

Request for Application

Alaska Early Learning Grants:

Pre-Elementary Grant

Early Education Program Grant



Alaska Department of Education & Early Development
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Juneau, AK 99811-0500
educationalaska.gov

Form # 05-26-017

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APPLICATION CHECKLIST

- Review application directions and grant requirements.
- Complete FY27-FY29 Early Learning Grants Application Narrative & Signature Page, [Form #05-26-018](#).
- Complete three Budgets and Budget Narratives, one for each year of the grant cycle. Form [#05-07-071](#).
- Submit Program Information and Demographics via [Google form](#)
- If applying for the Early Education Program (EEP) Grant, consult with each Head Start program in your district and submit the Head Start Consultation Form, see [Form #05-26-019](#). No Consultation required for Districts with no local or tribal Head Start program within its boundaries.*
- Combine all completed application documents, Application Narrative & Signature Page, Budget and Budget Narratives, and Head Start Consultation Form, into a single PDF and submit to earlylearning@alaska.gov

Direct questions to earlylearning@alaska.gov.

GENERAL APPLICATION INFORMATION

Electronic applications are required. Send completed application documents electronically to earlylearning@alaska.gov

- ❖ Applications that do not meet the specifications listed in this grant application may not be reviewed.
- ❖ Please do not attach support materials beyond what is requested in the application. Excess materials will not be reviewed.
- ❖ **Combine all completed application documents into a single PDF and submit to earlylearning@alaska.gov. Please do NOT email separate forms.**
 - FY27-FY29 Early Learning Application and Signature page ([form 05-26-018](#))
 - Three Budgets and Budget Narratives, one for each year of the grant cycle (form [#05-07-071](#))
 - If applying for the Early Education Program (EEP) Grant, please complete the Head Start Consultation Form ([form #05-26-019](#))

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.

DESCRIPTION OF GRANTS

This application is for two grants: the Pre-Elementary Grant (PEG) and the Early Education Program Grant (EEP Grant). In completing the application, you will be asked to indicate which grant(s) you are applying for. You may apply for one specific grant or both grants. The following is a description of each of the two grants.

	Early Education Program Grant	Pre-Elementary Grant
Grant Cycle	July 1, 2026- June 30, 2029 (FY27, FY28 and FY29)	July 1, 2026- June 30, 2029 (FY27, FY28 and FY29)
Eligible Applicants	Any school district who: <ul style="list-style-type: none"> is not approved to count preschool students for 0.5ADM. has not previously received an Early Education Program Grant. (AS 14.03.410(b)) has consulted with each local and tribal Head Start program within district boundaries prior to application for the purpose of avoiding duplication of programs and facilitating resource sharing. (AS 14.03.410(g)) 	Any school district who: <ul style="list-style-type: none"> is not approved to count preschool students for 0.5ADM. has not previously received an Early Education Program (EEP) Grant.
Ages of Student	Four and five-years	Three, four, and five-years
Service Setting	Classroom	Classrooms and alternative settings
End of Grant Expectations	Meet expectations for approval to count preschool students for 0.5ADM.	<ul style="list-style-type: none"> End-of-grant report submitted by June 30, 2029. Classroom-based programs must demonstrate progress toward meeting the Alaska Early Education Program Standards with the long-term goal of eligibility for inclusion in 0.5 ADM.
Award Determination	<ul style="list-style-type: none"> Competitive application process utilizing a three-person review committee and scoring rubric. Priority given to eligible districts with lower performance based on the department's ranking of districts (AS 14.03.410(c) and AS 14.03.123). 	Competitive application process utilizing a three-person review committee and scoring rubric.
Total Funding	\$3,000,000	\$3,200,000

PRE-ELEMENTARY GRANT (PEG)

Purpose: The Department of Education & Early Development (DEED) is seeking applications to develop, implement, and support quality Pre-Elementary Programs. The purpose of the Alaska Pre-Elementary Grant is to promote school readiness and positive outcomes for participating 3-5-year-old children. Grant Recipients will provide a voluntary, comprehensive educational program for 3 through 5-year-olds that is responsive to the needs of the district and aligns with Alaska's Pre-Elementary Program Goals. Eligible five-year-old children are those who are not enrolled in kindergarten.

