

FY27-FY29 Early Learning Grants

Application Demographics, Narrative & Signature

Page



Form # 05-26-018

Directions

Demographics

Please enter the requested information regarding staff, contacts, students, and learning environments.

Narrative

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. Use the prompts as a guide.

- Each goal provides $\frac{3}{4}$ of a page for the applicant's narrative response. Please do not use more than the space provided.
- Font is set at size 11. If you are using "Cut & Paste," please be sure the font is size 11.

Application Signature

Confirm that all requirements of the early learning grant application have been addressed by completing the checklist. Confirm the type of early learning grant applied for. Obtain your Superintendent's signature. Handwritten or electronic signatures will be accepted.

Applicant Demographics

Contact Information

School District Name: Select district _____

Mailing Address: _____ City: _____ Zip : _____

Superintendent Name: _____ Superintendent Phone: _____

Superintendent email: _____

Grant Main Contact

Name: _____ Phone: _____ email: _____

Second Grant Contact

Name: _____ Phone: _____ email: _____

Early Learning Program Demographics

Students

1. Please enter the projected total number of students who will have reached three years of age on September 1, 2026. *Reminder: Early Education Program (EEP) Grant funds may only be used for classrooms that give priority to four and five-year-old children.*
2. Please enter the projected total number of students who will have reached four years of age on September 1, 2026.
3. Please enter the projected total number of students who will have reached five years of age on September 1, 2026. *Please do not include five-year-old students registered for kindergarten.*

Site Information

1. Please enter the projected number of sites in the program. A site may be a school or a non-district owned building that houses one or more preschool classrooms.
2. Please enter the projected number of classrooms serving only three to five year old students. This would also be called a single grade PreK classroom.

Site Information *continued*

3. Please enter the projected number of mixed grade classrooms that include PreK students. For example, a classroom that has PreK and kindergarten students.

4. Please enter the number of regional hubs providing home-based services. *Reminder: Early Education Program Grant (EEP) funds may only be used for classroom-based programs..*

Please go to the next page to complete the application narrative.

Goal 1: Promote school readiness through developmentally appropriate programs focused on all areas of child development as outlined in the [Alaska Early Learning Guidelines](#)

Please describe the essential elements of the program’s learning environment. Include: (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.

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.

Please describe the manner(s) in which your 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.

Goal 3: Strong partnership between program and families through two-way communication; incorporating family culture, language and values into the learning environment; on-going family engagement; and celebrating growth together.

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 classroom activities; (4) the plan for supporting students who are multi-lingual; and (5) description of how each student’s family 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 early literacy curricula the program will use.

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 your 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; (4) Process for referral to special education or other services.

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.

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.

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.

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.

Application Signature Page

Please choose the grant(s) applying for:

- Application is for the Pre-Elementary Grant (PEG) only.
- Application is for the Early Education Program (EEP) Grant only. **Must participate in consultation with Head Start. Complete Head Start Consultation Form 05-26-019.**

Please complete this checklist:

- Application directions and grant requirements were reviewed in the FY27-FY29 Early Learning Grants Request for Application Form #05-26-017.
- FY27-FY29 Early Learning Grants Application Narrative & Signature Page [Form #05-26-018](#) is complete.
- Three Budgets and Budget Narratives, one for each year of the grant cycle are complete. See [Form #05-07-071](#).
- If applying for the EEP Grant, the Head Start Consultation Form is complete. See DEED [Form #05-26-019](#).

Please combine all completed application documents into a single PDF and submit to earlylearning@alaska.gov

Superintendent Name

Superintendent Signature

Signature Date