



**REQUEST FOR APPLICATIONS**

*Alaska Pre-Kindergarten Program*  
FY 2015

**Release Date:** April 23, 2014

**Available at:** <http://education.alaska.gov>

**Mandatory Letter of Intent to Apply Due May 9, 2014**

**Applications Due: May 23, 2014**

**ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT  
GENERAL APPLICANT INFORMATION**

**THE COMPLETED  
GRANT APPLICATION  
MUST BE RECEIVED NO LATER THAN 4:00 P.M.  
FRIDAY MAY 23, 2014**

NOTE: Applications that are received after this time/date will be returned unopened and not considered unless applicant can provide an independent verification from the U.S. Post Office or delivery service that the delivery would have met the required deadline but was unavoidably detained by weather or the carrier's mechanical failure. *Applicants are strongly encouraged to notify the program contact as soon as possible if they expect an application delay due to weather or the carrier's mechanical failure.* **We will also accept electronic submissions and faxes for these grant applications. Electronic submissions and faxes must be received no later than 4:00 pm on Friday, May 23, 2014. Submissions by mail, courier, electronic or by fax should be sent to Paul Sugar at:**

**Mail to:** Alaska Department of Education & Early Development  
Division of Teaching and Learning Support  
ATTN: Paul Sugar, Early Learning Program Manager  
801 W 10<sup>th</sup> St., Ste 200  
P.O. Box 110500  
Juneau, Alaska 99811-0500

**Department of Education & Early Development Contact:**

Paul Sugar, Early Learning Program Manager  
(907) 465-4862 (phone)  
(907) 465-2806 (fax)  
[Paul.Sugar@Alaska.gov](mailto:Paul.Sugar@Alaska.gov)

- **Applications which do not meet the specifications listed in Section II of this RFA may not be reviewed.**
- **Do not attach any additional support materials beyond what is identified as acceptable appendices. Excess materials will be discarded.**
- **Do not use spiral binding.**
- **Incomplete applications will not be reviewed.**

All proposals must be submitted in the format specified in this RFA. Submission of a proposal indicates acceptance by the applicant of the appropriate federal and state administrative conditions.

**All applicants submitting applications in a timely manner will receive a Grant Application Receipt Acknowledgment by email or fax.**

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## **Section I**

### **Summary**

#### **Alaska Pre-Kindergarten Program Grant REQUEST FOR APPLICATIONS (RFA) FY15 Funding Period**

##### **A. Program Purpose**

The Department of Education & Early Development (EED) is seeking competitive applications to develop and implement Pre-Kindergarten (Pre-K) programs requiring specific programmatic approaches, and some specific curricula, assessments and data collection. Eligible recipients include Alaska Public School Districts and their partners. Funding for these programs will come from the State of Alaska General Funds.

The purpose of the Alaska Pre-Kindergarten program is to provide a voluntary, comprehensive, half day preschool program for four and young five year olds (five year old children who do not meet the cutoff date for Kindergarten entry) based on the Guiding Principles and goals set forth in the Alaska Early Learning Guidelines and that adhere to Developmentally Appropriate Practices (DAP) as expressed by the National Association for the Education of Young Children (NAEYC). The Alaska Pre-Kindergarten will provide the framework, guidance, and funding for the creation of multiple local programs in a variety of Alaskan settings.

These programs will focus on all areas of a child's development while emphasizing school readiness, language development, early literacy, mathematics, and cognition. They will balance teacher-directed and child-initiated activities that recognize each child's individual temperament and interests by providing opportunities and experiences for learning through exploration, Mediated Learning Experiences, and direct instruction for four and young five year olds. These programs will demonstrate growth through specific child outcomes in all developmental domains of the Alaska Early Learning Guidelines. The programs will meet with children for a minimum of four days per week (perhaps with one day for family contacts /visits) and a minimum of 14 hours per week following the local school calendar with at least three hours and no more than five hours of contact time per day. The program allows for a maximum class size of 20, with a staff-child ratio of 1:10 or better and with 35 sq. ft. of space per child. The Alaska Pre-Kindergarten builds on existing district and community resources to expand high quality comprehensive preschool services to interested families. As an example, if your district's collaborative work with the other early childhood programs in the community determine that additional involvement with them concerning in-depth collaboration that leads to improved child outcomes is the appropriate approach this funding opportunity may meet your needs. You may wish to couple your efforts with other funding opportunities federal, state and local.

## **B. Background**

In many of Alaska's public schools and communities, young children are entering school with limited assets to ensure full success in school. Development of systems that provide a balanced approach to early development and education, and that understand and act upon the inexorable ties between cognition, emotion, socialization, self-regulation, and healthy physical development are essential to a quality preschool program. The Alaska Pre-Kindergarten is designed to bring parents, educators, and their communities together to achieve school readiness for Alaska's preschoolers.

As well as its strong grounding in high educational expectations, each program recognizes that parents are their children's first teachers and that parents can and should play a critical, supportive, and active role in the education and development of their young children. All programs receiving grants will work with parents and local community members to create and implement a fully incorporated parent, family, and community engagement program that meaningfully builds ongoing, long lasting, goal-directed relationships with parents in decision making concerning curriculum and other aspects of their child's education and development. Alaska Pre-Kindergarten programs will also develop local strategies and partnerships with early childhood providers, community organizations, and local early childhood coalitions to improve quality of and access to services.

## **C. Eligible Recipients & Priority Points**

Alaska public school districts and their partners are the only eligible recipients. A portion of the state General Funds may be set aside to target specific districts and schools in existing collaborations with the department, as legislatively requested.

Priority points will be given to applications that create partnerships that leverage additional federal, state, and or local funding in addition to in-kind supports. **Ten priority points** will be awarded to applicants whose budget reflects this leveraged funding in addition to in-kind support.

Priority points will be given to applications that demonstrate a district commitment to team participation in department offered trainings. Please include an estimate of travel expenses for your team to attend a week-long training in Anchorage or Fairbanks as a budget line item. **Five priority points** will be awarded to applicants whose narrative reflects a commitment to team participation in state provided training.

## **D. Scope of Work & Program Goals**

The goals of this program are to:

- (1) increase the number of children entering Kindergarten socially, emotionally, cognitively and academically ready for school and ready to learn.
- (2) increase the number of families (parents and children) served by quality Pre-K programs.
- (3) increase the skills and knowledge of parents and staff involved in the state's Pre-K programs.

- (4) increase awareness, skills, and knowledge of parents and teachers throughout the state regarding appropriate and effective Pre-K programs.
- (5) increase the levels of cooperation, coordination, and collaboration along the “partnership continuum” between school districts, and local entities providing services to and for families with Pre-Kindergarten age children.

To meet these goals local programs will ensure the following standards will be met or provide specific information for each unmet standard with a plan demonstrating quality improvement that is sufficient to receive a waiver from the department for that particular area.

### **Standard 1: Research-Based Programs with Qualified Staff**

The population to be served is Alaska’s parents and their Pre-K aged children and the program and school staff who work with them. The Alaska Pre-Kindergarten is based on the premise that a quality preschool provides instruction and activities based on scientific research and is presented by a certificated teacher. The program requires certified teachers with a bachelor’s degree in early childhood education or a related field with specialized training in early childhood education or a similar or related field. The program requires an assistant teacher to have a current CDA, or 12 ECE credits or an Associate degree with specialized training in early childhood education or an AAS in early childhood education or a similar or related field (see **Appendix A**). The grantees will perform and retain on file appropriate teacher evaluations and teacher assistant evaluations. They will promptly notify the department of staffing changes that are permanent or will exceed 20 days.