Eligible Applicants: **Any Alaskan public school district** that has not previously received the Early Education Program Grant or been approved by the Department to count four- and five-year old students in the average daily membership count for formula funding is eligible to apply for the Alaska Pre-Elementary Grant.

Priority will be given to districts who have not previously received an Alaska Pre-elementary Grant and/or an Early Education Program Grant. For those applicants that did previously receive an Alaska Pre-elementary Grant, priority will be given to those who made significant progress towards the goals and outcomes of that grant.

EARLY EDUCATION PROGRAM (EEP) GRANT

Purpose: The Department of Education & Early Development (DEED) is seeking applications to develop and improve quality Alaska Early Education Programs per AS 14.03.410. The purpose of the Alaska Reads Act Early Education Program Grant is to provide training and assistance for a three-year period for the development or improvement of classroom-based district-wide early education programs. Grantees will work towards meeting eligibility requirements for approval to count four- and five-year old students in the average daily membership count for formula funding, including implementing the Alaska Early Education Program Standards and employing teacher(s) with appropriate and required certification. Eligible five-year-old children are those who are not enrolled in kindergarten. Districts may choose to allow three-year-old students to participate in their early education classrooms after all four and five-year-old students have been provided the opportunity to enroll.

Eligible Applicants: **Any Alaskan public school district** that has not previously received the Early Education Program Grant or been approved by the Department to count four- and five-year old students in the average daily membership count for formula funding is eligible to apply for the Alaska Reads Act Early Education Program Grant.

Per statute AS 14.03.410(g), prior to application, applicants must have consulted with each local and tribal Head Start program within district boundaries to avoid duplication of programs and facilitate resource sharing.

Upon application, the Department must determine that an insufficient number of children in the district attend high-quality childcare programs¹, including Head Start programs, early education programs provided by local government, and early education programs provided by child development agencies per AS 14.03.410(c).

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

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

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)

GRANT AWARDS

Grant awards are for the 2026-2027, 2027-2028, and 2028-2029 school years, which correspond to fiscal years FY2027, FY2028, and FY2029. Awards will provide districts with an opportunity to plan for and begin implementation of a new pre-elementary program or to support an existing pre-elementary program.

This grant will award a minimum of \$150,000 per year per grantee.

Optional benefits:

- Enrollment in Learn & Grow, Alaska’s quality recognition and improvement system. Read more at the [Learn and Grow webpage](#).
- DEED Technical assistance regarding the Alaska [Pre-Elementary Program Goals](#) and the [Alaska Early Education Program Standards](#).
- A limited number of registration fee waivers for pre-elementary staff to attend early childhood conferences within Alaska.
- A limited number of travel reimbursement funds for pre-elementary staff to attend early childhood conferences within Alaska.

APPLICATION DIRECTIONS

All FY2027-2029 Alaska Early Learning Grants Applications will be submitted electronically. Program Information and Demographics will be submitted via a Google Form. The remaining three components will be combined into a single PDF and emailed to earlylearning@alaska.gov. 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.

The four application components are:

1. FY27-FY29 Early Learning Grants Application Narrative & Signature Page [Form #05-26-018](#)
2. Three Budgets and Budget Narratives, one for each year of the grant cycle, Form [#05-07-071](#)
3. Program Information and Demographics [Google Form](#)
4. *If applying for the Early Education Program (EEP) Grant*, Head Start Consultation [Form #05-26-019](#)

COMPONENT 1: PROGRAM ALIGNMENT WITH DEED PRE-ELEMENTARY GOALS.

The narrative portion of this application is organized by the nine [DEED Pre-Elementary Program Goals](#), which are aligned with [Alaska’s Early Education Program Standards](#). ALL applicants will write a narrative for each of the nine goals, regardless of whether applying for the Pre-Elementary Grant (PEG) or the Early Education Program (EEP) Grant. Each goal has a prompt for information.

