REQUEST FOR APPLICATIONS

Alaska Pilot Pre-Kindergarten Project (AP3)

Release Date: April 23, 2009

Available at: http://www.eed.state.ak.us/

Mandatory Letter of Intent to Apply Due May 4, 2009

Applications Due: May 26, 2009

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT
GENERAL APPLICANT INFORMATION

THE ORIGINAL AND FIVE COPIES OF THE COMPLETED
GRANT APPLICATION
MUST BE RECEIVED NO LATER THAN 4:00 P.M.
on Tuesday, May 26, 2009

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.*

Mail to: Alaska Department of Education & Early Development
Division of Teaching and Learning Support
ATTN: Paul Sugar, Early Learning Program Manager
801 W 10th 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
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.**
- **Faxed, e-mailed, late, or 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.

Contents

<u>**Section I**</u>

Summary
Alaska Pilot Pre-Kindergarten Project (AP3) Grant
REQUEST FOR APPLICATIONS (RFA)
FY10 Funding Period

A. <u>Program Purpose</u>

The Department of Education & Early Development (EED) is seeking competitive applications to develop and implement pilot 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 pilot programs will come from the State of Alaska General Funds.

The purpose of the Alaska Pilot Pre- Kindergarten Project (AP3) 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 AP3 will provide the framework, guidance, and funding for the creation of multiple local model programs in a variety of Alaskan settings including urban, rural, and remote.

These pilot 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 (should you meet five days per week you would reach fifteen 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 pilot 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 AP3 will build 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. If your community discussions lead to the need for Head Start Expansion please collaborate with the local Head Start provider on their application for the Head Start expansion grant. If both approaches fit the community needs we suggest you collaborate on integrating both processes.

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 AP3 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 AP3 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 model AP3 programs will work with parents and local community members to create and implement a fully incorporated parent and community involvement program that meaningfully engages parents in decision making concerning curriculum and other aspects of their child's education. AP3 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 to improve chronically underperforming schools.

Priority points will be given to applications whose staffing reflects the Alaska SEED (System for Early Education Development) Framework and Career Ladder for Early Childhood Education teachers (level 10) and aides (Level 8) concerning degrees or endorsements (see SEED attachment).
Ten priority points will be awarded to applicants meeting these degree/endorsement standards.

Priority points will be given to applications 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 on Mediated Learning Experiences (MLE). Please include an estimate of travel expenses for your team to attend a week-long training in Anchorage as a budget line item (the department will offer some level of support for this training from funding outside of the pilot project).
Five priority points will be awarded to applicants whose narrative reflects a commitment to team participation in MLE training.

D. Scope of Work & Project Goals

The goals of this project 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-K age children.

To meet these goals local model 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 project 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 pilot 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 pilot requires an assistant teacher to have 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. The pilot guarantees ongoing training and technical assistance for participating teaching staff.

Standard 2: Class Size and Staff-Child Ratio
The pilot 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 family support 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 (used in a pre/post format) must include the Dial 3, and the Peabody Picture Vocabulary Test (PPVT). The Revised Alaska Developmental Profile will also be used as a year end observational snapshot of the child's growth across domains. 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). The ECERS is a 43- item scale designed for use in classroom-based care for children aged two to six years. It is organized into seven scales: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Staff. 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. An evaluator will use the results from the ECERS-R, and from child outcome data collected through individual program selected evaluations plus their own programmatic observations to formulate their evaluation report. The selected evaluator will be responsible for then evaluating the entire statewide project 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 and parent / school relationships and partnerships. The department will be particularly interested in learning more about the ways in which parents, educators, the department and both district and state staff can enhance the quality and productivity of preschools and parent, school, and community partnerships focused on improving education and achievement for all children.

Standard 5: Program Reports

Programs will be required to submit a report at the end of each grant year (thirty days after the end of each fiscal year). The report shall include:

1. A list of the parent involvement activities implemented and parent support information and materials disseminated throughout the year.
2. Number of home visits completed.
3. A list of collaborative/partnership activities with any state departments or other departments and or agencies.
4. A listing of collaborative links with other Early Childhood programs serving a similar population of children.
5. A continuous improvement plan to address areas of need determined during the year.
6. Number of children served including each child's full name, alias, date of birth, gender, and parent contact information.
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. Which education curricula were used in the pilot 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 names of the program director, teacher, and staff.
13. List of the type of trainings provided for staff including how many hours of each type of trainings were offered?
14. What transportation arrangements were developed for each child.
15. An inventory of any equipment purchased with grant funds.