### **Standard 2: Class Size and Staff-Child Ratio**

The program requires a maximum class size of 20, with a staff-child ratio of 1:10 or better, with 35 sq. ft. of space per child. Districts will have flexibility in how they structure both the classroom, and parent, family, and community engagement portions of the program. Districts will provide activities, interactions, and interventions of significant intensity and duration to achieve success in both aspects of the program.

### **Standard 3: Child Outcomes Measurement**

The districts will use specific assessment tools for child outcome evaluation. The evaluations must focus on all domain areas of development as expressed in Alaska’s Early Learning Guidelines. Evaluation tools must include the Teaching Strategies Gold Assessment (TSG) three times per school year, and the Peabody Picture Vocabulary Test (PPVT) pre & post. The TSG reports will be used as both a formative ongoing assessment, and at year’s end as an observational snapshot of the child’s growth across domains aligned with the Alaska Developmental Profile. Every effort must be made to provide all required assessments, with the expectation of at least a 95% completion rate. Additional screening, content, or curricular assessment can be determined locally by the district.

### **Standard 4: Program Evaluations**

Programs will be assessed through the use of the Early Childhood Environmental Rating Scale (ECERS), and the Classroom Assessment Scoring System (CLASS). Additionally programs will be evaluated on their use of the *Strengthening Families* protective factors as a core of their

parent, family and community engagement (PFCE) efforts and the Alaska Pre-K staff's use of the SEED registry system.

The ECERS scale is designed for use in classroom-based care for children aged two to six years. It is organized into six scales: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, and Program Structure. Each scale has additional subscales, with multiple items that must be passed to receive a given score. Each subscale is scored on a seven-point scale, with benchmarks established for 1 = Inadequate, 3 = Minimal, 5 = Good, and 7 = Excellent. Programs that pass some of the items that are part of the benchmark for a 3, but not all of them, are scored a 2 on that subscale. Similarly programs that fall between good and excellent are scored a 6.

The CLASS is an instrument developed to assess classroom quality in preschool through third-grade classrooms. It was designed to create a common metric and vocabulary to be used to describe aspects of quality across the early childhood and elementary grades. It focuses on the interactions between teachers (and other adults in the classroom setting) and students, and groups them in three areas, Emotional Support, Classroom Organization, and Instructional Support. In the area of Emotional Support the adults' levels and frequency of interaction in a positive climate are observed and documented as well as negative climate. It views teacher sensitivity and responsiveness, and the teachers' regard for student perspectives. The focus of Classroom Organization is on the ways behavior is managed in the classroom, the level of productivity across learning time, routines, transitions, and preparation, and the effectiveness of instructional learning formats. The Instructional Support area looks at interaction leading to the students' levels of concept development, the quality of the feedback provided, and the teachers' use of language modeling. Each area is scored along a seven point scale.

This grant will use the results from the ECERS-R, the CLASS, and from child outcome data collected through individual programs. The selected evaluator will be responsible for then evaluating the entire statewide program and all of its facets, and for offering its resulting observations as to how Alaska can better support preschool educators and staff, orient and train educators and staff, and foster productive parent / teacher, parent / school, and school / community relationships and partnerships to achieve school readiness and on-going school success.

### **Standard 5: Program Reports**

Programs will be required to submit a report at the end of each quarter (received by the department no more than thirty days after the end of each quarter and the end of the fiscal year). The report shall include:

1. A list of the parent, family, and community engagement activities implemented and parent support information and materials disseminated throughout the quarter.
2. Number of home visits completed.
3. A list of collaborative/partnership activities with any state departments or other local departments and or agencies.
4. A continuous improvement plan to address areas of need determined during the year.
5. Number and percentage of days in attendance.

6. Updating the provision of the Oasis unique identifier number for all children served.
7. Number of children with current IEPs through Part B Section 619 of IDEA.
8. A description of the process used to determine eligibility.
9. A list of education curricula used in the program.
10. List the weekday hours of the program, number of days that the program served children, and number of hours per week providing parent support and resource materials.
11. Show evidence of compliance with Alaska Preschool Certification through EED or Childcare Licensure through HSS.
12. List of the type of trainings provided for staff including how many hours of each type of trainings were offered?
13. Fiscal Reports and Requests for Reimbursement shall be submitted at least quarterly, with the final fiscal report submitted thirty days after the end of the fiscal year. Failure to submit quarterly program reports will delay the processing of requests for reimbursement.

In addition to the 13 program items above the grantee will report on implementation, both process and product, of the Pre-K Phonological Awareness Literacy Screening tool PALS. If your district is already using a research based literacy screening tool in your pre-kindergarten program please submit process and product information on implementation of that tool.

The Phonological Awareness Literacy Screening is a research-based literacy assessment with strong technical adequacy. It is a screening, diagnostic, and progress monitoring tool for measuring the fundamental components of literacy. By examining PALS data, teachers understand the importance of each skill assessed and know exactly what to teach next for each student. PALS training and technical assistance support for teachers is provided by a team of veteran teachers and researchers from the University of Virginia. The Department will provide for training, technical assistance, scoring processes and report creation on the web and through other forms of distance delivery through an agreement with PALS Marketplace.

The programs must be accountable to the Department for data and information covering all five of these standards.

#### **E. Available Funding and Related Conditions**

The Department of Education & Early Development will provide competitive funding to school districts to operate Alaska Pre-K programs based on the above stated guidelines. Districts are encouraged to work with local partnerships and are allowed to contract for their services.

1. Projected Total Amount Available for Awards: Approximately \$2,000,000 will be available for the Alaska Pre-Kindergarten Program. The two million dollars in state funding is for a two year grant program, however it is subject to potential changes in the state budgetary process. The number of grants and the grant amounts will be based on the number and quality of proposals submitted. It is estimated that the department will award between 5 – 8 school districts with grant awards up to \$450,000 to create approximately 15 - 22 classrooms serving an estimated 225 - 280 children.

There is no minimum amount for the award. The maximum grant award is \$450,000. The range of grant awards will vary dependent on location in the state, the level of community collaboration, and the number of students to be served. Below is a guide for funding:

Proposals seeking to serve 11 to 20 students: \$50,000 – \$130,000  
Proposals seeking to serve 21 to 40 students: \$125,000 - \$260,000  
Proposals seeking to serve 41 to 60 students: \$220,000 - \$380,000  
Proposals seeking to serve 61 to 80 students: \$325,000 - \$450,000  
Proposals seeking to serve 10 children or less will be funded following the “Two Year Kindergarten Model” at an approximate maximum of \$4,500 - \$5,500 per child.

The State reserves the right to award a smaller or larger amount of grant funds than requested based upon available funding, the numbers of children to be served, and the recommendations of the review panel.

Previously funded Pre-K programs will be eligible to apply for a new two year grant provided their proposal reflects a reduction of at least 5% of the amount received annually in the previous grant cycle or they can show a 50% match in funding. If additional new classrooms and children are incorporated into the proposal the costs for those classrooms can follow the guidelines listed above.

2. Grant Period: The Alaska Pre-K awards will cover a two year period, contingent upon funding and substantial progress towards meeting grant goals and objectives and compliance with all grant requirements. Subsequent rounds of funding may require receipt of reduced award amounts.

## **F. Use of Funds**

Each eligible District that receives an award may use the funds to carry out all aspects of a comprehensive Pre-Kindergarten program, ensuring that it meets the requirements stated in this grant application. Services can be provided for Pre-K aged students and their families.

Programs receiving funding from the state shall provide information to ensure these state funds and other blended, braided, or layered monies supplement and do not supplant each other (include in the budget narrative).

## **G. Technical Assistance**

Technical assistance opportunities for interested applicants will be offered that will provide support for viable applications under this funding source. These technical assistance opportunities will provide prospective applicant’s tools to assess their eligibility, and provide targeted assistance tailored to strengthen their applications. It is the department’s experience that successful grantees have taken advantage of the technical assistance offerings provided to refine their applications. An optional technical assistance audio conference will focus on areas such as: clarifying the target audience for these funding resources; discussing the programmatic focus;

and examining the capacity to deliver that programming (clarifying best practices & viable staffing). The audios will be held on:

April 25, 2014 at 9:00 am

April 29, 2014 at 3:00 pm

May 1, 2014 at 10:00 am

May 5, 2014 at 2:00 pm

May 7, 2014 at 9:00 am

(Call 1-800-315-6338 pass code 4862#)

Individual technical assistance will be available by phone 907-465-4862 or email

[Paul.Sugar@Alaska.gov](mailto:Paul.Sugar@Alaska.gov)

Additional technical assistance from the department will be provided to successful applicants throughout the life of the grant.

## **H. Application Review Process**

A panel of reviewers composed of a minimum of three department staff and other early childhood educators will read all eligible grants submitted and received by the deadline. Applications will be scored independently using the scoring form and rubric included in this RFA. Reviewers will be allowed to utilize the full breadth of the scoring points. Reviewers will then conference to clarify the accuracy of reviewers' understanding. The reviewers' total final scores will be averaged to determine the order by which applications will be considered for funding; funds will be awarded to the highest average scoring proposal(s).

*Review panelists will be asked for recommendations for improving the program and comments on the feasibility of the budget. These comments may form the basis for adjustments negotiated to the program prior to issuance of the grant award.*

## **I. Conditions of Grant award**

### **Evaluation of Grantee performance / continuation of funding:**

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 RFA, written, or negotiated in the approved grant proposal. Failure to provide the requested performance reports and evaluations on all activities as proposed; and 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 rights 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 RFA does not, by itself, obligate the state.

The state reserves the right to add terms and conditions during grant negotiations. These terms and conditions will be within the scope of the RFA 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.

#### **J. Appeals Process**

This is located on the legislative page ([4 AAC 40.010 - 4 AAC 40.050](#))

#### **K. Timelines**

RFA Released.....	April 23, 2014
Optional Audio Conferences for Applicants.....	April 25, 2014 at 9:00 am April 29, 2014 at 3:00 pm
<i>Phone # 1 800 315-6338 code 4862#</i>	May 1, 2014 at 10:00 am May 5, 2014 at 2:00 pm May 7, 2014 at 9:00 am
Mandatory Intent to Apply Form.....	May 9, 2014
<b>Grant Applications Due.....</b>	<b>May 23, 2014 by 4:00 p.m.</b>
Grant Review Period.....	May 27 - June 13, 2014
Notice of Intent to Award.....	June 13, 2014
Grant funding begins.....	July 1, 2014
Final Reports due.....	July 30 of each year

**L. Application Submission**

Alaska Pre-Kindergarten Program Applications **must be received** by 4:00 p.m. on Friday, May 23, 2014. **We will also accept electronic submissions and faxes for these grant applications. Electronic submissions and faxes must be received no later than 4:00 pm on Friday, May 23, 2014. Submissions by mail, courier, electronic or by fax should be sent to Paul Sugar at:**

**Mail to:** Alaska Department of Education & Early Development  
Division of Teaching and Learning Support  
ATTN: Paul Sugar, Early Learning Program Manager  
801 W 10<sup>th</sup> St., Ste 200  
P.O. Box 110500  
Juneau, Alaska 99811-0500

**Department of Education & Early Development Contact:**  
Paul Sugar, Early Learning Program Manager  
(907) 465-4862 (phone)  
(907) 465-2806 (fax)  
[Paul.Sugar@Alaska.gov](mailto:Paul.Sugar@Alaska.gov)

## **Section II**

### **Application forms Directions**

A completed application must contain the following sections in the order provided below.

1. **Cover Page.** Use EED form located on page 17 of this document.
2. **Table of Contents.** Include a one-page table of contents.
3. **Page Numbers.** All pages within the application must have page numbers.
4. **Program Summary and Abstract.** Include a one-page summary of your program.
5. **Application Narrative.** Applicants must limit the application narrative to no more than 12 **double-spaced** pages. Pages must have a 1-inch margin on all sides and utilize a type size of 12 points or greater, preferably using Times New Roman font. **All applications must use the format outlined in this Request for Applications to receive a review with all sections clearly labeled for reviewers.** (All tables and charts should conform to the type size guidelines but can be single-spaced.) Applications that do not follow formatting guidelines may not be reviewed. In preparing the application, applicants should clearly keep in mind the selection criteria that will be used to evaluate applications, and ensure that each of these criteria is addressed. The Narrative section includes information on:
  - A. **Need for program**
  - B. **Program design**
  - C. **Parent, Family and Community Engagement and Family Support**
  - D. **Adequacy of resources**
  - E. **Sustainability plan**
  - F. **Management plan**
  - G. **Program Evaluation**
  - H. **Previous Success/Promise of Success**
  - I. **Budget and Budget Narrative** (*see below*)
6. **Budget and Budget Narrative.** Provide a complete budget summary for **year one** of the program on the Excel forms provided by the department, referenced in the forms section of this application.

**Section 1:** Budget narrative pages must explain all budgetary items, including any possible in-kind support, as well as other sources of funding (federal, State or Local).

**Section 2:** Provide an explanation of how funding needs for this program will change over the 2 years of the grant and how the program budget will respond. For example: start-up costs in year one may be higher, salaries/benefits for staff may change, etc.

7. **Appendices.** Each application may be accompanied by appendices, limited to the following:

**A:** SEED Professional Development & Career Ladder

**B:** Assessment Data: Provide a summary of assessment data that supports the need for a preschool. Report on the results of any assessments supporting the need for programming. This should be clearly labeled **Appendix B.**

**C:** Schedule of Operation for sites. This should be clearly labeled **Appendix C.**

**D:** Organization of Program Team: Describe the organization of the program team, provide personnel roster, and job descriptions for key program personnel or positions and their experience. This should be clearly labeled **Appendix D.**

**E:** Memorandums of Agreement for each school, including but not limited to, existing preschool programs within the community. This should be clearly labeled **Appendix E.**

**F:** Assurances. This should be clearly labeled **Appendix F.**

**G:** Commitment and Signature Packet. All primary staff responsible for delivery of the program must sign this form to verify their full support of this program. This should be clearly labeled **Appendix G.**

**H:** Department Parent, Family and Community Engagement standards, endorsed Action Plan, and Head Start Parent, Family and Community Engagement Framework.

**I:** Alaska's Early Learning System: In the Home Support & Out of the Home ECE.

*Other attachments to the application will not be accepted.*

## APPLICATION CHECKLIST

**Due: May 23, 2014**

**A complete application must include, *in the order given below*, the following sections:**

- ❑ The *Application Cover Page*, completed according to the instructions and signed by an authorized official
- ❑ The *Table of Contents* form, completed to inform reviewers of where, in your application, information can be found
- ❑ The *Program Summary and Abstract* (no more than one page)
- ❑ The *Application Narrative* (no more than 12 pages **double-spaced**, 1” margins, 12 point font)
- ❑ The *Budget*
- ❑ *Appendices* as indicated

**Appendix B :** Summarize the results of any assessments based on objective data supporting the need for pre-kindergarten services.