- Each goal provides $\frac{3}{4}$ of a page for the applicant’s narrative response. Please do not use more than the space provided.
- Narrative font must be at least size 11.
- The following is a list of possible resources to assist with narrative responses
 - TS GOLD Link: <https://teachingstrategies.com/product/gold/>
 - ASQ-3 Link: <https://agesandstages.com/>
 - [Alaska Early Education Program Standards](#)
 - [Early Childhood Learning and Knowledge Center](#)
 - [National Association for the Education of Young Children](#)
 - [DEED Early Learning Website](#)

COMPONENT 2: BUDGET AND BUDGET NARRATIVE FORM #05-07-071

Download form [#05-07-071](#), *Program Budget and Narrative School District*. Provide three detailed budgets and budget narratives itemizing usage of grant funds. Each budget will represent one year of the three-year grant cycle. Consider incorporating start-up costs into the first year's budget. If applicable, include funds from other sources such as other revenue streams or in-kind donations. Refer to the [DEED Uniform Chart of Accounts for Public School Districts](#) for guidance. Indicate in both the budget and the budget narrative the purpose for each expenditure by line item, paying particular attention to the following categories:

- A. **Certificated and Non-Certificated Salaries:** For each position, describe the services to be provided, the duration of services, and the unit rate of pay (annual salary or daily/hourly rate).
- B. **Employee Benefits:** For each position, list the employee benefits included in your district's negotiated agreement.
- C. **Professional & Technical:** Describe proposed subcontract agreements with community agencies and other allowable contractors including the cost. Narrative and budget should accurately reflect any Memorandum of Agreement or Contract.
- D. **Staff Travel:** Indicate the event by name and location and a breakdown of costs (lodging, airfare, other expenses). Include travel for two staff (recommended: one administrator or program coordinator and one classroom staff) to attend an in-person grantee meeting. This meeting is typically held in Anchorage during the school year.
- E. **Supplies/Materials/Media:** Provide a detailed list of supplies and materials per site, including the estimated costs.

Submit three budgets and budget narratives, one for each year of the three-year grant cycle.

COMPONENT 3: PROGRAM INFORMATION AND DEMOGRAPHICS

Go to <https://forms.gle/Lyo4bFjpdB58uT2v7> to submit information about your district and program. The form asks for the following information: district contact information, key staff contact information, program student ages, program services delivery method, program sites, and program classrooms.

COMPONENT 4: HEAD START CONSULTATION

(REQUIRED FOR EEP GRANT APPLICATION ONLY)

This requirement is only for districts applying for the Early Education Program (EEP) Grant.

Districts with no local or tribal Head Start program within its boundaries will not submit a consultation form. Refer to DEED form #05-26-019 for a list of Head Start agencies within each school district.

Districts not applying for the Early Education Program (EEP) Grant will not submit a consultation form.

Download DEED form [#05-26-019](#), *Head Start Consultation*, and complete the form as directed. Districts will plan for, hold, and document at least one live consultation meeting with each local or tribal Head Start agency serving children within the district's boundaries. The Head Start Consultation Form will be completed and signed as described. Signatures will indicate written agreement or disagreement that a district-wide early education program operated by the District is not, or would not be, duplicative of an existing Head Start program and that students eligible for participation in Head Start would not be negatively affected by developing or improving the district program is required per [4 AAC 60.200\(a\)\(6\)](#).

APPLICATION TECHNICAL ASSISTANCE AND TIMELINE

APPLICATION Released: March 13, 2026

Technical Assistance Webinar: March 26, 2026. 12:00pm [register here](#) for the zoom meeting

Grant Application Due: April 20, 2026

Grant Reviewing Period: April 21 –May 18, 2026

Notice of Intent to Award: May 19, 2026

Grant Funding Begins: July 1, 2026

APPLICATION REVIEW PROCESS

All grant proposals meeting the requirements described under the heading “Application” **and** submitted to DEED by 11:59pm on April 20, 2026 will be reviewed. The rubric found at the end of this document will be used to evaluate applications. Award determinations will be based on eligibility criteria as described under the heading “Description of Grants” and highest rubric 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 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 grantee is not meeting program reporting requirements, making substantial progress toward meeting identified performance goals and measures, or demonstrates that there is no clear need for the allotted level of grant support. This includes leaving unexpended funds at the end of a 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](#).

