

# Early Education Program Grant FY27-FY29 Application



## Directions

This is a fillable PDF. Please click on the shaded or underlined part of the item to enter text. Please have your superintendent sign the document electronically or digitally.

## Demographics

Program demographics need to be entered on the application Google form. 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. Use the prompts as a guide for your answers.

- 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 education program grant application have been addressed by completing the checklist. Obtain your Superintendent's electronic signature. Click the large green button titled, Submit, to submit your application. A confirmation email from early learning will be sent within one business day of submission.

# 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 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.

***Please describe how your program will implement intentional teaching of oral language, phonological awareness, and print knowledge using science of reading principles. 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 training, 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 complete this checklist

Application directions and grant requirements were reviewed in the FY27-FY29 Early Education Program Grant Request for Application Form #05-26-035.

Three Budgets and Budget Narratives, one for each year of the grant cycle are complete and included in this document. Please remember FY27 only includes Q2, Q3, and Q4. See [Form #05-07-071](#).

Demographic information has been entered in the Google Form

The Head Start Consultation Form #05-26-019. is complete and included in this document.

Superintendent Name

Superintendent Signature

Signature Date