**Appendix C :** Use the attached form to provide the Schedule of Operations and the routine of a typical day.

**Appendix D :** Describe the organization of the program team, and include job descriptions and credentials for key program personnel.

**Appendix E :** Develop Memorandums of Agreement for Each School, including but not limited to existing preschool programs within the community.

**Appendix F :** Assurances

**Appendix G :** Use the attached Commitment and Signature Packet to collect original signatures of key personnel.

***This checklist is for your own use and should not be submitted with your application!***

**Mandatory Intent to Apply Form – FY15 Application  
Alaska Pre-Kindergarten Program**

Name of Organizations: \_\_\_\_\_

Address: \_\_\_\_\_

Primary Contact Name: \_\_\_\_\_

Email: \_\_\_\_\_

Give a brief description of your proposed services - When do services occur? Who is the target audience? Who provides the services or programming?

Give a brief description of the process that will be used to develop this application.

What types of technical assistance from the Department of Education & Early Development would assist you in your proposal preparation?

**This Intent to Apply form is due to the department by May 9, 2014.**

The form can be mailed, faxed, or emailed – a confirmation email will be delivered to all applicants that meet the filing deadline. **When mailing your Intent to Apply send to the address below:**

Alaska Department of Education & Early Development  
Division of Teaching and Learning Support  
ATTN: Paul Sugar, Early Learning Program Manager  
801 W 10<sup>th</sup> St., Ste 200  
P.O. Box 110500  
Juneau, Alaska 99811-0500

**You may wish to fax this form to Paul Sugar at (907) 465-2806 or send it by email to:**  
[paul.sugar@alaska.gov](mailto:paul.sugar@alaska.gov)

**Alaska Pre-Kindergarten Program Application  
COVER PAGE**

School District _____	
Mailing Address _____	
Name of Contact Person _____	Telephone _____
E-mail address _____	Fax Number _____
Authorized Signatory for Budget Revisions/ Record and Report of Local Expenditures _____	Date _____
<i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this state funded program.</i>	
Signature of District Superintendent _____	Date _____
Title _____	

\$ _____ Total Funding Requested Per Year
--

<b>EED Use Only</b>	
Program Number: _____	Date Received: _____
Program Approval: _____	Amount Awarded: \$ _____

**Program Abstract**  
(One page limit)

## Application Questions with Scoring Guide

### A. Need for Program: 30 points

Complete the chart below to provide information on the population to be served by this Alaska Pre-Kindergarten Program.

Name of each Preschool	Designation – Title I school/ School Improvement Site	% free or reduced lunch	# of eligible children in need of service by age	# of students to be served	# of family members to be served, if appropriate
<i>Example:</i> ABC Elementary School	<i>Example:</i> Level 3 School Improvement	<i>Example:</i> 54%	<i>Example:</i> 4yr: 15 Young 5yr: 7	<i>Example:</i> 4yr: 15 Young 5yr: 7	<i>Example:</i> 25 adults

### Section 2:

In a narrative form:

1. Describe how your program will target the sub-population of students and/or families that are MOST in need of these services.
2. Cite any additional factors that place children at risk of educational failure or how your program attends to other areas of consideration, such as, but not limited to health, nutrition and safety.
3. Summarize results of any assessments based on objective data supporting the need for pre-kindergarten services. (Submit actual data in **Appendix B**)
4. Describe any other pre-school programs currently serving your target population and how your proposed program will fill particular gaps in services and or supplement existing efforts.

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
<b>A. Need for Program</b>				
Data indicates services aimed at low income populations, at risk children, English language learners, and low-performing schools.	0	2	6	10
Plans are included for inclusion of sub-populations identified most in need of services.	0	1	3	5

Cites community factors that place target population at risk of educational failure or other areas of consideration.	0	1	3	5
Summarize results of an assessment of objective data regarding the need for Pre-Kindergarten programs. Provide actual data in Appendix A	0	1	3	5
Describes other Pre-Kindergarten programs currently serving target population and existing gaps.	0	1	3	5

**B. Program Design: 45 points**

Provide the following information:

1. Describe goals, measurable objectives and activities that address the needs identified and targeted population. **Funded programs must demonstrate a strong understanding of Alaska’s Early Learning Guidelines, their 17 Guiding Principles, the use of Developmentally Appropriate Practices (DAP), and alignment to the K-2 standards.**

*Example:*

**Goal:** All students participating in the Alaska Pre-Kindergarten Program experience success in school readiness.

**Measurable Objective #1:** By the end of each grant year 100% of Pre-K students entering kindergarten will be socially, emotionally, cognitively and academically ready for school and ready to learn, as expressed by significant gains on the required pre and post assessments.

**Activity #1:** ABC School will utilize curricula “X” and approaches “Y” in the Pre-Kindergarten Program.

2. Provide a narrative description of any Scientifically Based Research that supports your choice of curriculum, instruction & activities, as well as describing how they link to measurable objectives and the needs identified in the Needs Section.
3. Complete a “Schedule of Operation” for each proposed site (See **Appendix C**). If the schedule is the same for each site you may use one form to include all sites.
4. Describe how you will provide or ensure the provision of vision, hearing, health, developmental, and social/emotional screenings.
5. Explain how nutritionally sound meals will be provided.
6. Describe how your program proposes to make contact with eligible children and their families.
7. Explain how you will determine eligibility and manage student enrollment in the program.

8. Describe any partnerships and collaborations formed or utilized to provide the services of the program to support, not supplant, existing services.

	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Good (clear and complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>B. Quality of Program Design</b>				
The goals, objectives, and activities are clearly specified, <b>measurable</b> , and address the needs of the target population(s). Focus is on all domains of development.	0	2	6	10
Scientifically Based Research is utilized in decision making, curricula, instruction, and activities.	0	1	3	5
A schedule for each proposed site is included in an appendix and reflects focus on identified needs, Balanced Approach, and implementation of ELG's and DAP.	0	1	3	5
Describe ensuring the provision of vision, hearing, health, developmental, and social/emotional screenings.	0	1	3	5
Describe how nutritionally sound meals will be provided.	0	1	3	5
Describes how the program will recruit children and/or their families.	0	1	3	5
Explain how you will determine eligibility and manage enrollment in the program.	0	1	3	5
Describe partnerships and collaborations formed to provide the services of the program that support but do not supplant existing services.	0	1	3	5

**C. Parent Family and Community Engagement: 25**

Please provide narrative information for the following:

1. Describe your parent, family, and community activities that link family and child needs and school readiness achievement, including those for parents who choose not to send their Pre-K child to the school-based program.
  
2. Explain how your parent, family and community engagement component will address the six State Board endorsed standards, including how local parent and community councils will interact with your area advisory and school district boards. Please include information on the engagement of parents, families, and community members that do not enroll their Pre-K children in the school-based portion of the program.
  
3. Show how you will link families to needed support services (i.e. special education, WIC, housing authorities, health, dental and mental health programs, other needed social services provided Tribally, or by the State or Community).
  
4. Describe how you will assess the quality of your engagement efforts, as well as your parent resource material development and dissemination and their inclusion of the Strengthening Families protective factors.

	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Good (clear and complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>C. Parent, Family and Community Engagement</b>				
Describe your program activities and how they are linked to family and child needs and school readiness achievement.	0	2	6	10
Explain how your parent, family and community engagement component will address the six State Board endorsed standards, including how local parent and community councils will interact with your area advisory and school district boards.	0	1	3	5
Show how you will link families to needed support services, including for those who choose not to participate in the school-based program.	0	1	3	5

Describe how you will assess the quality of your engagement efforts, parent resource materials and inclusion of the Strengthening Families protective factors.	0	1	3	5
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**D. Adequacy of Resources: 20 points**

Show that appropriate resources and personnel have been carefully allocated for the tasks and activities described in your application. Successful programs describe the role and responsibility of all key staff and provide resources for ongoing staff development and training.

1. Describe the staffing for proposed programs and services, including the student-to-staff ratios. (Include in your description whether staff are certified or non-certified.) *It is required that the program is taught by a certified teacher trained in early childhood development and early childhood education. Ratios must not be more than 1:10.*
2. Describe the organization of the program team. Include job descriptions and credentials of key program personnel in **Appendix D** of your proposal. If staff are not current employees, provide a plan for recruitment.
3. Describe the types of professional development that will be offered, how often, when and to whom. *Consider: Orientation, Issues of culture & individual differences, working with, supporting, and strengthening families, developing family, community and systems collaborations, fostering positive behavior, regularly scheduled staff meetings for program development, how to help with cognitive development, Reflective Supervision, linking to standards and Early Learning Guidelines, Required assessment tools and reporting.*
4. Describe how you will leverage existing school and community resources to carry out your activities. Document a commitment of these resources in a Memorandum of Agreement (to be included in Appendix E) for each Pre-K that is signed by the principal of the school being served.

	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Good (clear and complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>D. Adequacy of Resources</b>				
Describes staffing for proposed programs and student-to-staff ratios based on guidance in RFA.	0	1	3	5
Attached job descriptions and credentials describe essential staff roles and requirements, including planning for staff not yet hired.	0	1	3	5

Describes the types of professional development that will be offered, how often, when and to whom.	0	1	3	5
MOA describes how existing resources will be leveraged to support program services and documents support from staff.	0	1	3	5

**E. Sustainability Plan: 15 points**

Describe how you will continue to leverage new and existing school, community, state, federal, and other additional resources to carry out your programmatic activities in the years beyond the end of this grant cycle. Be realistic in the estimates of multiple resources over time including the recognition of diminishing funds through this state grant opportunity. Please see section E. Available Funding and Related Conditions on page 8.

	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Good (clear and complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>E. Sustainability Plan</b>				
Describes how continued leveraging of new and existing additional resources will provide sustainability of your program in the years beyond the end of this grant cycle.	0	3	9	15

**F. Management Plan: 25 Points**

Charts and timetables are particularly helpful in describing the structure of your program and the procedures for managing it successfully.

1. Describe your organizational structure and how it will result in effective management of the Alaska Pre-K program. Include information indicating the percentage of time the Grant Director will spend overseeing the requirements of this grant, the percentage of time site administration will spend collecting data and overseeing each Pre-Kindergarten, and the percentage of time any other administrative staff (such as secretarial support) will spend with grant duties.
2. Describe how the District will provide oversight at the classroom level.
3. Include a timeline for program implementation for the first year including professional development and parent, family, and community engagement activities.
4. Include information on management materials for your program including developed or planned development for the collection of student data for reporting purposes, production of parent materials, registration forms, handbooks, policy information etc.
5. Describe the plan to disseminate information about your program to the community in a manner that is understandable and accessible.

	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Good (clear and complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>F. Quality of Management</b>				
Describes the organizational structure and how it will result in effective management of the Alaska Pre-Kindergarten Program.	0	1	3	5
Describes how the Grant Director will provide oversight at the classroom level.	0	1	3	5
Includes a timeline for program implementation and continued planning.	0	1	3	5
Includes information on management materials with key elements defined.	0	1	3	5
The plan to disseminate information to the community is understandable and accessible.	0	1	3	5

**G. Program Evaluation: 20 points**

For your local evaluation requirements, submit an evaluation plan for the program. The plan should include program objectives and outcome measures to assess impact on participants.

1. Describe your evaluation process and how the information will be used to improve programming, provide feedback to stakeholders and program staff, and inform future program direction.
2. Refer back to your list of measurable objectives. List what types of data and when it will be collected, as well as which objectives it will address. Please see section D, Page 6 concerning required child outcome domains and assessment tools.
3. Identify who will be responsible for the evaluation component and include qualifications.
4. Describe how you will assess the quality of your intervention efforts, including information on any self-assessment tools you will use.

	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Good (clear and complete)</b>	<b>Excellent (concise and thoroughly developed)</b>

<b>G. Quality of Program Evaluation</b>				
Describes how the evaluation information will be used to improve programming, provide feedback to stakeholders and staff and inform program direction.	0	1	3	5
A list of what types of data, when it will be collected, and which objectives they address is included.	0	1	3	5
Describes who will conduct the evaluation and their qualifications.	0	1	3	5
Describes how the proposal will assess the quality of intervention efforts, including information on any self-assessment tools that will be used.	0	1	3	5

**H. Previous Success/Promise of Success: 15 points**

If available, provide a brief description that demonstrates prior successful experience in providing Pre-Kindergarten Programs. Evidence that the majority of goals and objectives of the program were met, partnerships were solidified, children entering school showed greater readiness socially, emotionally, cognitively and academically, public funds were well utilized and some aspects of the sustainability plan were achieved should all be addressed.

If previous successes are not available please provide information that demonstrates promise of success in providing these services.

*Please note: The score reflected in the rubric below is weighted in the scoring system – the score will be multiplied by 3 for a final score.*

	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Good (clear and complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>H. Previous Success/Promise of Success</b>				
Provides information that demonstrates prior successful experience in providing after school programs through the elements mentioned OR demonstrates promise of success in providing these services.	0	1	3	5

**I. Budget/Budget Narrative: 25 points**

**Section 1:** Using the state forms for budget/budget narratives referenced in the form sections of this application, provide the following information:

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. Indicate in both the budget and the budget narrative the purpose by line item for each of the expenditures, paying particular attention to the following categories:

- **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).
- **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.
- **Staff Travel:**  
Indicate the event, amount of time and cost.  
**Staff Travel Required:** Include travel and expenses for a team for the State provided training in Anchorage - dates TBA.
- **Supplies/Materials:**  
Please provide specific information on supplies and materials requested and their costs per site.

**Section 2:** Provide a brief narrative describing the following:

1. Indicate the estimated cost per participant and provide information regarding cost justification in your communities.
2. Identify federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources (e.g., Title 1, Childcare Scholarship Funds, etc.). These should be identified as “in-kind” on your budget form.

	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Good (clear and complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>I. Quality of Budget</b>				
Provides a detailed budget and budget narrative that align with program activities, including those for parents regardless of the child’s participation in the school-based program.	0	2	6	10
Funds requested are reasonable for proposed services.	0	1	3	5

Staff travel is included.	0	1	3	5
Detailed materials budget is included.	0	1	3	5

**Other Application Requirements**

1. Describe how existing Pre-Kindergarten programs were consulted in a timely and meaningful manner during the design and development of this program. Attach supporting documentation in **Appendix E**.
2. Discuss how you will ensure that students travel safely to and from your program and get home from school-based and/or off-site programs.

**Reviewers Scoring Form for  
Alaska Pre-Kindergarten Program Application  
FY15**

**Reviewers Scoring Form for  
Alaska Pre-Kindergarten Project Grant Application FY15**

Organization: \_\_\_\_\_

Reviewer Number: \_\_\_\_\_

**A: NEED FOR PROGRAM SCORE:** \_\_\_\_\_

Q#	Need for Program – 30 pts	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)	Comments
A1	Data indicates services aimed at low income populations, at risk children, English language learners, and low-performing schools.	0	2	6	10	
A2	Plans are included for inclusion of sub-populations identified most in need of services.	0	1	3	5	
A3	Cites community factors that place target population at risk of educational failure or other areas of	0	1	3	5	

		consideration.					
A4		Summarize results of an assessment of objective data regarding the need for Pre-Kindergarten programs. Provide actual data in Appendix A	0	1	3	5	
A5		Describes other Pre-Kindergarten programs currently serving target population and existing gaps.	0	1	3	5	

**B: PROGRAM DESIGN SCORE: \_\_\_\_\_**

Q#	Program Design – 45 pts	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)	Comments
B1	The goals, objectives, and activities are clearly specified, <b>measurable</b> , and address the needs of the target population(s). Focus is on all domains of development.	0	2	6	10	

B2	Scientifically Based Research is utilized in decision making, curricula, instruction, and activities.	0	1	3	5	
B3	A schedule for each proposed site is included in an appendix and reflects focus on identified needs, Balanced Approach, and implementation of ELG's and DAP.	0	1	3	5	
B4	Describe ensuring the provision of vision, hearing, health, developmental, and social/emotional screenings.	0	1	3	5	
B5	Describe how nutritionally sound meals will be provided.	0	1	3	5	
B6	Describes how the program will recruit children and/or their families.	0	1	3	5	
B7	Explain how you will determine eligibility and manage enrollment in the program.	0	1	3	5	

B8	Describe partnerships and collaborations formed to provide the services of the program that support but do not supplant existing services.	0	1	3	5	
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**C. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT SCORE: \_\_\_\_\_**

Q#	Parent, Family, and Community Engagement – 25 pts	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)	Comments
C1	Describe your program activities and how they are linked to family and child needs and school readiness achievement.	0	2	6	10	
C2	Explain how your parent, family and community engagement component will address the six State Board endorsed standards, including how local parent and community councils will interact with	0	1	3	5	

		your area advisory and school district boards.					
C3		Show how you will link families to needed support services, including for those who choose not to participate in the school-based program.	0	1	3	5	
C4		Describe how you will assess the quality of your engagement efforts, parent resource materials and inclusion of the Strengthening Families protective factors.	0	1	3	5	

**D: ADEQUACY OF RESOURCES SCORE:** \_\_\_\_\_

Q#		Adequacy of Resources – 20 pts	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)	Comments
D1		Describes staffing for proposed programs and student-to-staff ratios based on	0	1	3	5	

		guidance in RFA.					
D2		Attached job descriptions and credentials describe essential staff roles and requirements, including planning for staff not yet hired.	0	1	3	5	
D3		Describes the types of professional development that will be offered, how often, when and to whom.	0	1	3	5	
D4		MOA describes how existing resources will be leveraged to support program services and documents support from staff.	0	1	3	5	

**E: SUSTAINABILITY PLAN SCORE:** \_\_\_\_\_

Q#	Sustainability Plan – 15 pts	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)	Comments
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E1	Describes how continued leveraging of new and existing additional resources will provide sustainability of your program in the years beyond the end of this grant cycle.	0	3	9	15	
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**F: QUALITY OF MANAGEMENT SCORE: \_\_\_\_\_**

Q#	Quality of Management – 25 pts	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)	Comments
F1	Describes the organizational structure and how it will result in effective management of the Alaska Pre-Kindergarten Program.	0	1	3	5	
F2	Describes how the Grant Director will provide oversight at the classroom level.	0	1	3	5	
F3	Includes a timeline for program implementation and continued planning.	0	1	3	5	

F4	Includes information on management materials with key elements defined.	0	1	3	5	
F5	The plan to disseminate information to the community is understandable and accessible.	0	1	3	5	

**G: QUALITY OF PROGRAM EVALUATION SCORE: \_\_\_\_\_**

<b>Q#</b>	<b>Program Evaluation – 20 pts</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Good (clear and complete)</b>	<b>Excellent (concise and thoroughly developed)</b>	<b>Comments</b>
G1	Describes how the evaluation information will be used to improve programming, provide feedback to stakeholders and staff and inform program direction.	0	1	3	5	
G2	A list of what types of data, when it will be collected, and which objectives they address is included.	0	1	3	5	

G3	Describes who will conduct the evaluation and their qualifications.	0	1	3	5	
G4	Describes how the proposal will assess the quality of intervention efforts, including information on any self-assessment tools that will be used.	0	1	3	5	

**H: PREVIOUS SUCCESS/PROMISE OF SUCCESS SCORE: \_\_\_\_\_**

Q#	Previous Success/Promise of Success – 15 pts	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)	Comments
H1	Provides information that demonstrates prior successful experience in providing preschool programs through the elements mentioned OR demonstrates promise of success in providing these services.	0	3	9	15	

**I: BUDGET/BUDGET NARRATIVE SCORE: \_\_\_\_\_**

<b>Q#</b>	<b>Budget/Budget Narrative – 25 pts</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Good (clear and complete)</b>	<b>Excellent (concise and thoroughly developed)</b>	<b>Comments</b>
I1	Provides a detailed budget and budget narrative that align with program activities, including those for parents regardless of the child’s participation in the school-based program.	0	2	6	10	
I2	Funds requested are reasonable for proposed services.	0	1	3	5	
I3	Staff travel is included.	0	1	3	5	
I4	Detailed materials budget is included.	0	1	3	5	

Priority Points (15 points possible): \_\_\_\_\_

**Total points possible: 235**

**TOTAL SCORE: \_\_\_\_\_**

### Section III

## **Budget Form:**

Please use the excel document (Form #05-07-071) for the  
**Program Budget Form** and **Budget Narrative Form**

**It can be located at**

**<http://www.education.alaska.gov>**

If you need assistance with these forms please call 907 465-2939

In the event that your application is approved and funded you would use Form #05-07-072 for  
you your request for reimbursement.

## Appendix A: SEED Professional Development & Career Ladder

*It is not required that this be submitted with your application, this is for your use only.*

### ALASKA SEED CAREER LADDER

<b>Level 1</b>	Working in the early care and education field <b>or</b> High School diploma/GED with motivation to advance in the EC field
<b>Level 2</b>	12 hours of training from SEED-approved source <b>or</b> 1 EC credit
<b>Level 3</b>	<i>Planting the SEED of Success</i> (32-hour foundation course) <b>or</b> 2 EC credits
<b>Level 4</b>	60 hours of CDA training <b>or</b> 60 hours of nationally recognized training <b>or</b> 3 EC credits
<b>Level 5</b>	Current CDA <b>or</b> 120 hours of nationally recognized training <b>or</b> 6 EC credits
<b>Level 6</b>	12 EC credits <b>or</b> EC Occupational Endorsement <b>or</b> Associate Degree and either <i>Planting the SEED of Success</i> or 3 EC credits
<b>Level 7</b>	24 EC credits <b>or</b> Current CDA with EC Occupational Endorsement <b>or</b> Associate Degree with 12 EC credits <b>EI/ILP Track Developmental Assistant*</b> Associate Degree in unrelated field with 12 EC credits
<b>Level 8</b>	Associate Degree with 24 EC credits <b>or</b> Baccalaureate Degree and either <i>Planting the SEED of Success</i> or 3 EC credits <b>EI/ILP Track Developmental Associate*</b> Baccalaureate Degree in unrelated field with 3 EC Development credits <b>or</b> Associate Degree in related field
<b>Level 9</b>	Baccalaureate Degree and 12 EC credits <b>EI/ILP Track Developmental Specialist I*</b> Baccalaureate Degree in related field with 3 EC Development credits <b>or</b> Master's Degree in unrelated or related field without license or teaching certificate <b>or</b> Associate Degree in SLP (Speech Language Pathology) with license
<b>Level 10</b>	Baccalaureate Degree with 12 undergraduate EC credits and 6 graduate EC credits <b>EI/ILP Track Developmental Specialist II*</b> Baccalaureate Degree in related field with 6 EC Development credits and professional license or teaching certificate
<b>Level 11</b>	Master's Degree with 12 EC undergraduate credits <b>EI/ILP Track Developmental Specialist III*</b> Master's Degree in related field with 6 EC Development credits with professional license or teaching certificate
<b>Level 12</b>	Doctorate with 12 EC credits <b>EI/ILP Track Developmental Specialist IV*</b> Doctorate in related field with 6 EC Development credits with professional license or teaching certificate

## ALASKA SEED CAREER LADDER INTERPRETATION OF LEVELS

The information below provides further definitions for each of the SEED levels. Specific questions not addressed in this information can be directed to thread Registry staff.

<b>Level 1</b>	High School Diploma or GED is not required to be a member in the Alaska SEED Registry. Work in the field of early care and education includes both direct care and education and administrative/consulting roles as detailed on the Registry Application.
<b>Level 2</b>	Training must be from a SEED approved source including: Child Care Resource and Referral Agency (CCR&R), accredited university, CDA Council, Child Care Licensing, Head Start, military, Infant Learning, school district, Child Care Food Program, early childhood conferences, distance delivery such as Child Care Exchange, Nova, Wheelock, CARE Courses, Concordia, Bank Street, Montessori, or training received outside of the United States. 1 ECE credit (no specific course requirement).
<b>Level 3</b>	32-hour, <i>Planting the SEED of Success: Foundations of Early Care and Education</i> (refer to Glossary of Terms). 2 EC credits (no specific course requirement).
<b>Level 4</b>	Training must meet CDA guidelines and include 3 of the 8 CDA core knowledge content areas: Growth and Development, Observing and Recording, Physical and Intellectual, Planning Safe, Healthy Learning Environments, Professionalism, Program Management, Social and Emotional Development, Relationships with Families. Nationally recognized training that meets SEED standards, for example “Parents as Teachers” and Montessori. 3 EC credits must be an introductory course in EC.
<b>Level 5</b>	The CDA must be current at the time of application to the Registry and be kept current to maintain this level. Nationally recognized training (see Level 4). A 3-credit introductory course must be included in the 6 EC credits.
<b>Level 6</b>	A 3-credit introductory course must be included in the 12 EC credits. Occupational Certificate/Endorsement such as School-Age, Infant/Toddler, Behavioral Health, Special Education. Any Associate Degree and either a 3-credit EC Introductory course or the 32-hour <i>Planting the SEED of Success: Foundations of Early Care and Education</i> (refer to Glossary of Terms).
<b>Level 7</b>	24 EC credits with no specific course requirement. The CDA must be current at the time of application to the Registry and be kept current to maintain this level. Occupational Certificate/Endorsement (see Level 6). Any Associate Degree with 12 EC credits (no specific course requirement). EI/ILP Track: Associate Degree in unrelated field with 12 EC credits and completion of the Part C Credential.
<b>Level 8</b>	Any Associate Degree with 24 EC credits (no specific course requirement). Any Baccalaureate Degree and either a 3-credit EC Introductory course or the 32-hour <i>Planting the SEED of Success: Foundations of Early Care and Education</i> (refer to Glossary of Terms). EI/ILP Track: Baccalaureate Degree in unrelated field with 3 EC Development credits or Associate Degree in related field (refer to Glossary of Terms above) and completion of the Part C Credential.
<b>Level 9</b>	Any Baccalaureate Degree and 12 undergraduate EC credits (no specific course requirement). EI/ILP Track: Baccalaureate Degree in related field (refer to Glossary of Terms) with 3 EC Development credits or Master’s Degree in unrelated or related field without license or teaching certification or Associate Degree in SLP (Speech Language Pathology) with license. Completion of the Part C Credential.
<b>Level 10</b>	Any Baccalaureate Degree with 12 undergraduate EC credits (no specific course requirement) and 6 graduate EC credits (no specific course requirement). EI/ILP Track: Baccalaureate Degree in related field (refer to Glossary of Terms) with 6 EC Development credits and an active professional license or teaching certificate. Completion of the Part C Credential.
<b>Level 11</b>	Master’s Degree with 12 EC undergraduate credits (no specific course requirement). EI/ILP Track: Master’s Degree in related field (refer to Glossary of Terms) with 6 EC Development credits with an active professional license or teaching certificate. Completion of the Part C Credential.
<b>Level 12</b>	Doctorate in any field with 12 EC credits (no specific course requirement). EI/ILP Track: Doctorate in any field (refer to Glossary of Terms) with 6 EC Development credits with an active professional license or teaching certificate. Completion of the Part C Credential.

**Appendix B: Assessment Data/ Supporting Data of Identified Needs**

Provide a summary of assessment data that support the need for a pre-school program. Report the results of any assessments supporting the need for programming. It should be clearly labeled **Appendix B**.

*This must be included in your application.*

**Appendix C: Schedule of Operations** *This must be included in your application*

SCHOOL(S) SERVED: \_\_\_\_\_

Directions: Complete a typical Schedule of Operation form for each proposed site. If the schedule is the same for each site you may use one form to include all sites.

**SCHOOL YEAR:**

Community Served	Expected number of Children Served	Program Location	Hours of Operation	M	T	W	TH	F

**Proposed Schedule of Typical Day:**

Time Period	Activity	Description <i>(Include use of ELG and MLE as part of a Balanced Program)</i>

Will this classroom be used for separate morning and afternoon pre-kindergarten sessions?

(Please circle the appropriate response)

YES

NO

**Appendix D: Organization of Program Team**

Describe the organization of the program team, provide personnel roster, and job descriptions for key program personnel or positions and their experience. This should be clearly labeled **Appendix D**.

*This must be included in your application.*

**Appendix E: Memorandums of Agreement**

Provide Memorandums of Agreement for each school, including but not limited to existing preschool programs within the community. This should be clearly labeled **Appendix E**.

*This must be included in your application.*

**Appendix F: Assurances** *This must be included in your application.*

**Alaska Pre-Kindergarten Program Assurances**

By my signature below, I agree, upon the approval of the program application by the Alaska Department of Education & Early Development, to accept and perform the following requirements:

The program will take place in a safe and easily accessible facility;

The program was developed and will be carried out in active collaboration with the families, the schools the students attend and any existing pre-kindergarten provider;

The program will be offered with high levels of intensity and of enough duration to significantly increase the likelihood of success;

The program will primarily target students who attend schools with a high concentration of students of lower socio-economic status;

Funds under the program will be used to increase the level of Federal, State, local and other non-Federal funds that would, in absence of these state funds, be made available for authorized programs and activities, and will not supplant Federal, State, local, or non-Federal funds;

The community was given notice of the applicant's intent to submit an application; and

The applicant will provide opportunities for public review of the application after submission.

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Typed Name and Title of Authorized Representative

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Signature of Authorized Representative

Date

**Appendix G: Commitment and Signature Form** *This must be included in your application.*

**Commitment and Signature Packet**

In order to apply for the Alaska Pre-Kindergarten Program applicants must have the commitments and signatures of the primary partners for the proposed application.

The signatures needed are those of the **primary staff responsible for delivery** of the program should funding be awarded. Since all funded programs will work with school populations, signatures will be needed from the following types of staff:

- The Principal for each school site involved
- Teachers, Aides or other School-Based Workers who will commit to working in the Alaska Pre-K programming
- Community-Based, Faith-Based and other partners who will provide significant services within the application

*(This page may be reproduced if multiple sites will be served through this application.)*

We, the undersigned staff and support systems of \_\_\_\_\_ (School or Organization), are willing to participate in and fully support the Alaska Pre-Kindergarten Program should our site receive the grant award.

\_\_\_\_\_  
Name and Title

## **Appendix H: Board Endorsed Parent / Family Involvement Standards**

*It is not required that this be submitted with your application, this is for your use only.*

### **State Board of Education & Early Development Endorsed National Standards for Parent/Family Involvement Programs**

*Published by the National Teacher Association in 1997  
Endorsed by the Alaskan State Board of Education in 2001*

- STANDARD I: Communicating – Communication between home and school is regular, two-way, and meaningful.
- STANDARD II: Parenting – Parenting skills are promoted and supported.
- STANDARD III: Student Learning – Parents play an integral role in assisting student learning.
- STANDARD IV: Volunteering – Parents are welcome in the school, and their support and assistance are sought.
- STANDARD V: School Decision Making and Advocacy – Parents are full partners in the decisions that affect children and families.
- STANDARD VI: Collaborating with Community - Community resources are used to strengthen schools, families, and student learning.

Below are two additional links to documents you may find helpful in planning and implementing a successful long lasting parent, family and community engagement process.

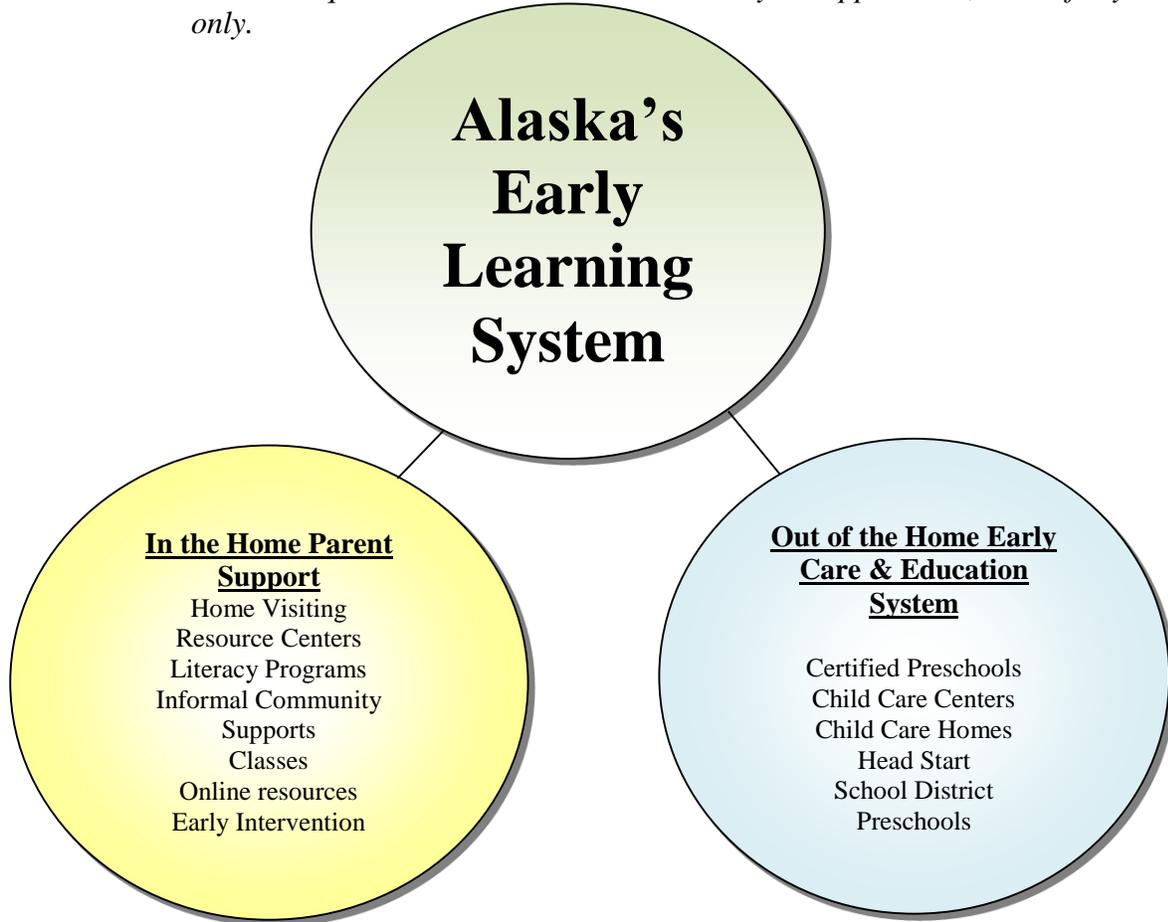
The Alaska Family Engagement Action Plan: [www.eed.state.ak.us/FamilyEngagementPlan.pdf](http://www.eed.state.ak.us/FamilyEngagementPlan.pdf)

The Head Start Parent, Family, and Community Engagement Framework:  
<http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2011/pfce-framework.pdf>

Additional documents about the Head Start Parent, Family, and Community Engagement Framework and its implementation can be found on the ECLKC website.

## Appendix I: Alaska's Early Learning System

*It is not required that this be submitted with your application, this is for your use only.*



Available Resources:

### **State Government**

Office of Children's Services

<http://www.hss.state.ak.us/ocs/InfantLearning/default.htm>

Early Learning Guidelines

[http://www.eed.state.ak.us/tls/sped/pdf/Early\\_Learning\\_Guidelines\\_Dec2007.pdf](http://www.eed.state.ak.us/tls/sped/pdf/Early_Learning_Guidelines_Dec2007.pdf)

Kindergarten Readiness

<http://www.eed.state.ak.us/tls/assessment/developmental.html>

### **Federal Government**

Department of Education

<http://www.ed.gov/index.jhtml>

Department of Health & Human Services

<http://www.hhs.gov/>

Administration for Children & Families  
<http://www.acf.hhs.gov/>

Administration for Children & Families – Office of Head Start  
<http://transition.acf.hhs.gov/programs/ohs>

Early Childhood Learning and Knowledge Center  
<http://eclkc.ohs.acf.hhs.gov/hslc>

### **State Organizations**

Alaska SEED  
<http://www.seedalaska.org>

Alaska Parent Information and Resource Center  
<http://www.akpirc.org/>

Alaska Association for the Education of Young Children  
<http://alaskaaeyc.org/>

Best Beginnings  
<http://www.bestbeginningsalaska.org/>

Stone Soup Group  
<http://www.stonesoupgroup.org/>

### **National Organizations**

National Head Start Association  
<http://www.nhsa.org/>

National Association for the Education of Young Children  
<http://www.naeyc.org/>

National Parents as Teachers  
<http://www.parentsasteachers.org/site/pp.asp?c=ekIRLcMZJxE&b=272091>

Strengthening Families  
<http://www.strengtheningfamilies.net/>

Pre-K Now  
<http://www.preknow.org/>

### **International Organizations**

International Center for the Enhancement of Learning Potential  
<http://icelp.info/>