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 and send copies to all applicants. The Notice of Intent to Award letter 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 REQUIREMENTS

MEETING ATTENDANCE REQUIREMENT

- **Annual in-person grantee meeting:** It is recommended one administrator or program coordinator and one classroom staff attend the annual in-person grantee meeting. This meeting is typically held in Anchorage during the school year.
- **Quarterly Meetings:** DEED grant coordinator and each grantee will meet at least once per quarter.

REPORTING REQUIREMENTS

Application for Pre-Elementary Approval to Operate: Grantees will submit an application for [Pre-Elementary Approval to Operate](#) by September 15 of each grant year. Programs who have not previously submitted the application for Pre-Elementary Approval to Operate will do so at least 30 days before the initial student start date.

Pre-Elementary Approval to Operate End-of-Year Report: Grantees will submit a Pre-Elementary Approval to Operate End-of-Year Report by June 30 in each grant year.

Annual Grant Report: By June 30 of each grant year, grantees will submit an Annual Report on a form specific to the type of grant they receive. Annual reports may cite progress towards meeting goals and objectives stated on the initial grant application, progress towards implementing the Alaska Pre-Elementary Goals or Alaska Early Education Program Standards, updates to plans for the following year, and demographic data.

Quarterly Reports and Budget Reimbursement Requests will be submitted electronically through the state's Grant Management System (GMS) and 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

FY27-FY29 Early Learning Grants Application

SCORING RUBRIC

DISTRICT: DISTRICT DROP-DOWN LIST

REVIEWER: CHOOSE REVIEWER

DATE: CHOOSE DATE

Goal	Requested Information	Below Average (1 point)	Average (2 points)	Excellent (3 points)
<p>Goal 1: Promote school readiness through developmentally appropriate programs focused on all areas of child development as outlined in the Alaska Early Learning Guidelines.</p>	<p>Describe the essential elements of the program’s learning environment, including 1) materials in the classroom and outdoor environment, 2) daily schedule and activities, 3) use of evidence-based curricula that addresses all areas of development, and 4) program philosophy.</p>	<p>Provides minimal description</p>	<p>Adequately addresses fewer than 4 elements listed in “Requested Information”</p>	<p>Adequately addresses all 4 elements listed in “Requested Information”</p>
<p>Goal 2: Encourage collaboration amongst an early childhood mixed delivery system that meets individual community needs with site-based, home-based, and/or community-based programs.</p>	<p>Please describe the manner(s) in which this program will provide services. Include 1) how it meets community(s) needs, 2) cite weekly days and hours of operation (classroom), and 3) the number of teachers and paraprofessionals supporting learning. For home-based programs, please share the 4) frequency and manner in which district staff and family meet.</p>	<p>Provides minimal description</p>	<p>Adequately addresses fewer than 3 elements listed in “Requested Information”</p>	<p>Adequately addresses all 3 elements listed in “Requested Information”</p>
<p>Goal 3: Strong partnership between programs and families through two-way communication; incorporating family culture, language and values into the learning environment; on-going family engagement; and celebrating growth together.</p>	<p>Please state your program’s plan for addressing the factors explicitly stated in this goal. Include: 1) a schedule for parent-teacher conferences; 2) method used to gather each student’s family culture, language, and values information; 3) description of how parents and family are included in the classroom activities; and 4) the plan for supporting students who are multi-lingual; and 5) description of how each student’s family</p>	<p>Provides minimal description</p>	<p>Adequately addresses fewer than 5 of the factors listed in the goal.</p>	<p>Adequately addresses all 5 of the factors listed in the goal.</p>

