**District-Wide Early Education Program Grant Application**

**FY25 - FY27**



Alaska Department of Education & Early Development

PO Box 110500

Juneau, AK 99811-0500

[education.alaska.gov](http://www.education.alaska.gov/)

Form # 05-24-029

Table of Contents

[General Applicant Information 2](#_Toc128999552)

[Alaska Early Education Program Purpose 2](#_Toc128999553)

[Eligible Recipients 2](#_Toc128999554)

[Timeline and Grant Awards 3](#_Toc128999555)

[Application 3](#_Toc128999556)

[Technical Assistance and Timeline 4](#_Toc128999557)

[Application Review Process 5](#_Toc128999558)

[Conditions of Grant Award 5](#_Toc128999559)

[Grant Reporting Requirements 6](#_Toc128999560)

[Application Signature Page 7](#_Toc128999561)

[Scoring Rubric 8](#_Toc128999562)

# General Applicant Information

Electronic applications are required. Send completed applications electronically to [earlylearning@alaska.gov](mailto:earlylearning@alaska.gov)

* Applications that do not meet the specifications listed in this grant application may not be reviewed.
* Do not attach any additional support materials beyond what is identified as acceptable appendices. Excess materials will be discarded.
* **Electronic applications must come as one complete PDF.** Please do NOT send separate forms.
* Incomplete applications will not be reviewed.

Submission of a proposal indicates acceptance by the applicant of the appropriate state administrative conditions. All applicants submitting applications will receive a **Grant Application Receipt Acknowledgment** by email.

Please direct questions to [earlylearning@alaska.gov](mailto:earlylearning@alaska.gov).

# Alaska Early Education Program Grant Purpose

The purpose of the FY2025-2027 Alaska Reads Act Early Education Program Grant is to provide funding for a three-year period for the development or improvement of a district-wide early education program. The program must promote school readiness and positive outcomes for participating four- and five-year-old children with the goal of meeting all [Early Education Program Standards](https://education.alaska.gov/akreads/EEP-Standards-SBOA-APPROVED.pdf) approved by the Alaska State Board of Education at the end of the three-year grant period. The five-year-old children who are eligible are those who do not meet the cutoff date for kindergarten entry or who have been deemed eligible for another year of preschool by a multidisciplinary team of school district staff and the child’s family. The Department of Education & Early Development (DEED) is seeking applications to develop and implement these quality Alaska Early Education Programs per AS 14.03.410.

## Eligible Recipients

**Any Alaskan public school district** is eligible to apply for the FY2025-2027 Alaska Reads Act Early Education Program Grant for the development or improvement of early education programs serving children four and five years of age. Three-year-old students may participate in the program after all four and five-year-old students have been provided the opportunity to enroll.

Prior to application, the applicant must determine that an insufficient number of children in the district attend high-quality childcare programs[[1]](#footnote-2), including Head Start programs, early education programs provided by local government, and early education programs provided by child development agencies. Also prior to application, applicants must have met with each local and tribal Head Start program within their district to avoid duplication of programs and facilitate resource sharing.

Per statute AS 14.03.410(c), priority will be given to districts with lower performance based on the department’s rankings of districts in the accountability system and performance designations required under AS 14.03.123.

Per statute AS 14.03.410(f), this grant may not supplant other early education funding available to districts.

## Timeline and Grant Awards

Per statute AS 14.03.410(b), Alaska Reads Act Early Education Program Grant awards may not exceed a total of $3,000,000 in a fiscal year. Grant awards will be a minimum of $150,000 with adjustments made based on the number of applications. Priority is given to the lowest performing districts based on the System of School Support, DEED’s accountability system. (AS 14.03.123)

## Application

*Forms are available on* [*DEED’s forms webpage*](http://www.education.alaska.gov/forms) *and are searchable by form number. Form #05-24-029*

Complete ***FY2025-2027 Alaska Early Education Program Grant Proposals*** contain the following:

1. **Program Summary/Abstract** (limited to 1 page)
2. **Application narrative** maynot exceed 10 pages, must be single-spaced with 12-point font and 1” margins. Please label sections clearly for reviewers. Applications that do not follow formatting guidelines will not be reviewed.
3. The focus of the grant is to aid school district early education programs to meet Alaska’s Early Education Program Standards, adopted by the State Board of Education.
   1. Learn & Grow is Alaska’s early childhood quality recognition and improvement system. The Alaska Early Education Program Standards are aligned with Learn & Grow’s framework. For accessing these supports, go to the [Learn and Grow webpage](https://www.threadalaska.org/learn-and-grow/about-learn-grow).
4. The scoring rubric for this application is available at the end of this application. The rubric may be used as a guide for the application narrative.
   1. The narrative must include how the district will:
5. Have an annual plan (3 total) for the early education program to meet all the Alaska Early Education Program Standards adopted by the State Board of Education by the end of the three-year grant.
6. Beginning the first year of the grant, use the statewide early education observational assessment tool, *My Teaching Strategies* *GOLD.* Funding for assessment portfolios and initial training is provided by DEED
7. Beginning the first year of the grant, administer the Ages and Stages Questionnaire within 45 days of each student’s first day of school. Screening kits and online subscription is provided by DEED.
8. Have a written plan for how the program meets Alaska’s Education Challenge goal to have all students read at grade level by the end of third grade.
9. Have a written plan for thoughtful and deliberate transition into kindergarten. Include partnership between families and their district’s kindergarten teachers.
   1. Recommended resources:
      1. [Early Childhood Learning and Knowledge Center](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/early-childhood-transitions.pdf)
      2. [National Association for the Education of Young Children](https://www.naeyc.org/resources/pubs/tyc/feb2014/transitions-kindergarten)
10. Demonstrate understanding of and compliance with teacher certification requirement in AS 14.07.165(a)(5)(B) in the Alaska Reads Act.
11. Demonstrate understanding of and compliance with paraprofessional qualifications in regulation [4 AAC 04.220](https://www.akleg.gov/basis/aac.asp?reload#4.04.220).
12. Demonstrate understanding of and compliance with early education description in regulations 4 AAC 60.010.(1) and 4 AAC 60.010(2)(A).
13. Clearly identify number of classrooms, their school locations (school name and address), and number of students expected to enroll in each classroom by age.
14. **Budget and Budget Narrative (Form # 05-07-071)**
15. Using the state forms for budget/budget narratives referenced in the form sections of this application, provide the following information to include a detailed budget and budget narrative that itemizes how you will use grant funds as well as funds from other sources, including other revenues and in-kind donations, if applicable. Please refer to the [DEED Uniform Chart of Accounts for Public School Districts](https://education.alaska.gov/publications/chart_of_accounts.pdf) when completing the forms. Indicate in both the budget and the budget narrative the purpose by line item for each expenditure, paying particular attention to the following categories:
    1. **Certified and Non-Certified Staff**: For each position, describe the services to be provided, the duration of services, and the unit rate of pay (salary, per hour or per day).
    2. **Professional/Technical:** Describe proposed subcontract agreements with community agencies and other allowable contractors including the cost. It should reflect your Memorandum of Agreement/Contract accurately.
    3. **Staff Travel:** Indicate the event, amount of time and cost.
    4. **Supplies/Materials**: Please provide specific information on supplies and materials requested and their costs per site.
16. Include travel and registration for 2 staff (recommended 1 administrator and 1 classroom staff) to attend an in-person grantee meeting in Anchorage.
17. Signed and completed District-Wide Early Education Program Consultation Form (05-24-031).
18. Signed and completed Application Signature Page.

## Technical Assistance and Timeline

**APPLICATION Released:** January 16, 2024

**Two (2) Technical Assistance Webinars:**

***Monday, January 22, 2024, at 11:00 AM***

* [Zoom Registration for 1/22/24](https://us02web.zoom.us/meeting/register/tZArfuCpqzgqE9zjgQtdd6Satl65Y4nq_LiI)

***Wednesday, January 24, 2024, at 10:00 AM***

* [Zoom Registration for 1/24/24](https://us02web.zoom.us/meeting/register/tZUud-mrrDkiHNICT4H9hk_oTo7SlkrF0-2c)

**Grant Application Due:** February 15, 2024

**Grant Reviewing Period:** February 16 – March 15, 2024

**Notice of Intent to Award:** March 18, 2024

**Notice of Award** *(barring an appeal)***:** April 18, 2024

**Grant Funding Begins:** July 1, 2024

## Application Review Process

All eligible grant proposals that meet the requirements described under the “Application” heading **and** that are received by DEED before 4:00pm on the due date will be reviewed**.** A rubric will be used to evaluate applications and awards will be based on the highest scores.

## Conditions of Grant Award

Entities receiving state funds are required to meet all necessary reporting requirements of the grant. In awarding the grant, the state expects the grantees to conduct all activities and evaluation measures as stated in the application written or negotiated in the approved grant proposal. Failure to provide the requested performance reports and evaluations on all activities as proposed and to implement the grant as approved could result in the loss of funding. Any changes to the original approved and funded proposal (including modifications to goals and/or objectives) must receive prior approval by the state.

The state reserves the right to withhold funding, reduce funding, or terminate funding if the proposal is not meeting program reporting requirements, making substantial progress toward meeting identified performance goals and measures, or does not demonstrate a clear need for the allotted level of grant support. This includes access to unexpended funds at the end of each fiscal year.

After it has been awarded, the Alaska Department of Education & Early Development may terminate a grant by giving the grantee written notice of termination. In the event of termination after award, the Alaska Department of Education & Early Development shall reimburse the grantee for approved grant expenses incurred up to the notification of termination. This grant is subject to state appropriations and may be reduced or terminated based on state appropriated funds in any given fiscal year.

The state retains the right to refrain from making any awards if it determines that to be in its best interest. This application does not, by itself, obligate the state. Chapter 40 of the Alaska Administrative Code governs the process of appeals. This information is available on the [Alaska Legislative website](http://www.akleg.gov/basis/aac.asp#4.40.010).

The state reserves the right to add terms and conditions during grant negotiations. These terms and conditions will be within the scope of the application and will not affect the proposal reviews.

After the completion of grant negotiations, the state will issue a written Notice of Intent to Award (NIA) and send copies to all applicants. The NIA will set out the names of all applicants and identify the proposal(s) selected for award.

The state reserves the right to modify annual awards based on the actual amount of legislative appropriation towards this grant program. All grant awards are subject to that appropriation.

## Grant Reporting Requirements

**Program Reports**:

1. All grantees must apply for and receive a Pre-Elementary Approval to Operate from DEED. For more information, visit the [Early Learning webpage](http://www.education.alaska.gov/earlylearning).

* For existing programs who received Approval to Operate the previous year, by Sept 15 of each grant year.
* For new programs, at least 30 days before the early education program school-year start-date.

1. All grantees will be required to submit a Pre-Elementary Approval to Operate End-of-Year Report by the 30th of June in each grant year. For more information, visit the [Early Learning webpage](http://www.education.alaska.gov/earlylearning).
2. **GMS Quarterly Reports** **and** **Budget Reimbursement Requests** are due quarterly on the following schedule:

Quarter 1 July 1 - September 30 Due October 31

Quarter 2 October 1 – December 31 Due January 31

Quarter 3 January 1 – March 30 Due April 30

Quarter 4 April 1 – June 30 Due July 31

1. By May 30 of each grant year, submit a District-Wide Early Education Program Grant Annual Report citing progress towards meeting standards, updated plan for the following year, and demographic information (Form 05-24-029).

# Application Signature Page

**GRANTEE INFORMATION**

**School District:** Choose an item.

**Superintendent:** Click or tap here to enter text.

**Mailing Address:** Click or tap here to enter text.

**Email:** Click or tap here to enter text.

**Phone:** Click or tap here to enter text.

**Key Program Staff**

**Primary Contact**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Title** | **Phone** | **Email** |
|  |  |  |  |

**Other Key Contacts**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Title** | **Phone** | **Email** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

District Representative Signature Date

Printed Name

# Scoring Rubric

**Part I: Planning Process**

| **Content Area** | **Description** | **Minimal (1)** | **Good (2)** | **Excellent (3)** |
| --- | --- | --- | --- | --- |
| 1. Goals for District-Wide Early Education Program | Describes the district’s goals for the district-wide early education program | Provides minimal description | Provides adequate description | Provides thorough description |
| 1. Planning Process | Describe planning process including:   * 1. District-Wide Early Education Program Consultation Form completed.   2. Families are involved   3. Planning team Identified with planning meeting schedule attached   4. Community programs and leaders engaged in planning process | Submits Alaska Reads Act Early Education Program Consultation Form with minimal response to additional components | Submits Alaska Reads Act Early Education Program Consultation Form and fully addresses at least two other components | Responds to all four components with full description of process |

**Total Points Part I: /6 Points Possible**

**Part II: Quality Indicators for Early Education Programs**

| **Content Area** | **Description** | **Minimal (1)** | **Good (2)** | **Excellent (3)** |
| --- | --- | --- | --- | --- |
| 1. Administration and Leadership | 1. Describes how principals and early education program administrations demonstrate a commitment to and understanding of early education programs 2. Describes how program leadership engage in continuous improvement process to support teachers to create positive child outcomes, create individualized and culturally responsive learning environment. 3. Describes how the program plans to utilize data for planning. | Provides adequate description of all three components | Provides thorough description of all three components, demonstrating they are “in progress” | Provides comprehensive description of all three components, demonstrating they are “in place” |
| 1. Staff Qualifications and Professional Development | 1. Describes current and future number of qualified lead teachers and classroom assistants. 2. Describes professional development (PD) plan including how PD needs will be identified and addressed 3. Describes plan for utilizing trained relationship-based early childhood coaches | Provides description of all three components, with minimal expansion | Provides description of all three components, with some expansion | Provides thorough description of all three components |

***Part II: Quality Indicators for Early Education Programs continued***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content Area** | **Description** | **Minimal (1)** | **Good (2)** | **Excellent (3)** |
| 1. Family and Community Engagement | * Describes how program will identify children in most need of support * Describes how program will provide families with access to resources * Describes how program engages communication and active family involvement in program activities * Describes family and community collaboration plan for the program’s continuous improvement * Describes plans for collaboration with other early education programs * Describes cultural and linguistic responsiveness to each child, and their family, enrolled in the program | Addresses most component areas with adequate description | Addresses all component areas with thorough description of most components | Provides comprehensive description of all components |
| 1. Learning Environments, Adult-Child Interactions, and Child Outcomes | 1. Describes how the program will administer and utilize screenings. 2. Describes how program will ensure high quality adult-child interaction (CLASS, T-POT or other specific assessment tool) 3. Describes research-based developmentally appropriate curriculum and how it aligns with Early Learning Guidelines 4. Describes how Teaching Strategies GOLD will be used and how results are communicated with families | Addresses all four components minimally | Addresses all four component areas, with three components addressed thoroughly | Addresses all four component areas, demonstrating high level of understanding |

**Total Points Part II: /12 Points Possible**

**Part III: Plans**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content** | **Description** | **Minimal (1)** | **Good (2)** | **Excellent (3)** |
| 1. Early Education Program to Kindergarten Transition Plan | Contains the following elements:   1. Communication between pre-elementary teachers, kindergarten teachers, and families regarding kindergarten enrollment, what to expect, and preparation activities over the summer 2. Student Preparation: may include visiting kindergarten classroom, completing a comprehensive thematic unit in the Spring focused on kindergarten, etc. 3. Sharing information between the early education program and the school where the child will attend kindergarten 4. Family Collaboration and Advocacy | Provides description of all four components with minimal expansion | Provides description of all four components with some expansion | Provides thorough description of all four components |
| 1. Program Plan: All Students Read at Grade Level by the End of Third Grade | Describes developmental model, integrated approach, and Science of Reading principles. | Provides description of all three components with minimal expansion | Provides description of all three components with some expansion | Provides thorough description of all three components and uses early childhood science of reading principles |
| 1. Year 1 Plan to Meet Early Education Program Standards | 1. Identifies standards to be focused on 2. Calendar/schedule for meeting standards 3. Identification of staff and resources needed and to be used 4. If enrolling in Learn & Grow, plan includes process and deadline for enrollment in Learn & Grow | Plan includes dates, staff and resources involved and references specific standards without expansion | Plan includes dates, staff and resources involved, and references specific standards with expansion | Program actively enrolled in Learn & Grow with plan to reach level 4 by the end of Year 3 of the grant. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content** | **Description** | **Minimal (1)** | **Good (2)** | **Excellent (3)** |
| 1. Year 2 Plan to Meet Early Education Program Standards | 1. Identifies standards to be focused on 2. Calendar/schedule for meeting standards 3. Identification of staff and resources needed and to be used 4. If enrolling in Learn & Grow, plan includes expected progress in Learn & Grow | Plan includes dates and references specific standards without expansion | Plan includes dates and references specific standards without expansion | Program actively enrolled in Learn & Grow with plan to reach level 4 by the end of Year 3 of the grant. |
| 1. Year 3 Plan to Meet Early Education Program Standards | 1. Identifies standards to be focused on 2. Calendar/schedule for meeting standards 3. Identification of staff and resources needed and to be used 4. If enrolling in Learn & Grow, plan includes expected progress in Learn & Grow | Plan includes dates and references specific standards without expansion | Plan includes dates and references specific standards without expansion | Program actively enrolled in Learn & Grow with plan to reach level 4 by the end of Year 3 of the grant. |

**Total Points Part III: /15 Points Possible**

**TOTAL POINTS AWARDED GRANT APPLICATION: \_\_\_\_ / 33 POINTS POSSIBLE**

|  |
| --- |
| **Notes:** |

1. A child care program is considered “high-quality” if it meets or exceeds the standards adopted by the Alaska State School Board under AS 14.07.165(a)(5) [↑](#footnote-ref-2)