16. Fiscal Reports and Requests for Reimbursement shall be submitted at least quarterly, with the final report submitted thirty days after the end of the fiscal year.

The Department of Education & Early Development will provide competitive funding to school districts to operate Alaska Pilot Pre-K Project programs based on the above stated guidelines.

E. Available Funding and Related Conditions

1. Projected Total Amount Available for Awards: Approximately $2,000,000 will be available for the Alaska Pilot Pre-Kindergarten Project (AP3). 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 – 12 school districts with grant awards up to $400,000 to create approximately 25 new classrooms serving an estimated 500 children.

    There is no minimum amount for the award. The maximum grant award is $400,000. 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. The State reserves the right to award a smaller or larger amount of grant funds than requested based upon available funding and the recommendations of the review panel.

2. Grant Period: The AP3 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.

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 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 24, 2009 at 2:30 pm
                    April 27, 2009 at 10:00 am
                    April 29, 2009 at 2:00 pm
                    May 1, 2009 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

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 project and comments on
the feasibility of the budget. These comments may form the basis for adjustments negotiated to
the project 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 written or negotiated in the approved grant proposal. Failure to provide the
requested performance reports; report and evaluate on all activities as proposed; and implement
the grant as written; could result in the loss of funding. Any changes to the original 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, 2009

Optional Audio Conferences for Applicants…………………... April 24, 2009 at 2:30pm

Phone # 1 800 315-6338 code 4862#   April 27, 2009 at 10:00 am

                                                                 April 29, 2009 at 2:00 pm

                                                                 May 1, 2009 at 9:00 am

Mandatory Intent to Apply Form……………………………….May 4, 2009

Grant Applications Due……………………………………….May 26, 2009 by 4:00 p.m.

Grant Review Period………………………………………..... May 26-June 15, 2009

 Notice of Intent to Award………………………………….... June 15, 2009

 Grant funding begins……………………………………….. July 1, 2009

 Reports due..……………………………………………….. ..July 30 of each year

L. <u>Application Submission</u>

Alaska Pilot Pre-Kindergarten Project (AP3) Applications **must be received** by 4:00 p.m. on Tuesday, May 26, 2009.

Send original and 5 copies to:
> **Department of Education & Early Development**
> **Division of Teaching and Learning Support**
> **Attn: Paul Sugar, Early Learning Program Manager**
> **801 w 10th St., Ste 200**
> **P.O. Box 110500**
> **Juneau, Alaska 99811-0500**

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 15 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 project.

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 project**
   B. **Program design**
   C. **Parent Support and Involvement**
   D. **Adequacy of resources**
   E. **Management plan**
   F. **Program evaluation**
   G. **Previous Success/Promise of Success**
   H. **Budget and Budget Narrative** *(see below)*

6. **Budget and Budget Narrative**. Provide a complete budget summary for **year one** of the project 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 Project Team: Describe the organization of the project team, provide personnel roster, and job descriptions for key project 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 project. This should be clearly labeled **Appendix G.**
   H: Board endorsed Parent & Community involvement standards.
   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 26, 2009

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 project team include job descriptions and credentials for key project 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 – FY10 Application
Alaska Pilot Prekindergarten Program (AP3)

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 4, 2009.
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 10th 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

Alaska Pilot Pre-Kindergarten Project (AP3) Application
COVER PAGE

_____

School District

_____

Mailing Address

_____   _____

Name of Contact Person   Telephone

_____   _____

E-mail address   Fax Number

_____   _____

Authorized Signatory for Budget Revisions/   Date
Record and Report of Local Expenditures

■ *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.*

_____   _____

Signature of District Superintendent   Date

_____

Title

$_____
Total Funding Requested Per Year

EED Use Only

Project Number: _____   Date Received: _____

Project Approval:_____   Amount Awarded: $_____

Program Abstract
(One page limit)

Application Questions with Scoring Guide

A. Need for Project: 30 points

Complete the chart below to provide information on the population to be served by this Alaska Pilot Pre-Kindergarten Project (AP3).

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
Example: *ABC Elementary School*	*Example:* *Level 3 School Improvement*	*Example:* *54%*	*Example:* *4yr: 15* *Young 5yr: 7*	*Example:* *4yr: 15* *Young 5yr: 7*	*Example:* *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 A)
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)
A. Need for Project				
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: 50 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 Pilot Pre-Kindergarten Project experience success in school readiness.

   Measurable Objective #1: By the end of each grant year 100% of AP3 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, and reflected in the Alaska Revised Developmental Profile.

   Activity #1: ABC School will utilize curricula "X" and approaches "Y" in the Pilot Pre-Kindergarten Project.

2. Explain how you will gather and report data around child outcomes in all domains of development as found in the Alaska Early Learning Guidelines including any additional assessments used beyond the instruments listed in standard 3.

3. 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.

4. Complete a "Schedule of Operation" for each proposed site (See **Appendix B**). If the schedule is the same for each site you may use one form to include all sites.

5. Describe how you will provide or ensure the provision of vision, hearing, health, developmental, and social/emotional screenings.

6. Explain how nutritionally sound meals will be provided.

7. Describe how your program proposes to make contact with eligible children and their families.

8. Explain how you will determine eligibility and manage student enrollment in the pilot.

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

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
B. Quality of Program Design				
The goals, objectives, and activities are clearly specified, **measurable**, and address the needs of the target population(s). Focus is on all domains of development.	0	2	6	10
Child outcome reporting aligns to Alaska Early Learning Guidelines and utilizes multiple assessments.	0	1	3	5
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 pilot program.	0	1	3	5

Describe partnerships and collaborations formed to provide the services of the project that support but do not supplant existing services.	0	1	3	5

C. Parent Support and Involvement: 25

Please provide narrative information for the following:
1. Describe your program 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 and community involvement component will address the six State Board endorsed standards for parent and family involvement, including how local parent and community councils will interact with your area advisory and school district boards. Please include information on the involvement and support for parents that do not enroll their Pre-K child 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 & 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 parent involvement & support efforts, as well as your parent resource material development and dissemination.

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
C. Parent Support and Involvement				
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 and community involvement component will address the six State Board endorsed standards for parent and family involvement, including how local parent and community councils will interact with your area advisory and school district boards.	0	1	3	5

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
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 parent involvement & support efforts, as well as your parent resource material development and dissemination.	0	1	3	5

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 projects 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 that 1:10.*

2. Describe the organization of the project team. Include job descriptions and credentials of key project 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*

4. Describe how you will leverage existing school & 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.

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
D. Adequacy of Resources				
Describes staffing for proposed programs and student-to-staff ratios based on guidance in RFA.	0	1	3	5

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
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. Management Plan: 25 Points

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

1. Describe your organizational structure and how it will result in effective management of the AP3. 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 & community involvement 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.

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
E. Quality of Management				
Describes the organizational structure and how it will result in effective management of the Alaska Pilot Pre-Kindergarten Project.	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

F. Program Evaluation: 20 points

For your local evaluation requirements, submit an evaluation plan for the project. 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 project staff, and inform future project 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.

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
F. Quality of Program Evaluation				
Describes how the evaluation information will be used to improve programming, provide feedback to stakeholders and staff and inform project 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

G. 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.

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
G. Previous Success/Promise of Success				
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

H. 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.

	Inadequate (information not provided)	Minimal (requires additional clarification)	Good (clear and complete)	Excellent (concise and thoroughly developed)
H. Quality of Budget				
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.

Form #05-09-028
Alaska Department of Education & Early Development

Reviewers Scoring Form for
Alaska Pilot Pre-Kindergarten Project Application
FY10

Organization: _____

Reviewer Number: _____

A: Need for Project 30 points
Score: _____

B: Program design 50 points
Score: _____

C: Parent Support and Involvement 25 points
Score: _____

D: Adequacy of resources 20 points
Score: _____

E: Management plan 25 points
Score: _____

F: Evaluation 20 points
Score: _____

G: Previous Success/Promise of Success: 15 points
Score: _____ X 3 = ____ (15 points possible)

H: Budget 25 points
Score: _____

Priority Points= 25 points possible _____

Total points possible = 235 points possible
TOTAL SCORE = _____

Section III

Budget Form:

Please use the excel document (Form #05-09-036) for the
Program Budget Form and **Budget Narrative Form.**

It can be located at
http://www.eed.state.ak.us/forms/home.cfm

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 Registry – Professional Development Framework
Revised - December 2008

The Alaska SEED Registry is Alaska's statewide professional development recognition system. The Registry has four main purposes that will assist in improving the field of early care and education standards:
- Collecting statewide data on our workforce
- Bringing recognition and professionalism to the field of early care and education
- Informing policy makers about the early care and education workforce
- Tracking individual advancement on the Early Childhood Career Framework for practitioners

*For clarification of levels, glossary, and appeal process view the Alaska SEED Registry Framework - Supplemental Document
**All reference to credits and degrees must be completed from an accredited university/college

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Working in the early care and education field **Or** High School diploma/GED with motivation to advance in the ECE field	12 hours of training approved for Child Care Licensing **Or** 1 ECE credit	20 hour ECE SEED Overview training **Or** 2 ECE credits	45 hours of CDA training **Or** 45 hours of other nationally recognized training **Or** 3 credit ECE introductory course	90 hours of CDA training **Or** 90 hours of other nationally recognized training **Or** 6 ECE credits	12 ECE credits **Or** ECE Occupational Endorsement **Or** Current CDA **Or** AA in an unrelated field with a 3 credit ECE introductory course or 20 hour ECE SEED Overview training
ILP **Developmental Assistant I:** High School diploma/GED				**ILP** **Developmental Assistant II:** Entry level plus 6 ECE credits including 1 course in ECSE	

Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
24 ECE credits **Or** Industry approved training program completion **Or** Current CDA with ECE Occupational Endorsement **Or** AA/AAS in an unrelated field with 12 ECE credits **Or** 30 ECE credit certificate	AA/AAS in a related field with the 20 hour ECE SEED Overview training or 3 credit ECE introductory course **Or** AA/AAS in an unrelated field with 15 ECE credits **Or** BA/BS in an unrelated field with the 20 hour ECE SEED Overview training or 3 credit ECE introductory course	AA/AAS in ECE **Or** AA/AAS in a related field with 12 ECE credits **Or** AA/AAS in an unrelated field with 24 ECE credits **Or** BA/BS in a related field with the 20 hour ECE SEED Overview training or 3 credit ECE introductory course **Or** BA/BS in an unrelated field with 12 ECE credits	BA/BS in ECE **Or** BA/BS in a related field with 12 ECE credits **Or** BA/BS in an unrelated field with 24 ECE credits	Masters in ECE **Or** Masters in a related field with 12 ECE credits **Or** Masters in an unrelated field with 24 ECE credits	PHD oriented, or with emphasis in, ECE
	ILP **Developmental Associate:** AA/AAS in ECE or related field with at least 3 ECSE university credits **Or** AA/AAS in an unrelated field with 12 ECSE university credits	**ILP** **Developmental Specialist I – Provisional:** BA/BS in ECSE, ECE, or related field **Or** BA/BS in an unrelated field with 12 ECSE university credits	**ILP** **Developmental Specialist I:** BA/BS with the ECSE professional certificate	**ILP** **Developmental Specialist II:** Masters or higher in ECSE **Or** Masters or higher in OT/PT/SLP/MH with the ECSE Professional Certificate	

Alaska SEED Registry   PO Box 141689, Anchorage, AK 99514   Phone: (907) 563-1933
Email: alaskaregistry@childcareconnection.org   Website: http://seed.alaska.edu

Glossary of Terms

ECE – Early Care and Education or Early Childhood Education

20 hour, SEED Overview of the Field of Early Care and Education – This training encompasses a synopsis of the early childhood care and education field. This 20 hour, SEED Overview training can be taken from an Alaskan child care resource and referral agency or Head Start organization.

Credits and/or Degrees - must be completed from an accredited university or college. To verify accredited universities or colleges, visit http://ope.ed.gov/accreditation/Search.asp

ECE and Related Fields - The list below identifies possible direct ECE and related fields. This list is not exhaustive because it is not possible to create a permanent list of degrees and credits due to the vast number of accredited colleges/universities; therefore, credits and degrees not listed below will be considered that directly relate to ECE. ECE related fields are important because they reflect the body of knowledge valued in ECE fields. The ECE and Related fields account for ECE professionals and Infant Learning Professionals.

- **ECE** university degrees and credits may include: Early Childhood Education, Child Development, Home Economics with emphasis in ECE, Family Consumer Science and Child Studies, Elementary Education, Child Nutrition, Child Psychology, Human Development, Nursery Education, Pediatric Nursing, Early Childhood Special Education, Early Childhood Mental Health

- **Related** university degrees and credits may include: Psychology, Sociology, Social Work, Education, Special Education, Nutrition, Physical Education with an emphasis in ECE, Occupational Therapy, Physical Therapy, Speech/Language Therapy, Business/Management,

CDA – Child Development Associate Credential - To learn more about the CDA, visit www.CDACouncil.org

Infant Learning Program (ILP) – The Infant Learning Program is within the realm of the Early Childhood Special Education field and is a family-centered program that focuses on children ages birth to three who are at risk or experience developmental delays or disabilities.

ECSE – Early Childhood Special Education – Refers to the field of early intervention and preschool special education services for children ages birth to 6 years who experience disabilities and/or developmental delays, and training programs that prepare professional staff to work in this field.

ECSE Professional Certificate –Training program that includes completion of a minimum of six post-baccalaureate courses for college credit. Key elements of the training program include course modules on infants and toddlers with disabilities; families, culture and community; evidence-based early intervention practices; evaluation and assessment; leadership in early intervention; and foundations of systems of care.

Interpretation of levels

Degrees and credits for each level must be within the ECE field which includes early education, child development, or other related areas of study listed above. While professionals within the field have credits and degrees outside the ECE field, the Alaska SEED Registry recognizes specific preparation in ECE.

Level 1
- **High School Diploma or GED is not required** to be a member in the Alaska SEED Registry
- **Child Care Setting includes** but not limited to: Family Child Care Homes, Child Care Centers, Child Care Group Homes, Head Start, Infant Learning Program, Preschool, Home Visitors, Birth through age 8 professionals, Resource and Referral agencies, etc.
- **ILP Developmental Assistant I** is designed for the Infant Learning Program track

Level 2
- **Training approved for Child Care Licensing delivered by**: Child Care Resource and Referral Agency (CCR&R), SEED approved trainer, accredited university, CDA Council, Child Care Licensing, Head Start, Infant Learning, school district preschool/school age, Child Care Food Program, early childhood conferences, distance delivery such as Child Care Exchange, Nova, Wheelock, CARE Courses, Concordia, Bank Street. Other considerations: Montessori, foreign training, and certificates.

Level 3
- The **SEED Overview of the Field of Early Care and Education** 20 hour curriculum must be from a Child Care Resource & Referral or Head Start agency

Level 4
- **Training must cover 3 of the CDA core knowledge content areas listed below.**
- **Training approved for CDA delivered by**: Four-year colleges and universities, two-year junior and community colleges, vocational and technical schools, early childhood education/child care programs that sponsor training such as Head Start, U.S. Army child and family services, and school districts, divisions of state or federal governments, or all branches of the U.S. Military Services, resource and referral agencies, family child care associations

- CDA core knowledge content areas include: Growth and Development, Observing and Recording, Physical and Intellectual, Planning Safe, Healthy Learning Environments, Professionalism, Program Management, Social and Emotional Development, Relationships with Families
- Other Nationally Recognized training includes but is not limited to curriculum such as Parents as Teachers, Montessori, etc
- 3 credit ECE introductory course can be an Introduction, Fundamental, or Overview course.

Level 5
- Training must cover 6 of the CDA core knowledge content areas listed below.
- Training approved for CDA delivered by: Four-year colleges and universities, two-year junior and community colleges, vocational and technical schools, early childhood education/child care programs that sponsor training such as Head Start, U.S. Army child and family services, and school districts, divisions of state or federal governments, or all branches of the U.S. Military Services, resource and referral agencies, family child care associations
- CDA core knowledge content areas include: Growth and Development, Observing and Recording, Physical and Intellectual, Planning Safe, Healthy Learning Environments, Professionalism, Program Management, Social and Emotional Development, Relationships with Families
- Other Nationally Recognized training includes but is not limited to curriculum such as Parents as Teachers, Montessori, etc
- 3 of the 6 ECE credits must be an Introduction, Fundamental, or Overview course.
- ILP Developmental Assistant II is designed for the Infant Learning Program track

Level 6
- Certificate/Endorsement such as: School-Age, Infant/Toddler, Behavioral Health, Special Education
- 3 of the 12 ECE credits must be an Introduction, Fundamental, or Overview course.
- CDA must not be expired upon registering to be a member of the SEED Registry

Level 7
- Industry approved training program completion includes but is not limited to Department of Labor apprenticeships
- CDA must not be expired upon registering to be a member of the SEED Registry
- Certificate/Endorsement such as: School-Age, Infant/Toddler, Behavioral Health, Special Education
- 3 credit ECE introductory course is not required in the total number of ECE credits required for this level

Level 8
- The SEED Overview of the Field of Early Care and Education 20 hour curriculum must be from a Child Care Resource & Referral or Head Start agency
- 3 credit ECE introductory course is not required in the total number of ECE credits required for this level
- ILP Developmental Associate is designed for the Infant Learning Program track

Level 9
- The SEED Overview of the Field of Early Care and Education 20 hour curriculum must be from a Child Care Resource & Referral or Head Start agency
- 3 credit ECE introductory course is not required in the total number of ECE credits required for this level
- ILP Developmental Specialist I - Provisional is designed for the Infant Learning Program track. Provisional employment in ILP at this level requires commitment to attain the ECSE Professional Certificate within a prescribed number of months from the date of hire.

Level 10
- 3 credit ECE introductory course is not required in the total number of ECE credits required for this level
- ILP Developmental Specialist I is designed for the Infant Learning Program track

Level 11
- 3 credit ECE introductory course is not required in the total number of ECE credits required for this level
- ILP Developmental Specialist II is designed for the Infant Learning Program track

Level 12
- Emphasis in ECE must be clearly defined.

Alaska SEED Registry Level - Appeal Process

If an applicant receives their SEED Registry Professional Development Framework documentation and consider them placed at an inaccurate level, they may take part in an appeal process.

Step 1) Applicant can submit a letter to explaining what level they were placed at and what level they consider themselves to be. Copies of transcripts or course descriptions may be included.

Step 2) A Registry appeal committee will review the applicant's file and if needed the applicant will be notified if further documentation, such as transcripts or course descriptions, are needed in order to assign an accurate level.

Step 3) The applicant will be notified by letter of their current standing within the framework. This process may take six to eight weeks.

Letters may be sent to Jen Whitman, Statewide Registry Coordinator, PO Box 141689, Anchorage, AK 99514

Alaska SEED Registry   PO Box 141689, Anchorage, AK 99514   Phone: (907) 563-1933
Email: alaskaregistry@childcareconnection.org   Website: http://seed.alaska.edu

Appendix B: Assessment Data/ Supporting Data of Identified Needs

Provide a summary of assessment data that support the need for a pilot 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	Program Location	Hours of Operation	M	T	W	TH	F

Proposed Schedule of Typical Day:

Time Period	Activity	Description *(Include use of ELG and MLE as part of a Balanced Program)*

Appendix D: Organization of Project Team

Describe the organization of the project team, provide personnel roster, and job descriptions for key project 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 Pilot Pre-Kindergarten Project Assurances

By my signature below, I agree, upon the approval of the project 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.

_____

Typed Name and Title of Authorized Representative

_____

Signature of Authorized Representative   Date
Fix numbers and formatting.

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

<div align="center">

Commitment and Signature Packet

</div>

In order to apply for the Alaska Pilot Pre-Kindergarten Project 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 <u>delivery</u>** 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 pilot 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 Pilot Pre-Kindergarten Project should our site receive the grant award.

_____
Name and Title

_____
Name and Title

_____
Name and Title

_____
Name and Title

_____
Name and Title

Appendix H: Board endorsed Parent & Community involvement standards

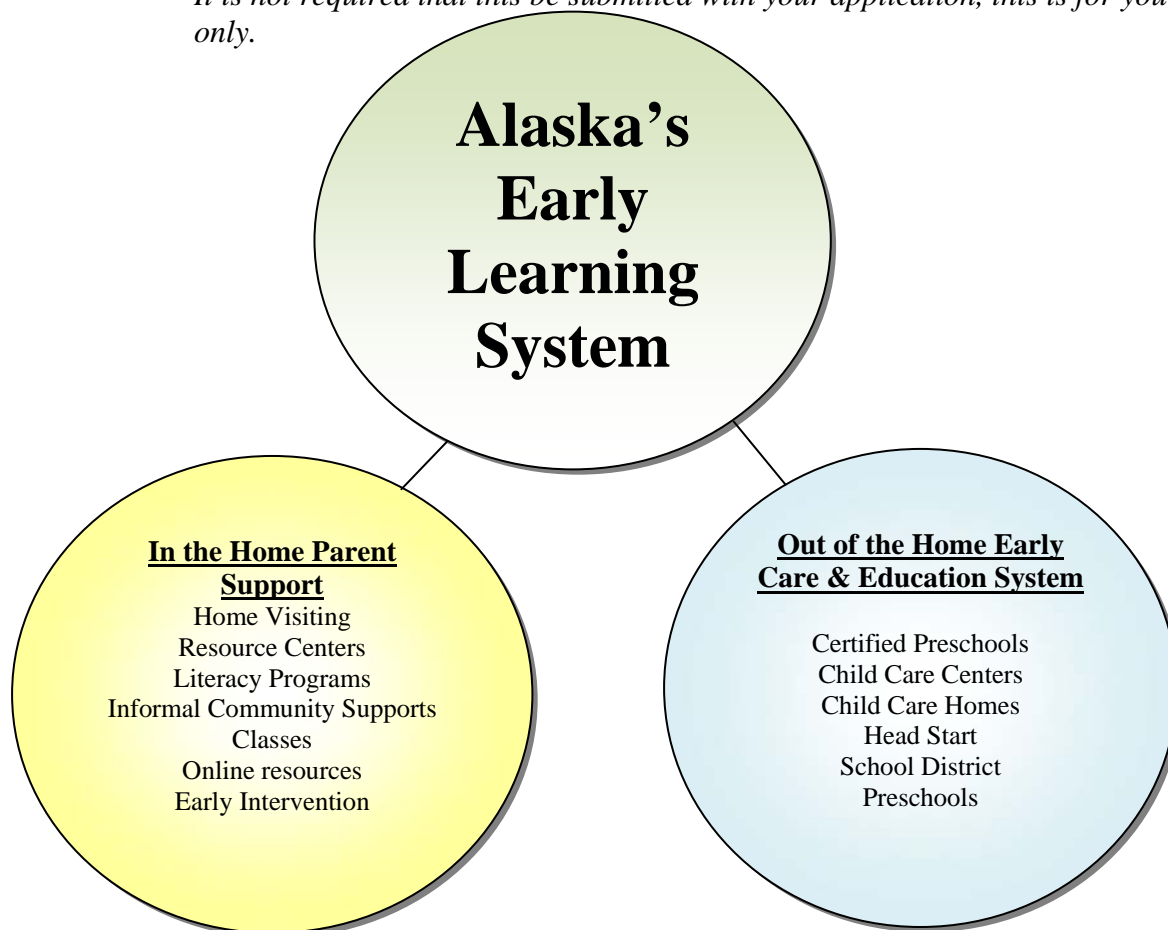*It is not required that this be submitted with your application, this is for your use only.*

**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.

Appendix I: Alaska's Early Learning System
It is not required that this be submitted with your application, this is for your use only.

Alaska's Early Learning System

In the Home Parent Support
Home Visiting
Resource Centers
Literacy Programs
Informal Community Supports
Classes
Online resources
Early Intervention

Out of the Home Early Care & Education System

Certified Preschools
Child Care Centers
Child Care Homes
Head Start
School District
Preschools

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

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://www.acf.hhs.gov/programs/ohs/

Administration for Children & Families - National Child Care Information & Technical Assistance Center
http://nccic.acf.hhs.gov/

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

State Organizations
Alaska SEED
http://seed.alaska.edu/

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

Alaska Transition Training Initiative
http://www.alaskaearlytransitions.org/

Alaska Association for the Education of Young Children
http://www.akaeyc.org/

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

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

National Organizations
Home Instruction for Parents of Preschool Youngsters (HIPPY)
http://www.hippyusa.org/site/view/135856_Curriculum.pml

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://www.icelp.org/asp/main.asp