioner Johnson thanked staff for coordinating the meeting, and thanked attendees for joining.

APPROVAL OF PREVIOUS MEETING MINUTES

Abbe Hensley **MOVED** to approve the minutes from the previous meeting, **SECONDED** by Margaret Bauer. Hearing no objection, the motion **PASSED** and the minutes were approved as presented.

JOINT TASK FORCE – ALASKA’S EARLY CHILDHOOD SYSTEMS STRATEGIC PLAN UPDATE

Christina Hulquist began her presentation by expressing her gratitude to the commissioners and all the meeting attendees for supporting Alaska’s children and families as best they can during these difficult times.

Christina Hulquist reviewed her PowerPoint presentation with the Council and discussed the following topics:

- Needs assessment finalized and posted on AASB and Early Childhood Alaska websites.
- Strategic plan has been finalized and approved by the federal government. The plan is available at www.earlychildhoodAlaska.com.
- Alignment – strategic plan builds upon existing plans for Alaska. The intent of the strategic plan is to coordinate with and support existing efforts as a means to advance the early childhood system in Alaska.
- Joint Task Force concluded on September 22, 2020. The recommendation is that the Strategic Plan be adopted by the AECCC as an update to its priorities.

Christina Hulquist stated that stakeholder engagement is part of the work plan, and people can contact her directly if they would like to be a part of the process. She will send Council members a link to the Early Childhood Alaska website and the Padlet wall that demonstrates messages from people involved in the Joint Task Force process.

Abbe Hensley asked what the point entity is for making sure that the strategic plan is implemented. Christina Hulquist stated that the recommendation from the Joint Task Force is that the strategic plan be adopted by the AECCC. It will be up to the Council to determine the process for adoption. Abbe suggested that further discussion should be included on a future agenda for this council. Christina added that in the meantime, they should do the best they can to keep each other informed and reach out to the people who seem most appropriate for doing any of the work.

Commissioner Johnson appreciated the presentation and all the work of everyone on the task force. He noted that one of the visuals in the presentation mirrors one they have for the Alaska Education Challenge around three commitments, and this aligns well and gives them an

opportunity for messaging on how it is a great segue into the K-12 system. He also appreciated that the governance piece was included, because he believes that's an important issue that needs resolution and clarity. He agreed that further discussion on this topic should go on a future agenda after members of the Council have had a chance to review the plan carefully.

LEARN & GROW PROGRAM UPDATES

Meghan Johnson stated that Learn & Grow is not an initiative, but rather it's a comprehensive, wraparound support system to raise the quality of early childhood programs in the state. She noted that four videos have been produced with Preschool Development Grant (PDG) funds about what Learn & Grow is, and she encouraged people to view them on the thread or Learn & Grow websites.

Meghan Johnson shared a PowerPoint presentation with members of the Council that highlighted the following areas:

- Problems identified in the needs assessment and environmental scan:
- All of Alaska's children do not have equitable access to high quality early childhood programs.
- Families cannot afford high quality early childhood education programming.
- Not enough children ready for kindergarten.
- Support organizations don't have enough resources to meet all early childhood program needs to create and maintain high quality.
- Early childhood programs don't have fiscal resources to pay and retain staff.
- Solution: Learn & Grow, Alaska's Quality Rating and Improvement System (QRIS):
- High quality early childhood education programs work to meet the individual needs of all children to assure happy and healthy young learners regardless of language, learning needs, income, or cultural differences.
- Alaska needs to increase access to and participation in high quality early childhood education (ECE) programming for young children.
- Federal Office of Child Care CCDBG grant requirement that every state has a QRIS or is in development.
- Federal Office of Head Start regulations.
- Learn & Grow framework has five levels of program quality. Within each level there are four quality domains, and each quality domain area has a set of standards and activities that must be met.
- The foundation of high-quality ECE starts with data-driven decision making; trust, relationships, and leadership; and values, program philosophy, and goals.
- Quality improves with Relationship-Based Professional Development Specialist, training, fiscal awards, marketing, and communication materials.
- Timeline of implementation of levels of Learn & Grow. Will be piloting pre-K and Head Start this year.

- Celebrations:
- Continued success with ECE licensed child care participation.
- Support for ECE programs during COVID.
- Alaska has a comprehensive, high-quality framework for all ECE program types.
- Strategic plan for increasing access to Relationship-Based Professional Development Specialist.
- Learn & Grow participation data:
- 140 participating programs out of 405 eligible (35%).
- Approximately 3,662 children
- Approximately 1,166 children are receiving child care assistance.
- 140 of 483 total licensed programs includes school age (29%).
- Head Start and pre-elementary have expressed an interest in participating in the FY'21 pilot.
- Lessons learned:
- How to better support ECE programs.
- More about what the system needs to support ECE programs
- Barriers and challenges – impact of staff retention and turnover.
- FY'21 Activities
- Several goal areas, objections, and actions on Alaska's Strategic Plan align with Learn & Grow.
- Lessons to be learned from other states' quality alignment work with aligned state policies, funding, and systems around their QRIS.
- Families need access to high quality early childhood programs – particularly evident during COVID pandemic.
- Begin work on action steps of Alaska's Early Childhood Education Strategic plan to meet universal target goals associated with high quality.
- How AECCC Can Help:
- Develop recommendations for cross-sector policies, legislation, and funding so Alaska's QRIS (Learn & Grow) can increase its ability to support improved quality of all ECE programs.
- Join the High-Quality Early Childhood (HQEC) Workgroup to begin work on goals related to Learn & Grow.

Commissioner Johnson and Commissioner Crum thanked Meghan Johnson for her presentation. Commissioner Crum noted that a lot of people have been working on this going back to 2008, and he appreciates all the efforts and the momentum it's achieved.

HEAD START QUARTERLY UPDATE

Supanika Ackerman stated that this presentation is going to be focusing on the federal Head Start grants that the State of Alaska receives. She shared her PowerPoint presentation and highlighted the following:

- Head Start was established in 1965, and one of the first programs was in Alaska at RurAL CAP. The Head Start Act was passed in 1981, was reauthorized in 2007, and is up for reauthorization again this year.
- Alaska has 17 Head Start Programs, two of which are Early Head Start for children 0 to 3 and includes prenatal. Head Start is present in 86 communities and collaborates with 30 different school districts.
- FY'19 for Alaska Region X, \$20,243,229; Alaska Region XI (American Indian/Alaska Native programs), \$38,417,013.
- FY'20 Quality Funding - Alaska Region X, \$304,524; Alaska Region XI data not publicly available yet.
- CARES Act Funding, Alaska Region X, \$1,175,844
- Alaska receives \$125,000 from the federal government for a Head Start Collaboration Office, which is housed at DEED. The collaboration office does ongoing professional development and surveys the collaboration offices nationwide to see how they differ. Five national priorities associated with the Head Start Collaboration Office:
 1. Partner with state child care systems emphasizing the Early Head Start-Child Care Partnership initiatives.
 2. Work with state efforts to collect data regarding early childhood programs and child outcomes.
 3. Support the expansion and access of high-quality workforce and career development opportunities for staff.
 4. Collaboration with state QRIS.
 5. Work with state school systems to ensure continuity between Head Start and Kindergarten Entrance Assessment.
- Another initiative includes an Opioid Summit, and a regional priority is background checks.
- Head Start Collaboration Demonstration Project – Kindergarten Transition – 11 pilot school districts nationwide, included Anchorage School District. Expanding to 100 schools for the '20-'21 school year.
- Head Start programs provide an annual Program Information Report (PIR) to the Federal Office of Head Start. PIR was cancelled for the 2019-2020 school year due to COVID.
- Data was presented on children served from the 2018 and 2019 PIRs. It was noted that Head Start is known for serving more vulnerable populations when they enroll students. Family identified areas of need include: Parenting education, health education, emergency/crisis intervention, housing assistance, adult education, asset building, job training, mental health services, and ESL training.
- Head Start staffing breakdown, educational background of teachers, and average salaries. A wage and compensation report was created in 2019 that shows that Head Start teachers are paid slightly more than most child care teachers, but they are still paid less than what an elementary school teacher would make.

Update from Alaska Head Start Association (AHSA)

Amber Frommherz reviewed her PowerPoint on AHSA for Council members as follows:

- AHSA allows 16 Alaska Head Start Programs.
- AHSA is dedicated to strengthening early learning programs through advocacy, education, and leadership.
- AHSA Awards of Excellence to recognize outstanding performance throughout Alaska.
- Head Start data:
 - 56% of programs started on time; 44% of program starts were delayed due to COVID.
 - Delay factors include lack of PPE; classification of personnel, essential versus non-essential; and COVID-19 training.
 - 25% of programs at or near federal enrollment level; 75% of programs under enrolled.
 - Explanations for lower enrollment: To ensure social distance, staff resignation due to K-12 remote learning, preference for school district pre-K programming, and Alaska Head Start equitable funding formula.
 - Modes of Head Start: 13% in person; 25% distance; 62% hybrid.
 - 25% of Head Start programs not participating in the Child Adult Care Food Program, but 75% are.

Amber Frommherz stated that they are celebrating that many of the programs are up and running, and the programs are grateful.

Amber Frommherz was asked, related to equitable funding, is there any information on if any programs will be able to increase the number of children served because of an increase in funding? Amber stated that the clearest route for increasing children served would be through OHS Head Start expansion opportunities.

EARLY CHILDHOOD ENVIRONMENTAL SCAN

Commissioner Johnson introduced the document stating that it is a primer document into the early childhood community, and it is very well put together.

Tamar Ben-Yosef directed members of the Council to the Prezi, which is a summary of the full 110-page report, and highlighted some key areas as follows:

- Thank you to all contributors and funders of this report.
- Alaska has more than 94,000 children ages 0 to 8. The hope is that this report can be the first step towards identifying and prioritizing statewide needs that will enable stakeholders to coordinate, align, and integrate the services, supports, and resources that are needed to build a stronger, more comprehensive early childhood system for all children and their families.

- This scan and the Strategic Plan complement each other and create momentum and opportunity to move the needle in an informed and coordinated way.
- This report serves as a baseline to know whether they are making any difference with their investments and programs. The data is from 2018, and will serve as a pre-COVID baseline as well.
- Well-known realities:
- Healthy and supported young children are essential for Alaska’s future, economically and culturally.
- Children in Alaska are falling behind their peers nationally in health and education outcomes.
- Alaska’s child mortality rate for ages 1 to 8 was nearly double the national rate between 2016 and 2018.
- Early interventions work, including family supports and early learning opportunities.
- Investments in early childhood are cost effective and produce large benefits to children, parents, and society as a whole.
- Data on the status of young children and families in Alaska that identifies and reports on a set of research-based indicators that could be used to measure population level changes and trends over time in the areas of:
 - Demographics
 - Health and development
 - Child safety and family supports
 - School readiness and success.
- Data can inform policy, assess program effectiveness, ensure they are targeting the right investments, and develop quality and proven practices and accountability.
- There are many discussions happening around integrated data systems, which require a significant investment to build and maintain.

Regional

- Regional profiles divided into Alaska’s seven public health regions that when compared to each other shed light on the distribution of resources across the state. Some areas of Alaska, like the Northern region, are consistently underserved. Poverty, which is the single greatest threat to a child’s well-being, has the highest rate in those same areas. The regional disparities in child maltreatment rates are consistent with regional disparities in child poverty rates. Child maltreatment is highest for children under the age of 1.
- Temporary Aid to Needy Families (TANF) and the Child Care Assistance Program (CCAP) caseloads have been declining since 2015. It is estimated that only 8% of eligible Alaskans utilize the CCAP benefit.
- Tribes receive tribal CCDF and FANF funds that are not included in the regional profiles, and they don’t have the information that describes how these funds are being spent by each community. There are missing pieces that could explain how different communities are braiding and blending their funds to support families outside of state resources. Individual programs may have that level of knowledge, but at a larger systems or

statewide level, there is a lack of understanding of the ways communities are or aren't receiving services. They have to understand this bigger picture to truly know how to target investments or tailor programs toward equity and efficiencies.

- State-level priorities and policies have to take into account the diversity between Alaska's different regions and the challenges and strengths of each of them.
- Child maltreatment by region. Mat-Su region has the lowest rate of substantiated reports of child maltreatment in the state. The Mat-Su School District school readiness and success rates are higher than the statewide average and are higher than Anchorage.
- Funding map. Understanding how the dollars flow is the key to understanding the early childhood system and its challenges and restrictions.
- The early childhood system challenges require significant investment. Alaska spends less than one percent of its general funds directly on early childhood investments.
- Local-level blending and braiding is not fully understood, and Alaska doesn't have an oversight body with the capacity to identify opportunities to coordinate funding and to champion the importance of investment in early childhood.

COVID

- Many Alaskan communities were already struggling with access to child care and are now dealing with even less capacity to serve families.
- New data shows staggering increases in the rates of maternal depression during pregnancy and in the year after. Mothers experiencing depression are less able to sufficiently respond to their baby's needs during the most critical period of their development when the foundations of attachment are developing. The mother's stress also impacts the infant's brain development. The new data is showing the rates of maternal depression is doubling and tripling due to COVID. Screening rates for maternal mood disorders have increased, but Alaska lacks the comprehensive policies to support this increase with access to behavioral health services and programs.
- When Alaska recovers from the pandemic, it will be important to understand how the services that families depend on have been affected and the impact on children and family health, mental health, and economic well-being. It will be important to collect data, monitor the changes, identify disparities that occur, and have a system-level response to support families through this difficult time and the recovery period that follows.

Mental Health

- In Alaska there is a lower ratio of mental health providers to residents, and the gap widens when it comes to access to infant and child mental health.
- The median salary for social workers in Alaska is just over \$47,000, and the emotional stress can be high.
- Alaska's Medicaid policies tend to disincentivize providers from offering their services to the Medicaid population, which are often the ones most in need.

- Only a third of the children start kindergarten ready; a third of Alaskan children have a report of maltreatment before the age of 8; and some areas of the state have a mortality rate for children 0 to 4 that is double the state average.
- 1115 Behavioral Health Demonstration Waiver allows for Medicaid funding to be used for training professionals, paraprofessionals, families, and communities on infant and early childhood mental health approaches and practices, which would in turn reduce dependence and spending on expensive treatment services that would be required later.
- While the 1115 waiver is a huge step in the right direction, the administrative barriers for providing reimbursement are still prohibitively high despite the new services becoming available. It's not yet clear how accessible services will be due to other policy and workforce issues.

Strengths and Opportunities

- Medicaid expansion increased access to healthcare for children and pregnant women.
- 1115 waiver increases preventative care opportunities.
- Several initiatives and programs aimed at improving early childhood workforce such as QRIS Learn & Grow and professional development for infant and early childhood mental health.
- Adopted Strengthening Families framework.
- Comprehensive Integrated Mental Health Plan.
- Very engaged and passionate stakeholder group advocating for a better system.

Governance

- Alaska uses a coordinated model with programs and services that are housed primarily within DEED and DHSS.
- Within Alaska there are at least seven convening bodies that provide leadership and direction to different components of the early childhood system, and each body has different authority and focus.
- One of the most prominent themes underlying everything is system-level coordination. Alaska has a coordinated governance structure that spans across departments but lacks the strong governance structure that can provide a common vision, oversight, and management of the state's early childhood system.
- The AECCC is limited in resources, role, and authority than the other leadership and advisory bodies.
- There is a need and an opportunity for more coordination with local early childhood coalitions and tribal organizations that fund early childhood initiatives. Only through intentional engagement and coordination with these tribal entities and local coalitions can they really understand how to best serve the individual communities and create the infrastructure for more equitable distribution of services and programs.

Commissioner Crum commented that the governance structure will be a big hurdle that will need to be discussed. He also noted that in discussing state dollars, 80 percent of general funds go

toward education and health care for less fortunate individuals. He believes that they need to determine a better way of communicating the importance of early childhood showing that it is taking more of a preventative approach. He also commented that Medicaid is an entitlement program, so there is no active investment in Medicaid; and with the advent of the 1115 Behavioral Health Waiver, if a service is used, it will be paid for. Tamar Ben-Yosef stated that part of the impetus for creating this report was a request from the legislature and others about the investment in early childhood. She stated that the purpose is to look at what can be done more or differently with the dollars, and also look at how to measure what is being accomplished with the dollars. She appreciated the feedback, and she is happy to tailor the message as needed.

Commissioner Crum stated that he really appreciated the postpartum portion of the presentation. He believes this would be useful information for legislative committees.

Stephanie Berglund stated that it would be really powerful for this group to have a conversation about this being a public good. When they are better utilizing their investments in young children, it is a return on investment, and they would reap greater rewards and see healthier Alaskans if they were strengthening the opportunity early on.

Abbe Hensley suggested that it would be wise for them to start to think about the correct messaging for this report so that this report, the needs assessment, and the strategic plan are all received in a way that moves the work along and doesn't present a barrier. Tamar Ben-Yosef commented that some of the tone in the report reflects the exasperation that the early childhood sector has been feeling for a long time. They will continue to work on the messaging, but she also noted that there has to be some acknowledgement that Alaska is behind on making early childhood a priority for the state.

Amber Frommherz asked for further clarification on the need for knowing how tribal funds are spent. Iris Matthews stated that the funding analysis was concentrated on formula funds that come through the state, and they were able to identify some of the grants that go directly to tribal entities. They also know that there are a lot of regional health corporations that put money into programs for children, so they know there are more investments than just those formula funds that come in. The next level of analysis will be to have a greater understanding of how different communities are supporting the programming they have. When they want to do more coordination, more collaboration, more leveraging, they need to understand that next level too. Amber Frommherz felt that there needs to be conversation and groundwork on who really wants this information. It's a sovereign-to-sovereign kind of relationship if the State is wanting to have this conversation. Iris Matthews stated that this report was not commissioned by the State of Alaska. It was commissioned by a private non-profit organization that is not a government to be able to have that government-to-government conversation. She also noted that part of the conversation around governance is what does state-level governance look like and what other governments get included in that process when they consider the state holistically.

Amber Frommherz further asked, what is the conversation that the State wants to have with the tribal entities in relationship to identifying their CCDF or TANF funds as it pertains to early childhood? Tamar Ben-Yosef stated that they really can't speak for the State because she doesn't represent the State. She stated that trying to coordinate early childhood services and programs without having that communication and without tribal being a part of it, they are missing a huge part of the state. They don't want to create a governance system that mandates something to the tribes; they just want to make everyone be an equal part of the conversation in a coordinated structure that ensures they are doing the best they can for children in Alaska. Commissioner Crum stated that it is to get a holistic picture of how funding is spent throughout the state. This is an ongoing conversation they are having with a lot of tribal entities because it is a sovereign relationship. It helps them as they are planning to ensure a focused investment and to identify gaps in the system. He stated that it's a conversation for another venue, but from his perspective, it would help and benefit the system. Tamar Ben-Yosef and Commissioner Crum invited Amber Frommherz to join the Governance Task Force.

COVID-19 AND ALASKA'S EARLY CHILDHOOD PROGRAMS

Stephanie Berglund began a conversation with the Council on how they have been working to support child care during COVID. She shared the following with the Council:

- At the height of the pandemic, about half the child care programs temporarily closed.
- thread pivoted to provide guidance to child care and early childhood education programs across the state around national best practice guidance.
- thread developed a COVID Resource Center on their website that is updated almost daily.
- thread has held regular meetings with Alaska Child Care Program Office and Anchorage municipal licensing in an effort to track trends and evolving needs.
- Programs are seeing a decrease in enrollment, which impacts revenue and sustainability.
- Programs are seeing increased costs due to health and safety requirements.
- Seeing tremendous parental and household stress: Working from home, children at home, unemployment, no longer able to afford child care, et cetera.
- thread assessed a monthly \$10 million gap in funding to support the child care sector. In response, DHSS put out almost \$20 million in capacity building support for child care. thread also advocated with several local governments across the state to encourage local governments to invest their CARES dollars into child care. thread also did fundraising and reallocated funds for \$750,000 worth of grants to the sector in the last quarter.
- thread is offering professional development including a series called "Thursdays with thread" that connects early educators with experts.
- Approximately 76% of programs are open; 20% are still temporarily closed; and 4% have permanently closed. Of the 76% that are open, most are only operating at 30 to 50 percent capacity. Only half of those are accepting new enrollments of children.
- A survey found that over 60% of programs said they need more financial support to stay open in the next few months, and their second highest need was PPE supplies.

- Child care programs have been innovative in quickly making school-aged classrooms for virtual learnings.
- thread has put out recommendations on how to best stabilize child care during COVID that includes a four-pronged approach about supporting programs, the workforce, families, and business in light of all the issues they are facing.

Commissioner Crum added that with the Rasmuson Foundation, Alaska Community Foundation, Christian Health Associates, and the Alaska Mental Health Trust, funds were gathered for PPE purchases. DHSS also contributed \$600,000 to support these groups. Stephanie Berglund stated that Christian Health Associates is the distribution agency for those supplies.

Commissioner Johnson stated that the department is frequently approached by philanthropic entities offering donations of PPE and cleaning supplies. Because school districts need amounts that far exceed the donations, it was suggested that these could be donated to Christian Health Associates for distribution to child care programs.

Stephanie Berglund asked for feedback from Council members about how they can work better together to coordinate their efforts. Commissioner Johnson asked if Stephanie is seeing a correlation between decisions made by school districts and whether or not there is additional stress on child care. He stated that if so, hopefully they can help districts to realize that their decisions have an impact on businesses and early childhood and perhaps support better communication so that it doesn't add stress and can benefit both. Stephanie Berglund stated that she doesn't have that information, but she can share the trends once she receives them.

Stephanie also stated that anecdotally they are hearing from families that there is still a lot of fear, so families are making accommodations to keep kids at home; families cannot afford child care right now because they have had reduced household income; and other families have lost their child care space because a program has temporarily closed or the family is not satisfied with the program and has withdrawn, but can't access space in another program.

Commissioner Johnson shared the difficulties districts have had since the pandemic and trying to balance what works for the communities and keeping people safe. He stated that he looks forward to continuing the conversation in terms of making sure they are being mutually supportive between the K-12 and child care systems.

Abbe Hensley stated that Best Beginnings developed three virtual camps for children 2 to 5. It started off as a pilot in the Anchorage area, and it was fun and people enjoyed engaging with their children in a way that was somewhat organized.

Abbe Hensley asked if the preschools that districts are operating are dealing with their preschool programs the same way they are their K-12 classes. She also wondered what is happening with the Alaska Developmental Profile this year. Commissioner Johnson is not aware of any districts that are treating those programs differently. He stated that the high-level overview is that most

of the smaller rural districts have students attending in person, which obviously is not the case for the larger districts. He also stated that the Alaska Developmental Profile was cancelled this year. They did not have a spring assessment in K-12 last year, and the federal government has the expectation that there will be an assessment in the spring of 2021.

Lori Grassgreen stated that as they have talked to their school districts and school board members around the state, they know that people are handling things quite differently, and they are not necessarily doing the same thing in K-12 as they are doing in preschool. Bridget Weiss added that in Juneau they started the school year with the distance-delivery model, and part of the plan is focusing on the highest need areas first and then phasing things in depending on the willingness of staff and parents. Commissioner Johnson referred members of the Council to www.AKLearns.org, which contains links to all the district plans.

Abbe Hensley asked Commissioner Crum about well child checks and vaccinations. Commissioner Crum stated that CMS did an urgent call to action for all states because there is a decline nationwide in well child checks and vaccinations. The executive level of the state is having internal discussions and exploring options.

OTHER INFORMATION FOR THE GOOD OF THE ORDER

Lori Grassgreen stated that the department worked with partners to create the Transforming Schools Framework last year. She stated that the information can be found on the department's website and Alaska Association of School Boards website. Four of the chapters have been released, and there is a weekly webinar on Tuesdays at 3:30 that everyone is welcomed to join.

Kristen Spencer shared that as part of the Preschool Development Grant, three learning modules have been created on their e-learning platform called Infant and Early Childhood Trauma-Engaged Mental Health geared toward classroom teachers and child care providers from birth through age 5.

ADJOURN

Commissioner Crum and Commissioner Johnson thanked members for attending and adjourned the meeting at 4:15 p.m.