Goal	Requested Information	Below Average (1 point)	Average (2 points)	Excellent (3 points)
	culture and values will be reflected in the learning environment and curriculum.			
Goal 4: Lay the foundation for literacy by embedding science of reading principles throughout each program’s curricula, routines, and schedule. For pre-elementary children, emerging literacy skills are oral language, phonological awareness, and print knowledge.	(1) Please describe how your program will implement intentional teaching of oral language, phonological awareness, and print knowledge using science of reading principles. (2) Identify any early literacy curricula the program will use.	Provides minimal description	Adequately addresses fewer than 2 of the factors listed in “Requested Information.”	Adequately addresses all 2 of the factors listed in “Requested Information.”
Goal 5: Utilize the state-supported developmental screening tool to engage families and schools in screening all pre-elementary students in order to identify and provide programming that supports children who are experiencing developmental delay.	Please describe the program’s plan to use the developmental screener Ages and Stages Questionnaire – 3rd Edition (ASQ-3) to annually screen all students within 45-days of their enrollment in the program. Include: (1) Training of teachers and administrators, (2) Method(s) of screening administration, (3) Plan for results discussion with family, and (4) Process for referral to special education or other services	Provides minimal description	Plan addresses less than 4 of the factors outlined in “Requested Information.”	Plan fully addresses all 4 factors outlined in “Requested Information.”
Goal 6: Utilize the state-supported formative assessment tool to monitor child progress, provide differentiated activities, and continually improve program efficacy.	Please describe your program’s plan to use Teaching Strategies GOLD (TS GOLD) to assess all students in the fall and spring of each school year. Include: (1) Training of teachers and administrators, (2) Plan for results discussion with family, and (3) Use of data to inform classroom activities and program-wide decisions	Provides minimal description	Plan addresses less than 3 of the factors outlined in “Requested Information.”	Plan addresses all 3 of the factors outlined in “Requested Information.”

Goal	Requested Information	Below Average (1 point)	Average (2 points)	Excellent (3 points)
Goal 7: Facilitate the transition of pre-elementary children between programs by fostering ongoing collaboration among the family, the current program, and the receiving program.	Please describe your program’s transition process to support families and their students in transitioning successfully from one program to another. This includes the student moving to a different preschool program and students transitioning to kindergarten the next school year.	Provides minimal description	Transition plan adequately addresses some of the factors outlined in “Requested Information.”	Transition plan fully addresses the factors outlined in “Requested Information.”
Goal 8: Promote high-quality learning environments by ensuring that early childhood professionals have access to on-going professional development and on-going opportunities to reflect on and improve their teaching practice.	Please describe your program’s annual professional development plan/schedule that is specifically early childhood focused. This may include internal and external live, virtual or asynchronous trainings, implementation of coaching from a relationship-based early childhood coach, participation in a community of practice, etc.	Provides minimal description	Professional development plan adequately addresses some of the factors outlined in “Requested Information.”	Professional development plan fully addresses the factors outlined in “Requested Information.”
Goal 9: Recognize the importance of social-emotional development through use of an evidence-based early childhood positive behavior support framework that includes effective teacher-child interactions, relationship-based practices, and social-emotional competence.	Please describe your program’s Multi-tiered System of Supports (MTSS) for social-emotional development. This may include social-emotional curricula, behavior and/or mental health consultants, and tools used to measure teacher-child interactions.	Provides minimal description	MTSS plan adequately addresses some of the factors outlined in “Requested Information.”	MTSS plan fully addresses the factors outlined in “Requested Information.”

Total Points Part II: /36 Points Possible

PART II: ADDITIONAL CONSIDERATIONS

Content Area	Description	0 Points	4 Points	9 Points
Previous receipt of an Early Learning Grant	DEED will refer to listing of Pre-Elementary Grantees and Early Education Program (EEP) Grantees in the Grants Management System (GMS) to score this item.	Received a PEG or EEP Grant in the FY24-FY26 grant cycle	Received a PEG in the FY21-FY23 grant cycle but not in the FY24-26 grant cycle	Has received neither a PEG nor an EEP Grant in the last six years

Total Points Part II: ____/9 Points Possible

Reviewer Summary

1. Total Points Awarded Grant Application: / 45 Points Possible
2. Reviewer Notes: