

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Preschool Development Grants - Development**

**CFDA # 84.419A**

**PR/Award # S419A150014**

**Grants.gov Tracking#: GRANT11769466**

OMB No. 1810-0717, Expiration Date: 02/28/2015

Closing Date: Oct 24, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

10/23/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name: Alabama Department of Children's Affairs

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

636000619

\* c. Organizational DUNS:

0278458380000

### d. Address:

\* Street1:

P. O. Box 2755

Street2:

135 South Union Street, Suite 215

\* City:

Montgomery

County/Parish:

\* State:

AL: Alabama

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

36130-2755

### e. Organizational Unit:

Department Name:

Children's Affairs

Division Name:

Office of School Readiness

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Susan

Middle Name:

\* Last Name:

McKim

Suffix:

Title:

Director

Organizational Affiliation:

\* Telephone Number:

334-353-2709

Fax Number:

\* Email:

susan.mckim@dca.alabama.gov

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

U.S. Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

### \* 12. Funding Opportunity Number:

ED-GRANTS-102314-001

\* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Development Grants CFDA Number: S4.419A

### 13. Competition Identification Number:

S4 419A2015 1

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

map of High Need Communities [Compatibility]

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Alabama's First Class Preschool Development

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**\* a. Federal \* b. Applicant 

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**Prefix: \* First Name: Middle Name: \* Last Name: Suffix: \* Title: \* Telephone Number: Fax Number: \* Email: \* Signature of Authorized Representative: \* Date Signed:



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

|  |                       |
|--|-----------------------|
| <b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> | <b>TITLE</b>          |
| Susan McKim  | Commissioner          |
| <b>APPLICANT ORGANIZATION</b>                      | <b>DATE SUBMITTED</b> |
| Alabama Department of Children's Affairs           | 10/23/2014            |

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

|  |  |  |
|--|--|--|
| <b>1. * Type of Federal Action:</b><br><input type="checkbox"/> a. contract<br><input checked="" type="checkbox"/> b. grant<br><input type="checkbox"/> c. cooperative agreement<br><input type="checkbox"/> d. loan<br><input type="checkbox"/> e. loan guarantee<br><input type="checkbox"/> f. loan insurance   | <b>2. * Status of Federal Action:</b><br><input type="checkbox"/> a. bid/offer/application<br><input checked="" type="checkbox"/> b. initial award<br><input type="checkbox"/> c. post-award | <b>3. * Report Type:</b><br><input checked="" type="checkbox"/> a. initial filing<br><input type="checkbox"/> b. material change |
| <b>4. Name and Address of Reporting Entity:</b><br><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee<br>* Name: <input type="text" value="NA"/><br>* Street 1: <input type="text" value="NA"/> Street 2: <input type="text" value="NA"/><br>* City: <input type="text" value="NA"/> State: <input type="text"/> Zip: <input type="text"/><br>Congressional District, if known: <input type="text"/>  |  |  |
|  |  |  |
| <b>6. * Federal Department/Agency:</b><br><input type="text" value="NA"/>  | <b>7. * Federal Program Name/Description:</b><br><input type="text" value="Elemental Development Grants"/><br>CFDA Number, if applicable: <input type="text" value="84.419"/>                |  |
| <b>8. Federal Action Number, if known:</b><br><input type="text"/>   | <b>9. Award Amount, if known:</b><br>\$ <input type="text"/>   |  |
| <b>10. a. Name and Address of Lobbying Registrant:</b><br>Prefix: <input type="text"/> * First Name: <input type="text" value="KA"/> Middle Name: <input type="text" value="KA"/><br>* Last Name: <input type="text" value="NA"/> Suffix: <input type="text"/><br>* Street 1: <input type="text"/> Street 2: <input type="text"/><br>* City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>  |  |  |
| <b>b. Individual Performing Services</b> (including address if different from No. 10a)<br>Prefix: <input type="text"/> * First Name: <input type="text" value="NA"/> Middle Name: <input type="text"/><br>* Last Name: <input type="text" value="KA"/> Suffix: <input type="text"/><br>* Street 1: <input type="text"/> Street 2: <input type="text"/><br>* City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>   |  |  |
| <b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.<br><br>* Signature: <input type="text" value="Susan McKim"/><br>* Name: Prefix: <input type="text"/> * First Name: <input type="text" value="Jesse"/> Middle Name: <input type="text"/><br>* Last Name: <input type="text" value="Ross"/> Suffix: <input type="text"/><br>Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="07/11/2014"/> |  |  |
| <b>Federal Use Only:</b>   |  | Authorized for Local Reproduction, Standard Form - LLL (Rev. 7-97)   |

PR/Award # S419A150014

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## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA 427 Statement.pdf

Delete Attachment

View Attachment

## **GEPA 427 Statement**

The Alabama Department of Children's Affairs (DCA) will address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in preschool programs. It is our goal that all children have positive educational outcomes, perform to their greatest potential, and become successful adults. Historically, there are two prominent equity issues that relate to this grant proposal: race and disability.

The GEPA statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. All the programs strategies and curricula are inspected for these barriers, especially the barriers of race and national origin. To the extent that these population groups may be found to be underrepresented in specific program, course, or activity, the department proactively seeks to eliminate any possible barriers to equal access and treatment. As described in the following, our plan of operation ensures that these and other possible barriers to equal access and treatment are eliminated for traditionally underrepresented groups and individuals.

### **Elimination of Possible Disability Barriers**

We have a commitment to ensure equal access and treatment to students with disabilities, and every effort is made to ensure the elimination of possible disability barriers within the preschool programs, curriculum and activities. This strictly adheres to the provisions outlined in the Americans with Disabilities Act, as well as to the anti-discrimination policy that specifically states that no person shall be discriminated against due to a disability.

A qualified special education consultant will be used in planning all grant activities. This individual will be responsible for ensuring that the program model is implemented with respect to the inclusion of all children with appropriate accommodations in the least restrictive environment.

### **Elimination of Possible Racial Barriers**

We have a commitment to ensure equal access and treatment for students regardless of race, and every effort will be made to ensure all children will have equitable opportunity for participation. A registration system and random selection process will be included in grant activities to promote as much as a socio-economically mixed classroom. Instructional practice, environmental settings and adult-child interactions will be free of ethnic and cultural bias.



## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Alabama Department of Children's Affairs

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Jeana Middle Name:   
\* Last Name:  Ross Suffix:   
\* Title:  Compliance Officer

\* SIGNATURE:  Susan McKim

\* DATE:  10/23/2014

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design, including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **Abstract**

Alabama's Preschool Development Grant application presents a plan to further develop and enhance High-Quality voluntary First Class Pre-K to all children in Alabama. Alabama's ambitious and proven plan for expanding access to High-Quality Preschool Programs has been incrementally developed, implemented and refined since 2000. The Office of School Readiness (a division of the Alabama Department of Children's Affairs) is responsible for identifying potential sites in the state for new preschool programs, for authorizing the establishment of new, High-Quality Preschool Programs, and for supporting and monitoring pre-k programs throughout the state. These programs are known as First Class Pre-K and have established guidelines, operating procedures, and quality standards that are regularly monitored to promote student success. Participation in Alabama's First Class Pre-K program is voluntary. Services and programs are delivered in a variety of settings, with diverse partner agencies, while maintaining consistent, high quality standards. Alabama's First Class Pre-K program is nationally recognized for quality by the National Institute for Early Learning Research (NIEER). For the past eight years (2006-2014) Alabama First Class Pre-K has met all of the National Institute for Early Learning Research (NIEER) benchmarks for quality standards, and in 2014 Alabama was one of only four states in the country to receive this distinction.

Alabama Governor Robert Bentley has provided unparalleled support for High-Quality Pre-K, and it is his foremost education priority. The addition of funds from the Preschool Development Grant will enable the Office of School Readiness to significantly increase access to High-Quality Preschool Programs in the communities of Alabama with the greatest need through an achievable and proven plan. Alabama's goal of access to High-Quality preschool for all four-year-old children has always been and remains an ambitious one—access and highest quality for all.

A needs assessment conducted to identify the High-Need Communities in Alabama determined the 23 counties with the highest level of need when ranked with these criteria: percentage of Eligible Children, percentage of four-year-olds being served in pre-k, graduation rate, presence of failing school(s), juvenile violence rate, percentage of dual language learners, percentage of single parent families, and retention rates for both first grade and ninth grade. The 23 counties with the highest levels of need were divided into two groups, with higher priority being given to

those with k-12 schools identified as “failing” by the Alabama State Department of Education. The High-Need Communities are a mixture of rural and urban areas and are distributed geographically throughout the state.

Alabama seeks to provide all children the benefits of early learning experiences that have been proven to profoundly influence a child’s success in school and throughout life. A study on the benefits and impact of Alabama First Class Pre-K, begun in November 2013, found:

*Alabama First Class Pre-K students consistently over time and across grades score higher in reading and math than students who did not participate in First Class Pre-K; miss fewer days of school than students who did not participate in First Class Pre-K; are less likely to need special education services than students who did not participate in First Class Pre-K; and are less likely to repeat a grade than students who did not participate in First Class Pre-K.* Additionally, the benefits of First Class Pre-K were even more pronounced for children from low-income families. Reports from the Public Affairs Research Council of Alabama (PARCA) indicated that First Class Pre-K participation closed the achievement gap for lower income students by an average of twenty-five percent (25%) by grade three.

According to the 2013 NIEER Yearbook, Alabama is the only state to demonstrate significant growth in access to state-funded pre-k programs while protecting high quality for each First Class Pre-K classroom. Alabama is in its third year of implementing its ambitious strategy to fully fund High-Quality Pre-K for the state’s four-year-old population. Funds from the Preschool Development Grant will accelerate the state’s ability to accomplish its ambitious goal. The Preschool Development Grant will build on Alabama’s progress to date through an ambitious and achievable plan by further developing and enhancing infrastructure and providing greater access to High-Quality Pre-K Programs to Eligible Children in High-Need Communities. With the support of the Preschool Development Grant, Alabama’s ambitious and achievable goal is to add 400 High-Quality Pre-K classrooms serving 7,200 additional students over the course of the grant, extending access in High-Need Communities. This will expand the availability of High-Quality Pre-K education in Alabama from 9% of eligible children to 26% by 2018.

## Project Narrative File(s)

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## **Section A. Executive Summary**

### **(A)(1) Describe the State's progress to date**

The Alabama Department of Children's Affairs, Office of School Readiness administers First Class Pre-K. This is a most highly acclaimed program and nationally recognized for quality. It is a voluntary, diverse delivery; much sought after early childhood education program of excellence and truly a powerful investment with proven short term and long term benefits. Alabama has an ambitious and achievable plan to expand access to High-Quality Preschool Programs to the many underserved children in High Need Communities. Alabama has been known for many things (football, history of civil rights, etc.), but few people would associate Alabama with one of the best state funded pre-K programs in the USA. *First Class* is Alabama's state funded voluntary pre-K for 4-year-olds. In a state that ranks 50<sup>th</sup> in math for eighth-graders, people are looking for a variety of solutions to an ongoing problem and funding pre-K is at the top of the list. The governor has stated "It is the most important thing we can do in education" (Cason, 2014) and with the legislature, they have acted on their words in recent times by increasing money for *First Class* that has allowed the number of 4-year-olds to participate in state funded pre-K to double in the past two years, however in 2014 nine percent (9%) of four-year old children in the state were served.

Prior to 2000, Alabama had no state-funded pre-k programs. Education programs for four-year-old children in Alabama until 2000 consisted of voluntary participation by families in programs operated by churches, private or commercial daycare facilities, home child care providers, Head Start and a few Title I half-day pre-k programs housed in public schools. .

In May 2000 the Alabama legislature established the Office of School Readiness (OSR) as a division of the Department of Children's Affairs (DCA). Governor Don Siegelman led the formation of the Office of School Readiness to work on the state and local levels to provide high quality early childhood programs. The goal of these programs was to ensure that the children of Alabama would start school ready to learn. Through the collaborative efforts of the Governor's office, the Department of Children's Affairs and several other State agencies, a Pre-Kindergarten Pilot program was established in 2000.

2000 – 2001

Eight counties (DeKalb, Escambia, Hale, Lauderdale, Lee, Mobile, Montgomery and Talladega) were selected as sites for the pilot pre-k programs based upon the existence of successful



collaboration between existing social services, children's health initiatives, and government assistance programs at the local level. Each site submitted a proposal detailing projected outcomes, quality of service potential, health and safety assurances, parental involvement plans and local support pledges. The initial pre-k classes in all eight counties were fully operational by November 2000.

The Alabama Office of School Readiness (OSR) employed two experienced early childhood professionals to provide on-going guidance and training to the selected sites. An advisory committee was formed to assist the OSR in developing the Operating Guidelines for the pre-kindergarten sites. Funding for the pilot programs was provided by the Lucent Technologies Foundation, the Alabama State Departments of Education, the Department of Human Resources, the Alabama Department of Economic and Community Affairs, and donations from private businesses.

2001 – 2002

The eight pilot sites continued operation and 34 new pre-k sites were selected through a competitive grant process during 2001-2002. The 42 pre-kindergarten sites (8 original and 34 new) funded were located in 38 counties and received grants of (b)(4) each. Funding for these grants was obtained from the Alabama State Department of Education, the Alabama Department of Human Resources, and national agencies. The Governor designated an allocation from the Appalachian Regional Commission to fund (b)(4) of the (b)(4) pre-kindergarten programs.

The newly selected programs met and/or exceeded the following requirements and committed to providing quality early childhood experiences. To qualify, the candidate programs agreed to:

- Accept/serve 18 children who are four years old on or before September 1.
- Provide adequate class space (35 square feet per child).
- Provide accessible water and toilet facilities.
- Provide access to an appropriate playground.
- Employ a certified teacher and qualified teacher assistant (criminal background checks required).
- Base instruction on a curriculum that meets the National Association for the Education of Young Children (NAEYC) guidelines.
- Develop and implement a family enrichment and participation program.

- Demonstrate an ability to provide 175 days of appropriate children's program of 6.5 hours daily.
- Create a collaborative task force to guide and contribute to the local pre-kindergarten program.

Each site was assigned an OSR technical assistant assigned to offer guidance and to ensure that quality early learning experiences were provided to each child.

2002-2003

(b)(4) new pre-k sites were added to the (b)(4) continuation sites for a total of (b)(4) sites in 64 counties by 2003. All new programs were required to meet the established quality guidelines and were provided an OSR Technical Assistant.

2003-2006

Between 2003 and 2006, Alabama's Pre-K programs remained essentially level-funded and operated successfully during these years. Students and families continued to benefit from the pre-k programs in operation, but additional funding was not available to extend the programs into other areas or to create new classes.

2006-2010

With the leadership of Governor Bob Riley significant additional funding for pre-k expansion was obtained, and support for pre-k programs and teachers was provided by the Department of Children's Affairs Office of School Readiness (DCA/OSR) (see Table 1). The Alabama School Readiness Alliance (ASRA) led statewide efforts to advocate for increased pre-k funding and in 2007 the high quality state pre-k program adopted the formal name of First Class Pre-K. By the end of 2010, the number of state-funded high quality pre-k classrooms had grown to (b)(4) and (b)(4) of Alabama's four-year-old students were participating.

**Table 1**

| <b>Budget Year</b> | <b>State Appropriation</b> | <b>Number of First Class Pre-K Classrooms</b> | <b>Number of Students in First Class Pre-K</b> | <b>Number of Eligible Children</b> | <b>% of Eligible Children in First Class Pre-K</b> |
|--------------------|----------------------------|---|--|------------------------------------|--|
| 2005--2006         | (b)(4)                     |   |  |                                    |  |
| 2006--2007         |                            |   |  |                                    |  |
| 2007--2008         |                            |   |  |                                    |  |

|              |        |
|--------------|--------|
| 2008--2009   | (b)(4) |
| 2009--2010   |        |
| 2010 – 2011* |        |
| 2011 – 2012* |        |
| 2012 – 2013  |        |
| 2013 – 2014  |        |

\*It is important to note that during very difficult budget years (2010 – 2012) when states across the nation were cutting their state pre-k funding, Alabama maintained level funding to demonstrate its commitment to high-quality pre-k education.

2013-2014

Current Governor Robert Bentley obtained an increase of (b)(4) in funding for pre-k in the FY14 budget. This appropriation dramatically increased the number of First Class Pre-K programs and the number of students served (an increase from (b) % to (b)). Governor Bentley has secured an additional (b)(4) to continue pre-k program expansion in FY15. Governor Bentley continues to provide unparalleled support for high-quality pre-k, and it is his foremost education priority. The addition of funds from the Preschool Development Grant will enable the Office of School Readiness to significantly increase access to High-Quality Preschool programs in the communities of Alabama with the greatest need. Alabama's goal of access to high quality preschool for all four-year-old students has always been and remains an ambitious one—access and highest quality preschool for all whose parents choose to participate. With the leadership of our governors, the support of our state legislature, the cooperation of state agencies, departments, and children's advocacy partners, this ambitious goal is slowly and steadily being achieved. The goal can be achieved much more rapidly with the addition of Preschool Development Grant funds. Targeting Preschool Development Grant funds to establish High-Quality Preschool programs in High-Need Communities will have a significant positive impact on many aspects of life in those communities and on the future of education in Alabama.

**(A)(2) How will Alabama provide High-Quality Preschool Programs in one or more High-Need Communities?**

Alabama has an ambitious and proven plan for expanding access to High-Quality Preschool Programs that has been incrementally developed, implemented and refined since 2000. The

Office of School Readiness (OSR)--a division of the Department of Children's Affairs is responsible for identifying potential sites in the state for new preschool programs, for authorizing the establishment of new, High-Quality Preschool programs, and for supporting and monitoring pre-k programs. These programs are known as First Class Pre-K classes and have established guidelines, operating procedures, and quality standards that are regularly monitored to promote student success. This highly acclaimed program is nationally recognized for quality by the National Institute for Early Learning Research (NIEER). Participation in Alabama's First Class Pre-K program is voluntary. Services and programs are delivered in a variety of settings, with diverse partner agencies, while employing consistent, high-quality standards. For the past eight years (2006-2014) Alabama First Class Pre-K has met all of the National Institute for Early Learning Research (NIEER) benchmarks for quality standards. In 2013-14 First Class Pre-K met all of NIEER's ten quality standards making Alabama one of only four states to meet this level of quality.

The Alabama High-Need Communities to receive First Class Pre-K programs were recently identified by a needs assessment that combined seven characteristics of high-need in the community with the level of available access to a High-Quality Pre-K program. This assessment determined that all of Alabama's 67 counties have factors that would qualify them as High-Need Communities. To determine which counties represented those with the highest needs, all counties were ranked based on:

- percentage of eligible four-year-olds,
- percentage of four-year-olds being served in pre-k,
- high school graduation rate,
- presence of identified K-12 failing school(s),
- juvenile violence rate,
- percentage of English language learners in K-12 public schools,
- percentage of single parent families, and
- Public school retention rates for both first and ninth grade.

Using these criteria, 23 of Alabama's 67 counties were determined to be at greatest risk and have the highest needs. Those 23 counties were further divided into two groups, with priority being given to those with identified failing k-12 public school(s). With the addition of Preschool Development Grant funds, new pre-k classrooms will be funded based on the criteria determined by the needs assessment, with those areas of highest need receiving services first.

**(A)(3) How will Alabama increase number and percentage of eligible children served?**

As of FY 2014, the (b)(4) First Class Pre-K classrooms serve (b)(4) children. This represents (b)(4)% of the 60,665 eligible four-year-old children in Alabama. With sustained levels of state funds and upon receipt of Preschool Development Grant funds, both the number and percentage of children served will increase significantly. Using projected numbers based on available U. S. Census data, Table 2 describes the planned increased access to High-Quality Preschool over the course of the grant period. In addition to increasing access by increasing the number of First Class Pre-K classrooms from (b)(4) to (b)(4) over a four-year period, Preschool Development Grant funds will be used to enhance the quality of existing First Class Pre-K programs. Existing programs will be improved with the addition of high quality professional development for teachers and staff members, providing salaries comparable to those of k-12 teachers, additional program coaches to support instruction, additional monitors to provide oversight and technical assistance, enhanced program materials, longitudinal studies to inform program decision-making, and the distribution of high-quality teaching materials to existing and new classrooms.

**Table 2**

| Budget Year | Anticipated State Appropriation Plus Preschool Development Grant Funds | Projected Number of First Class Pre-K Classrooms | Projected Number of Students in First Class Pre-K | Projected Number of Eligible Children | Projected % of Eligible Children in First Class Pre-K |
|-------------|--|--|---|---------------------------------------|---|
| 2013 - 2014 | (b)(4)   |  |   |                                       |   |
| 2014 - 2015 |  |  |   |                                       |   |
| 2015 - 2016 |  |  |   |                                       |   |
| 2016 - 2017 |  |  |   |                                       |   |
| 2017-2018   |  |  |   |                                       |   |
| 2018-2019   |  |  |   |                                       |   |

*\*This number represents (b)(4) classrooms to be funded through additional state funds as well as 100 new classrooms funded through Preschool Development Grant.*

**(A)(4) What are the characteristics of High-Quality Preschool Programs in Alabama?**

Since 2002 high-quality standards for Alabama First Class Pre-K programs have been developed collaboratively by educators, higher education and early childhood program professionals with input from families, practitioners, and family service agency representatives. Nationally

recognized standards and guidelines from the National Association for the Education of Young Children (NAEYC), the National Council of Teachers of Mathematics (NCTM), the National Institute for Early Learning Institute (NIEER), and research studies of effective early childhood practice have informed the decision-making and guided the development of high-quality standards for Alabama First Class Pre-K programs...

Over the last 13 years early childhood professionals and preschool educators from across the state have worked to develop and refine what is now the Alabama First Class Pre-K Framework. This framework incorporates program guidelines, classroom guidelines, early learning standards, professional development, coaching methods and monitoring practices to create a replicable model for high quality pre-k programs. The components of this Framework are listed in Table 3 and serve to guide program development and program operations to ensure that Alabama's children are prepared for school achievement and lifelong success. When new First Class Pre-K programs are proposed, subgrantees must agree to abide by and incorporate the standards and practices of the Alabama First Class Pre-K Framework through Alabama Pre-K Quality Assurances Contract in order to be considered for an award. Programs are monitored and evaluated using the Framework guidelines and standards to maintain quality and to promote student achievement consistently in all programs...

**Table 3**

| <b>Alabama First Class Pre-K Framework</b>   |  |   |
|--|--|---|
| <b>Resources and Support to Enhance Performance and Learning</b>   | <b>Quality Standards</b>   | <b>On-going Observation and Authentic, Research-Based Assessment</b>  |
| <ul style="list-style-type: none"> <li>• Differentiated coaching through the Alabama Reflective Coaching Model</li> <li>• Program monitors</li> <li>• Needs-based professional development</li> <li>• Mentor teachers</li> <li>• Agency collaboration</li> </ul> | <ul style="list-style-type: none"> <li>• Credentialed lead and auxiliary teachers</li> <li>• Salaries comparable to K-12 teachers</li> <li>• Program guidelines</li> <li>• Classroom guidelines</li> <li>• Quality assurances</li> </ul> | <ul style="list-style-type: none"> <li>• Teaching Strategies GOLD</li> <li>• ECERS</li> <li>• PPVT and all recommended assessments</li> <li>• Screenings and referrals</li> <li>• CLASS Parent/Teacher Surveys</li> </ul> |

|   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Support for intentionally-designed learning</li> <li>• Inclusive setting with appropriate accommodations for all learners</li> </ul> | <ul style="list-style-type: none"> <li>• Compliance with Alabama Development Standards for Preschool Children</li> <li>• Teacher-pupil ratio of 1:9</li> <li>• Program monitoring</li> <li>• Full-day programs</li> <li>• Screenings and referrals</li> </ul> | <ul style="list-style-type: none"> <li>• Program annual report</li> </ul> |
|---|---|---|

Alabama seeks to provide all children the benefits of early learning experiences that have been proven to profoundly influence a child's success in school and throughout life. A study on the benefits and impact of Alabama First Class Pre-K was begun in November 2013 with early reports indicating significant successful educational outcomes. The results from group information provided by the Alabama State Department of Education are outlined in Table 4 below.

**Table 4**

| <b>First Class Pre K Student Outcomes</b>  |
|--|
| <ul style="list-style-type: none"> <li>• Alabama First Class Pre-K students consistently over time and across grades score higher in reading and math than students who did not participate in First Class Pre-K.</li> </ul>                   |
| <ul style="list-style-type: none"> <li>• Alabama First Class Pre-K children consistently over time and across grades miss fewer days of school than students who did not participate in First Class Pre-K.</li> </ul>                          |
| <ul style="list-style-type: none"> <li>• Alabama First Class Pre-K students consistently over time and across grades are less likely to need special education services than students who did not participate in First Class Pre-K.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Alabama First Class Pre-K students consistently over time and across grades and are less likely to repeat a grade than students who did not participate in First Class Pre-K.</li> </ul>              |
| <ul style="list-style-type: none"> <li>• <i>Additionally, the benefits of Alabama First Class Pre-K were even more pronounced for children from low-income families. Reports from the Public.</i></li> </ul>                                   |

*Affairs Research Council of Alabama (PARCA) indicated that First Class Pre-K participation closed the achievement gap for lower income students by an average of 25 percent by third grade.*

The Preschool Development Grant would build on the Alabama's progress to date through an ambitious and achievable plan to (1) expand access to our demonstrated quality preschool services by (2) expanding and enhancing program infrastructure and providing greater access to High-Quality Pre-K experiences to children in High-Need Communities.

Consistent use of the Alabama First Class Pre-K Framework with fidelity to operate and monitor classrooms ensures that high-quality preschool standards are being implemented. Data indicate that students in the Alabama First Class Pre-K classes are learning, are entering kindergarten ready for success, and are continuing their achievement as they move through the elementary and subsequent grades.

**(A)(5) How will Alabama set expectations for school readiness?**

Alabama First Class Pre-K classrooms provide full-day programs with credentialed lead and auxiliary teachers. Coaches and monitors provide support to teachers in planning and delivering high quality, age appropriate learning experiences. All teachers have access to Alabama's kindergarten courses of study, high-quality teaching resources, the Alabama First Class Pre-K Framework, and needs-based professional development to enhance their ability to deliver intentionally designed, student-centered learning experiences for all preschool students.

School readiness expectations have been as diverse as the number of school districts in the state. There have been efforts in past years to define kindergarten readiness in Alabama. However, a consistent assessment for all Alabama kindergarten programs has not yet been adopted. The Alabama Department of Children's Affairs, Office of School Readiness is piloting the Teaching Strategies GOLD as a Kindergarten Entry Assessment (KEA) for the 2015 school year in 21 school systems and including 13,000 children. This KEA is a tool to collect data about the readiness of children upon entering kindergarten. It is research-based and proven and is being used by other states including Michigan, Massachusetts, and Louisiana to assess preschool learning. As a result of the Preschool Development Funds, OSR will be able to support the United Way of Central Alabama's Bold Goals effort to assess the kindergarten readiness of more than 13,000 kindergarten students in 21 school systems in a five county region representing the largest concentration of Alabama's population. This project includes high poverty and wealthy



school districts in both rural and urban settings. The Bold Goals effort is coordinated through the United Way of Central Alabama and is supported by business, education, and higher education partners.

The Alabama Office of School Readiness is funding KEA assessment opportunities throughout the state and is providing training for kindergarten teachers in the use of the Teaching Strategies GOLD KEA Survey. The KEA will provide teachers and parents with important criterion-based information about a child's learning and development in six domains at the beginning of kindergarten. The Preschool Development Grant will enable this pilot to be extended throughout the state, making it possible to have a consistent measure and reporting system of readiness that aligns with the Teaching Strategies GOLD used for classroom instruction, that provides formative assessment information for teachers, that facilitates longitudinal studies of program results, and that enables evaluation and comparability measures to be consistent in all Alabama First Class Pre-K programs.

**(A)(6) Is there a broad group of stakeholders in Alabama?**

The Office of School Readiness (OSR) was established by the Alabama legislature in May 2000 and operates under the Department of Children's Affairs. A pre-kindergarten pilot program was established at eight pilot sites selected through a grant process. The eight pilot sites were selected based upon successful collaboration between the Governor's office, the Department of Children's Affairs, county social services, children's health agencies, and local childcare service providers. Each site submitted a proposal detailing projected outcomes, quality of service potential, health and safety assurances, parental involvement plans, and local support expected. Initial funding for the pilot program was provided by Lucent Technologies Foundation, the Alabama State Department of Education, the Department of Human Resources, the Alabama Department of Economic and Community Affairs, and donations from private businesses. OSR received additional support from the Alabama State Department of Education, Department of Human Resources, Department of Economic and Community Affairs, the Department of Public Health, Head Start, the Children's Trust Fund, the Business Council of Alabama, private businesses and foundations, licensed child care providers, and public schools for new pre-kindergarten classes that were added over the next few years.

Under Governor Bentley's leadership, high quality and greater access have been the foremost goals of this significant on-going effort to expand pre-kindergarten education opportunities.

Through hard economic times Governor Bentley remained committed to pre-k expansion by placing priority on these programs and efforts. In FY14 he recommended to the legislature a budget increase to expand Alabama First Class Pre-K. The legislature provided an additional (b)(4) for this effort. Through a competitive grant process new pre-k classes were strategically added and the quality of existing programs for four year olds was enhanced so that voluntary participation in pre-k was available in all 67 Alabama counties by 2014. . This pre-k program has been nationally recognized for both its high quality as well as its unparalleled broad based support by a variety of partners. First Class Pre-K has been featured nationally at events sponsored by Pew Charitable Trusts and ReadyNation, showcasing the strong business community support for pre-k program growth. The Business Council of Alabama, along with the Alabama School Readiness Alliance and Harbert Management Company, a leading international firm based in Birmingham, funded a cost analysis study by Dr. Steve Barnett at NIEER to determine the ultimate cost of fully funding Alabama's high quality pre-k program. This study, completed in 2011, was the basis for Alabama's current ten-year strategy for pre-k program growth led by the Alabama School Readiness Alliance Pre-K Task Force. This task force consists of leaders at the forefront of the business, education, military, higher education, and non-profit sectors. Letters of support with broad representation of all sectors can be found in Attachment B of the Appendix.

**(A)(7) How will funds be allocated?**

(A)(7)(a) A maximum of 29% of the Preschool Development Grant will be used for building and enhancing infrastructure in existing preschool classrooms that will include monitoring, coaching, evaluation, professional development and other quality-enhancing activities that improve the delivery of high-quality preschool programs to eligible children. The Department of Children's Affairs will allocate \$5,000,000 or 29% of the Preschool Development Grant to build and enhance infrastructure by implementing the Department's rigorous monitoring program and the Alabama Reflective Coaching Model, developed by the Department in cooperation with faculty at the University of Alabama Birmingham. Additionally, the infrastructure funds will be used to continue expanded professional development opportunities for teachers, auxiliary teachers, and directors/ administrators from subgrantees and potential subgrantees. Professional development will be an outreach tool to continue to identify potential early learning providers in the defined High-Need Communities. Infrastructure enhancement funds will also be used to

continue the development and implementation of the Alabama Longitudinal Study of First Class Pre-K. This study is currently in early stages and is severely limited by the lack of available funds. The plan for the study has been developed in partnership with Dr. Steve Barnett at NIEER and faculty from the University of Alabama Birmingham (UAB) and Samford University's Public Affairs Research Council of Alabama (PARCA).

**(A)(7)(b)** A minimum of 71% of funds from the Preschool Development Grant will be distributed to identified High-Need Communities through subgrants for expanding access and enhancing voluntary high-quality preschool classes for eligible children the first year of the grant period. Access will be expanded using three methods, dependent on the community and current available programs. Preschool Development funds will be used to (1) increase the number of classrooms in underserved areas (2) provide slots for underserved populations in existing high quality pre-k programs and/or (3) fund additional slots with the goal of improving quality in existing programs as well as to grow the socio-economic diversity in existing programs. The new sites for Alabama First Class Pre-K classrooms will be selected through a competitive grant process for eligible pre-identified High-Need Communities. Historically, the requests for pre-k state grants have exceeded the availability by 2-3 times. Last year, DCA received 267 applications for 100 available classrooms. High-Need Communities are determined using the current ranking criteria of seven factors. Communities with the highest need will receive priority for new Alabama First Class Pre-K programs and classrooms. This grant process will carefully examine criteria indicating the subgrantee's ability to meet specific quality assurances (see Attachment M), and abide by rigorous operating guidelines as well as current access to pre-k programs in the community. Visits will be made to potential sites to evaluate the location suitability and physical characteristics and condition of the proposed class. A First Class Pre-K Review Advisory Group from the local High-Need Community will provide recommendations for site locations within the community.

Support through strategically planned activities through each county's Children Policy Councils and the state ECAC, will provide support for each subgrantee in culturally and linguistically appropriate local and state outreach and communication efforts designed to best ensure all families are informed of the opportunity and receive encouragement to enroll their children.

***Alabama's ambitious and achievable goals are to increase access to High-Quality Pre-K Programs in High-Need Communities by adding 100 new classrooms each year from 2015.***

*through 2018 to serve an additional 7,200 children and to further develop and enhance infrastructure and capacity attained through continued state allocations for preschool and the addition of Preschool Development Grant funds for the highest quality program of excellence. The goals are supported by key activities described in the following sections.*

## **B. Commitment to High-Quality Preschool Programs**

### **(B)(1) Early Learning and Development Standards**

The first set of preschool/early childhood learning standards developed in Alabama was published by the Alabama Department of Human Resources, the state agency that licenses the state childcare centers and family daycare homes. These Early Learning Guidelines were birth-to-age-5 standards, but often were not used outside the childcare community. With the initial implementation of public state pre-k programs in 2000, more specific standards were developed and expanded in literacy, math and science by the Alabama Department of Children's Affairs. Additionally, the Alabama State Department of Education used another set of standards in all public preschool Special Education classrooms. Reviewing, revising and aligning these many different documents and standards became the task of the State Early Childhood Advisory Council under the guidance of the Department of Children's Affairs.

In 2010, the Department of Children's Affairs and the Special Education section of the Alabama Department of Education created one set of standards for all preschool children in the state. The document, Alabama Developmental Standards for Preschool Children (ADSPC) for 3 – 5 year olds is a result of the shared mission that all children should be provided school readiness experiences that meet their individual needs. The Alabama Developmental Standards for Preschool Children reflect the philosophy of including children with disabilities in early childhood programs and the importance of teachers making accommodations to the curriculum and the learning environment to meet the needs of all children. Objectives were added to many of the ADSPC to provide a hierarchy of learning targets for children whose functional level is delayed at the time they enter preschool programs. These objectives provided a systematic measurement tool to monitor programs for children with disabilities and serves as an accountability measure to determine the effectiveness of IDEA Part B preschool programs. The Alabama Developmental Standards for Preschool Children (ADSPC) for 3 – 5 year olds are based on current research on teaching and learning from the National Association for the Education of Young Children (NAEYC), National Council of Teachers of Mathematics (NCTM)

the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), and the Head Start Child Development and Early Learning Framework and conform with recommendations of the National Research Council. The standards are organized around nine areas of development: Approaches to Learning; Language and Literacy; Mathematics; Science; Creative Arts; Technology; Social and Emotional Development; Physical Development; Health and Daily Living

Each area of development identifies goals followed by specific learning standards that are developmentally appropriate across the 3 – 5 year old age range. A number of examples are included under each standard to provide teachers more knowledge of behaviors and classroom practices that reflect intentional teaching and learning in that area.

Use of the ADSPC standards to inform individualized instruction is a critical component of the Alabama First Class Pre-K Framework. Alabama First Class Pre-K Coaches help and support teachers to use the standards and the child assessment tool – Teaching Strategies GOLD – to address teaching and assessment in an integrated way. The result is children ready for school achievement and lifelong success. An example of the Alabama Developmental Standards for Preschool Children (ADSPC) is found in the Appendix as Attachment C. The entire Alabama Early Learning Standards are available at [www.children.alabama.gov](http://www.children.alabama.gov)

Alignment of the Alabama Developmental Standards for Preschool Children with the Early Learning Guidelines has created a set of standards that describes what all children should know and be able to do from birth to kindergarten. Discussions are being held between the Alabama Department of Human Resources and the Alabama Department of Children's Affairs to merge and align these documents and have only one set of standards to be used by all programs in the state serving children birth to five. A sample of the alignment document is found in the Appendix as Attachment D. See [www.children.alabama.gov](http://www.children.alabama.gov) for the full text of document.

#### **(B)(2) Alabama's financial investment**

Legislative funding for First Class Pre-K in Alabama (2014) budgeted (b)(4) providing (b) classrooms to serve (b)(4) children. Unfortunately, this number represents only (b) of the eligible four year olds in the state. Alabama has a High-Quality Pre-K program as evidenced by its meeting of all ten National Institute for Early Education Research (NIEER) quality standards for eight years in a row. However, access to this High-Quality Pre-K program is severely limited. By receiving the Preschool Development Grant, Alabama will be able to increase access

to quality preschool programs from (b)(4) to more than (b)(4) of eligible four-year-old students over the four years of the grant. Table 1, in Section A (1) describes Alabama's financial investment in High-Quality Pre-K programs to date.

**(B)(3) Enacted and pending legislation, policies, and/or practices**

The enabling legislation that created the Office of School Readiness and the state pre-k program explicitly outlines the role of the OSR within the Alabama Department of Children's Affairs as a collaborative effort to coordinate all four-year-old pre-k services. The legislation also outlines the diverse delivery system for pre-k in Alabama, quality requirements such as developmentally appropriate practice, and monitoring of programs. Relative excerpts from the Code of Alabama are found in Appendix E.

Alabama's commitment to a voluntary, high quality pre-k program for all children has been led by a state advocacy group, the Alabama School Readiness Alliance (ASRA). In 2011, ASRA established a statewide Pre-K Task Force comprised of business leaders, foundation directors, and representatives of charitable organizations. This group released its recommendations to state policy leaders in 2012 and began to work to implement those recommendations that included a ten-year, (b)(4) increase in Alabama First Class Pre-K funding. As a result, the State Legislature approved an increase of (b)(4) for First Class Pre-K in 2013. An additional annual (b)(4) in state investment will be needed each year for the next eight years to accomplish the Alabama Pre-K Task Force's recommendation to expand the program to reach all families within a decade.

This ambitious plan will provide the basis for sustaining pre-k in Alabama over the next decade. The Alabama legislature has demonstrated its belief in and commitment to state pre-k education by creating the Office of School Readiness and providing level or increased funding each year, with significantly increased appropriations in the budget years of 2010 -2014. Public support for pre-k was confirmed in a statewide poll conducted by ASRA in 2010. Voters believed that pre-kindergarten education is an important component of efforts to improve education overall. The poll reported that 76 percent of voters believed that Alabama should fund voluntary pre-k for all families.

**(B)(4) Quality of existing early learning programs**

Since 2006 Alabama's First Class Pre-K program has been nationally recognized as a high-quality program by the National Institute of Early Education Research (NIEER). Alabama First

Class Pre-K has consistently met all ten quality benchmarks identified by NIEER and has exceeded them by ensuring that all teachers in its diverse delivery system earn salaries that are comparable to those of K-12 public school instructional staff. Table 5 below summarizes the NIEER criteria and OSR's implementation of each.

**Table 5**

| <b>Quality Indicators</b>                      | <b>Office of School Readiness Requirements</b>   |
|--|--|
| <b>Early Learning Standards</b>                | <ul style="list-style-type: none"> <li>• Alabama Developmental Standards for Preschool Children</li> </ul>   |
| <b>Teacher Degree</b>                          | <ul style="list-style-type: none"> <li>• (Online at <a href="http://www.children.alabama.gov">www.children.alabama.gov</a> under the Office of School Readiness section)</li> </ul>  |
| <b>Teacher Specialized Training</b>            | <ul style="list-style-type: none"> <li>• Lead teacher must have a Bachelor's Degree in Early Childhood Education or Child Development, at minimum</li> </ul>   |
| <b>Auxiliary Teacher Degree</b>                | <ul style="list-style-type: none"> <li>• Lead teacher must have specialized training in early childhood field</li> </ul>   |
| <b>Teacher In-Service</b>                      | <ul style="list-style-type: none"> <li>• Auxiliary teacher must have a Child Development Associate credential (CDA) or equivalent (9 hours of approved coursework in child development), at minimum</li> </ul>   |
| <b>Maximum Class Size</b>                      | <ul style="list-style-type: none"> <li>• Lead teacher must have at least 30 hours yearly in-service professional development and training</li> </ul>   |
| <b>Staff-Child Ratio</b>                       | <ul style="list-style-type: none"> <li>• Maximum number of children per classroom must be 20 or fewer; recommended number is 18</li> </ul>   |
| <b>Screening/Referral and Support Services</b> | <ul style="list-style-type: none"> <li>• Lowest acceptable ratio of staff to children in classroom must be 1:10 or better</li> </ul>   |
| <b>Comprehensive Curriculum</b>                | <ul style="list-style-type: none"> <li>• Provide vision, hearing and dental health screenings and referrals and at least one additional support service to families; all parents submit a physical exam form; all parents complete the Ages and Stages Questionnaire-3 (ASQ-3) developmental screener</li> </ul>   |
| <b>Comprehensive Curriculum</b>                | <ul style="list-style-type: none"> <li>• First Class Pre-K classrooms will implement the Alabama First Class Framework, which consists of the Alabama Developmental Standards for Preschool Children, First Class Program Guidelines, First Class Classroom Guidelines, the ASQ-3 Developmental Screener and the Teaching Strategies GOLD Assessment. Classroom</li> </ul> |

|                          |  |
|--------------------------|--|
| <p><b>Monitoring</b></p> | <p>guidance and support will be provided by First Class Coaches.</p> <ul style="list-style-type: none"> <li>• Site visits and monitoring will be provided by First Class Monitors to ensure quality and compliance. <i>The Early Childhood Environmental Rating Scale (ECERS)</i> and other assessments are administered to ensure the program is meeting children's needs.</li> </ul> |
|--------------------------|--|

The Alabama First Class Pre-K Program Guidelines, Classroom Guidelines and Grant Assurances have been created and published by the Office of School Readiness to ensure that pre-k programs provide a safe and high-quality learning environment for all preschool children. The Classroom Guidelines provide descriptions and definitions of optimal classroom environment characteristics, the basics of classroom management, ideas for classroom displays, and guidance on lesson planning and instructions on the use of the assessment tool Teaching Strategies GOLD for individualized, intentional instruction. All Alabama First Class Pre-K classrooms are required to have a research-based instructional plan for effective teaching and learning that meets standards of developmentally-appropriate practice. Pre-K teachers are required to assess children's abilities and progress using the Teaching Strategies GOLD Assessment Tool and to enter observations at checkpoint dates during the program year. The support of coaches and monitors for each Alabama First Class Pre-K teacher ensures that program and classroom guidelines are met. The Office of School Readiness evaluates all classrooms using the Early Childhood Environment Rating Scale (ECERS). Coaches develop an individualized improvement plan with teachers that reflect the ECERS Assessment plus personal improvement goals of the teacher. Implementation of the Classroom Assessment Scoring System (CLASS) is scheduled for 2015. Use of this instrument along with the ECERS will help develop a comprehensive evaluation of pre-k classrooms.

The Department of Children's Affairs has supported and participated in the work of the Department of Human Resources Child Care Division as it develops and pilots a Quality Rating and Improvement System (QRIS). All programs in childcare and Head Start that have state-funded classrooms will be required to participate in the Alabama State QRIS. The initiative is scheduled for full implementation in 2015.



Since 2001 early childhood professionals and preschool educators from across the state have worked to develop and refine what is now the Alabama First Class Pre-K Framework. This framework incorporates program guidelines, classroom guidelines, early learning standards, professional development, coaching methods and monitoring practices to create a replicable model for High-Quality Pre-K programs. The components of this Framework are presented in Table 3 in Section A(4) and serve to guide program development and program operations to ensure that Alabama's children are prepared for school achievement and lifelong success. When new First Class Pre-K programs are planned, subgrantees must agree to abide by and incorporate the standards and practices of the Alabama First Class Pre-K Framework (Table 3 in Section A(4)) in order to be considered for an award. Programs are monitored and evaluated using the First Class Framework guidelines and standards to maintain quality and to promote student achievement consistently in all programs.

Alabama seeks to provide all children the benefits of early learning experiences that have been proven to profoundly influence a child's success in school and throughout life. A study on the benefits and impact of Alabama First Class Pre-K was begun in November 2013 with reports indicating significant successful educational outcomes as indicated by student outcomes of First Class Pre-K reported by the Alabama State Department of Education (see Table 4 in Section A (4)).

Consistent and reliable use of the Alabama First Class Pre-K Framework to operate and monitor classrooms ensures that high-quality preschool standards are being implemented. New Alabama First Pre-K classes added as a result of continued state funding and as a result of Preschool Development Grant funds will be required to adhere to the Alabama First Class Pre-K Framework and Program Assurances as conditions of their subgrant award to ensure continued high-quality of programs.

#### **(B)(5) Coordination of preschool programs and services**

The Alabama Department of Children's Affairs (DCA) was appointed by Governor Bob Riley in 2010 to be the lead agency for the state's Early Childhood Advisory Council. Coordination of the state's preschool programs and services is the assigned responsibility of DCA. The Head Start State Collaboration Office and the Alabama Office of School Readiness (OSR) are housed in the department and the proximity of staff facilitates cooperation and collaborative planning. DCA also is the statutorily-designated agency to administer and lead the Alabama Children's Policy

Council (CPC). Over the past year, DCA and the Governor's office have been working together to designate the State CPC as the state's State Advisory Council that meets the requirements described in Section 642B(b) of the Head Start Act (42 U.S.C. 9837(b)). The State CPC is an entity which state law designates as a coordinating entity for children's services and which brings together all agencies that impact children.

Due to a high turnover in key positions, there have been several openings on both the CPC and the ECAC. As a result, the timing is now appropriate to designate the state CPC as the Early Childhood Advisory Council by completing the CPC appointments with those required by the Head Start Act referenced above. The first meeting of the CPC as the newly designated Early Childhood State Advisory Council occurred on September 29, 2014.

Also, through the establishment of the Pre-K Collaboration Task Force, partnerships between DCA and the State Department of Education were established. Monthly meetings of the Task Force bring all agency and non-profit partners together that serve preschool children – Title I, Head Start, Special Education, Migrant, Homeless, and Child Subsidy – to address barriers to collaboration and to coordinate efforts in the delivery of a high quality program to all children.

**(B)(6) Role in promoting coordination of preschool programs with other sectors**

Alabama has identified and developed several initiatives in the state to support services to children and families that ensure a healthy child, ready for success in school. Led by the state's public/private organization, Alabama Partnership for Children, in partnerships with state agencies (Alabama Department of Public Health, Alabama Department of Child Abuse Prevention, Alabama Department of Mental Health), Alabama has established three programs to coordinate Comprehensive Services to families and children: (1) Strengthening Families, (2) Help Me Grow, and (3) Safe and Secure Children. The Strengthening Families (SF) framework will be implemented in pre-k programs as a parent engagement model that incorporates:

- ensuring program quality and building systemic linkages to other programs and resources to support families;
- reaching isolated, hard-to-reach families and meeting the needs of eligible preschool-age children such as those in the child welfare system;
- helping families build protective factors and engaging parents and families as decision-makers in their children's education; and
- supporting families during the transition to kindergarten.

The Help Me Grow program will ensure that all pre-k children receive the ASQ-3 Social Emotional Assessment and will connect families to the state's referral hotline 2-1-1, where mental health consultants will be linked to families and Family Resource Centers in local communities will be identified to assist families.

Classroom monitors, assigned for all Alabama First Class Pre-K classrooms, will receive professional development training to expand their ability to link families to these three state initiatives (Strengthening Families, Help Me Grow, Safe and Secure Children), to services from other state resources, and to other family assistance agencies. Additional support to families is coordinated by the Department of Children's Affairs First Teacher home visitation program. Alabama First Class Pre-K teachers, monitors and coaches have access to all courses of study for kindergarten and elementary grade classrooms through the Alabama State Department of Education website ([www.alsde.edu](http://www.alsde.edu)). As courses of study and grade level learning standards are updated, Alabama First Class Pre-K personnel may access the latest information in coordination with teachers in Alabama K-12 public schools. In addition, Alabama First Class Pre-K teachers may utilize ALEX, the Alabama State Department of Education Learning Exchange (<http://alex.state.al.us>) to view course of study information and to participate in professional development modules.

### **C. Ensuring Quality in preschool Programs**

#### **(C)(1) Use no more than 35% of funds for infrastructure and quality improvements**

Alabama will use no more than twenty-nine percent (29%) of the funds received over the grant period for infrastructure and quality improvement at the State level by employing additional coaches and monitors for new pre-k classrooms, ensuring proper equipment, developing a longitudinal study, obtaining technology, and providing continuing professional development for pre-k teachers and service providers.

**(a)** Alabama Early Learning and Developmental Standards will be expanded by extending application of them in new classrooms in High-Need Communities. Pre-k Coaches will provide on-site training in utilizing the standards. The Alabama Developmental Standards for Preschool Children (ADSPC) have been designed to be collectively reflective of the standards and curricula used in various preschool settings throughout the state. The ADSPC serve as a natural progression to the kindergarten standards contained in the Alabama Courses of Study. The standards describe outcomes desired for all children at the end of their preschool experience as

they enter kindergarten. The Alabama Developmental Standards for Preschool Children reflect the philosophy of including children with disabilities in early childhood programs and the importance of teachers making accommodations to the curriculum and the learning environment to meet the needs of all children. The *Americans with Disabilities Act* (ADA) and the *Individuals with Disabilities Education Act* (IDEA) express the concept of a free appropriate public education based on the individual needs of a child. “Children with disabilities do not have to be in a particular place with particular materials or people in order to learn. Learning opportunities abound for children in their home and community environments” (Sandall, McLean, & Smith, 2000). Also included in the standards are Early Learning Progress Profile (ELPP) objectives. These are examples of actions children might do and supportive practices teachers can incorporate into the classroom. ELPP objectives are to be used by teachers of students with disabilities as well as in helping teachers recognize emerging behaviors in children as they master a skill. .

The ADSPC reflect a respect for individual differences that should be recognized and respected in order to assist children in the learning process. Teachers plan based on the Standards to provide a repertoire of strategies and alternative approaches to facilitate individual functional development that includes strategies to support English learners.

All children benefit from teachers who converse with them, ask them about what they are seeing or doing, and respond to and elaborate on their questions. Rich language experiences, whether they happen in children's home language or in a second language or both, are a cornerstone to a high-quality learning environment.

The Alabama Developmental Standards for Preschool Children (ADSPC) are grouped around nine areas of development: Approaches to Learning, Language and Literacy, Mathematics, Science and Environmental Education, Technology, Social and Emotional Development, Physical Development, Health and Daily Living and Creative Arts.

Goals and standards in the nine areas align with kindergarten standards found in the subject area Courses of Study developed by the State Department of Education and with the 2011 Head Start Child Development and Early Learning Framework. The mission of the joint departments in the development of a comprehensive set of standards was to provide preschool children with access to high quality appropriate pre-kindergarten experiences. The departments also strive to promote excellence and consistency of practice for all early childhood education programs in the state of

Alabama. This can be greatly enhanced by the Preschool Development Grant. A complete text of the Alabama Developmental Standards for Preschool Children is available at **[www.children.alabama.gov](http://www.children.alabama.gov)**.

(b) Implementing Program Standards consistent with a High-Quality Preschool Program is accomplished and continues to be developed by the competitive grant process for subgrantees and the adherence to the Alabama First Class Framework. Alabama's voluntary First Class Pre-K Program continues to lead the nation in quality. Alabama is one of only four states in the country to meet all 10 quality benchmarks established by the National Institute for Early Education Research (NIEER). One hundred percent of lead teachers have at least a BA degree: 76% have a BA and 24% hold a Master's degree. All assistant teachers have a CDA or equivalent: 18.4% have a CDA, 39.6% have approved coursework equivalent to a CDA, 19% have an Associate's degree, 22% hold a BA, and 1% have a Master's degree. All lead teachers complete at least 30 hours of professional development annually and assistants complete 20 hours per year. The maximum number of children per classroom is 20. The recommended number is 18. This makes the teacher/pupil ratio 1:10, or better. All classrooms provide physical, vision, hearing and dental screenings. All parents complete the Ages and Stages Questionnaire-3 (ASQ-3) developmental screener. Site visits and monitoring are provided by First Class Monitors to ensure program quality and compliance with established standards. The Early Childhood Environmental Rating Scale (ECERS), and other assessments are administered to ensure the programs meet children's needs.

(c) Partnerships have been formed to provide support programs in meeting the needs of children with disabilities and English language learners. The Alabama State Department of Education (ALSDE) divisions of Special Education and Federal Programs (Title I and Title III) actively work with pre-k programs to ensure children receive appropriate services. Through a partnership with twelve other organizations, The Help Me Grow (HMG) campaign was formed to link families to community resources, provide effective care coordination and facilitate partnerships with the state and local communities to improve the accessibility and quality of support services for families and children. Parents/ caregivers simply dial 2-1-1 to receive support and information on HMG service referrals. HMG is an intentional and focused set of strategies that builds on existing resources and programs. The 2-1-1 phone network will be the single point of entry for families and providers and will facilitate appropriate referrals and connections. A care

coordinator will continue to interact with the family to ensure assistance is obtained. The Office of School Readiness provides professional development to all lead teachers, assistant teachers and directors to provide information on how to utilize this program.

**(d)** Needs assessments are conducted to determine the current availability of High-Quality Preschool Programs, including those from private and faith-based providers and Head Start programs. The Alabama Department of Human Resources and the Department of Children's Affairs Head Start Collaboration Office will participate in the identification of preschools and through a process of administering the ECERS and CLASS to assess the current quality of those programs.

**(e)** Upgrading preschool teacher education requirements is accomplished through the requirements of the subgrantee application. The Alabama First Class Pre-K subgrantee requirement that all lead teachers have a Bachelor's degree in child development or early childhood education is an expected quality standard in all Alabama First Class Pre-K programs and one of the quality assurances documented in the grant award agreement. Auxiliary teachers are required to have a CDA or nine hours of coursework in child development. Scholarships are available to auxiliary teachers to further their education to obtain a Bachelor's Degree. No grant application for Alabama First Class Pre-K will be considered for a site not licensed by the Department of Human Resources.

**(f)** Improving teacher and administrator early education training programs and professional development is a vital component of the Alabama First Class Pre-K Framework. The most distinctive activity to support professional development is the development of a coaching and monitoring support system. The role of First Class Coach is distinct from program monitors so that nuances associated with coaching pre-K teachers do not compromise the evaluative/monitoring role of the program Monitors. Given that principles of best practice in teaching support differentiated instruction, discussions at all levels of the system center on the value of providing different things for different people at different times. A tiered model of coaching has been developed and implemented to meet the individual professional development needs of each teacher. Formative data were collected and indicated that of the 420 teachers, 120 (29%) were in new classrooms, 51(12%) were classified as new teachers, 133 (32%) were classified as progressing, 104 (25%) were refining practice, and 12 (3%) were "other" (internally this could be described as burned-out, planning to retire and less motivated to conform to the

state's First Class standards, etc.). Coaches and Monitors at the start of the 2014-2015 school year prioritized time schedules, knowing that progressing or refining teachers of their practice were not likely to need the frequency, time, and intensity of support as a new teacher with a brand-new recently funded First Class Pre-K classroom. A shift to the new coaching model was to individualize support for the pre-k teachers based on needs that develop during the school year through a bottom-up approach with top-down support to develop a grass-roots PD system. An annual conference and differentiated professional development is implemented throughout the year utilizing local, state and national presenter based on the needs of the teachers. A full time Professional Development Coordinator plans high quality professional development for continuous improvement for the highest quality early childhood education instructional practices and administration for pre-k teachers, directors, and OSR staff.

(g) The Department of Children's Affairs (DCA) is addressing the need for longitudinal data about preschool students in three ways:

- ALSDE utilizes iNow, a student data system, for those students in K-12. This system manages data for demographics, assessment, attendance and performance of students beginning in Kindergarten. Each student is issued a unique state student identification (SSID) number which follows them throughout their school career. Through strong collaboration with ALSDE, DCA has worked to collect identifying information that is matched with the SSID. The two departments are in the process of hiring a shared staff person to continue to match student data, identify state pre-K students, and follow their progress as a group. This process has allowed DCA to report that pre-K students who attend the First Class Pre-K program are proficient at grade level.
- Secondly, the ALSDE is for the first time this school year requiring information about the type of preschool experience each child received prior to entering Kindergarten. A copy of the memo from State Superintendent is found in the Appendix as Attachment F. This requirement will allow DCA and ALSDE to report on groups of students by the type of preschool intervention they received.
- Thirdly, ALSDE and DCA partner through the Public Affairs Research Council of Alabama (PARCA) to report class, school, system, and state level data regarding the performance of students. PARCA holds the agreement for sharing and protecting all student data. PARCA is

recognized as the premier research organization in the State of Alabama and regularly publishes reports on education performance.

(h) The three research based assessment tools used to implement a Comprehensive Early Learning Assessment System includes the Classroom Assessment Scoring System (CLASS), the Early Childhood Environmental Rating Scale (ECERS), and Teaching Strategies (TS) GOLD. . ECERS and CLASS are used to assess the environmental structure and teacher-child interactions for a variety of purposes including professional development, monitoring, evaluation and research. These tools are grounded in child development and focus on key components of professional development that increase classroom effectiveness. Student outcomes are directly related to quality classroom environment and teacher-child interactions, and are documented through the TS GOLD on-going child assessment tool. This comprehensive assessment is based on the latest research, has been proven valid and reliable and is fully aligned with The Alabama Developmental Standards for Preschool Children and Head Start Child Development and Early Learning Framework. The department provides two full days of training for all teachers. Follow up and support is given by Coaches.

(i) The Department of Children's Affairs in collaboration with the Alabama Partnership for Children will support building preschool programs' capacity to engage parents in decision about their child's education and development. Alabama Partnership for Children (APC) coordinates the state's Strengthening Families initiative engagement of parents in decisions about their children's education and development, help families build protective factors, and help parents support their children's learning at home. The Department of Children Affairs/ Office of School Readiness plans to implement and provide professional development on The Alabama Strengthening Families: A Protective Factors Framework. Strengthening Families (SF) is a research- based, cost- effective strategy to increase family stability, enhance child development and reduce child abuse and neglect. It builds five protective factors: parental resilience, social connections, knowledge of parenting and child development, concrete support in times of needs, and social and emotional competence of children. Requirements will be included in the Program Guidelines and professional development will begin January 2015.

The Strengthening Families (SF) framework will be implemented in Alabama First Class Pre-K programs as a proven parent engagement model that was developed to enhance parenting and family functioning through early education settings. Strengthening Families was selected for



implementation in Alabama because it benefits all families; builds on family strengths, buffers risk, and promotes better outcomes; can be implemented through small but significant changes in everyday actions; builds on and can become part of existing programs, strategies, systems and community opportunities; and is grounded in research, practice and implementation knowledge. As a new way of engaging parents, and with a goal of building skills in parents and families, the Smart & Secure Children (SSC) methodology and curriculum will be implemented in existing programs the first year as well as in all new sites. Through this model, parents are trained and supported as leaders who engage their peers in meaningful dialogue and discussions through a research-based curriculum that addresses the protective factors. The curriculum is delivered through the Parent Café model that is supportive, integrated in daily life experiences, and acknowledges that everyone teaches and everyone learns.

The Smart & Secure Children (SSC) parenting program was developed with parents from low socioeconomic neighborhoods with children exposed to adverse childhood experiences. SSC was developed as a collaborative community-based participatory research project at the Satcher Health Leadership Institute of the Morehouse School of Medicine, funded by the National Institute on Minority Health and Health Disparities (NIMHD). There is indication that “quality parenting,” especially during early childhood, can mitigate up to 50% of the negative impacts of poverty on children. Studies have also revealed that the use of “peers” in behavior modification and life-style change is very effective and that “leadership” is one of the determining factors of success across families, neighborhoods, societies and organizations. The SSC parent leadership approach aims to reinforce protective factors against some of the malleable adverse childhood experiences. It is also directed towards building the protective factors of developing resiliency and improving the emotional health and school readiness in young children. The Alabama Partnership for Children (APC) coordinates the state’s Strengthening Families initiative and, through a grant from the Morehouse School of Medicine, is implementing the SSC model of parent engagement and leadership. Working with local Family Resource Centers, early childhood programs, resource and referral agencies, health care providers, and other public/private partners, the APC will expand these programs to pre-k sites across the state.

**(j) Building State- and community-level support for High- Quality Preschool Programs through systematic linkages to other early learning programs and resources to support families, such as child health, mental health, family support, nutrition, child welfare, and adult education and**

training sectors is significant and will be accomplished by providing Comprehensive Services. Systematic linkages include the following:

Alabama Partnership for Children (APC) is the state's public/private partnership that focuses solely on young children and their families and it is led by a board of directors that includes nine state agency heads and representatives of all public and private sectors that impact young children and families. The agency coordinates the Alabama's Blueprint for Zero to Five, the comprehensive plan for improving child outcomes that is based on the National School Readiness Indicators Initiative and is expressed as a simple formula: *Ready Families + Ready Communities + Ready Services (Health and Early Education) + Ready Schools = Ready Children Prepared for Success in School and Life*. Developed through the Early Childhood Comprehensive Systems initiative and combined with the work of the Governor's Early Childhood Advisory Council, this statewide advisory group meets quarterly and regularly reports, receives, and analyzes data on child outcomes and identifies specific actions and programs that support healthy development. Through this framework, the APC and partner agencies identified priorities and developed the Alabama Strengthening Families, Help Me Grow Alabama, and Safe and Secure Children initiatives. In local communities, the Blueprint provides guidance and structure to direct resources and funding to that which can be measured and that which has a proven correlation to optimum child development. It is offered as a guide to the Early Education Committees of local Children's Policy Councils to support their needs assessment process, and local foundations often use the priorities identified in making funding decisions. At the state level, the structure is a conduit for policy analysis and recommendations, an effective leadership group that successfully works on common goals (collective impact), and a core group that spans several state agencies, multiple federal, state, and private funding streams, and focuses solely on outcomes of young children.

Strengthening Families framework is coordinated by the Blueprint Advisory Committee and in partnership with the Alabama Network of Family Resource Centers. As a framework, it necessarily requires effective and meaningful coordination across many different state and local agencies that regularly interact with families. With professional development, resources and materials, technical assistance, and through formal agreements, the framework is embedded across many systems.

Help Me Grow is a collaborative effort that addresses all areas of child health and development and provides comprehensive linkages at the state and local levels so that fewer children “fall through the cracks” when a diverse range of services and providers impact child well being. Help Me Grow requires intentional and formal agreements for service coordination, data sharing, resource development, oversight and evaluation. Help Me Grow is a national model supported by national partners with funding, oversight, and technical assistance. By embedding Help Me Grow, SSC, and Strengthening Families in Alabama’s High-Quality Pre-K programs, an effective linkage is made to the full range of services and supports for healthy child development and access to resources for families.

Alabama School Readiness Alliance (ASRA) created by the APC, VOICES for Alabama’s Children, A+ Education Partnership, and Alabama Giving (association of foundations) provide advocacy and strong state support increased funding and access to High-Quality Pre-K to close readiness and achievement gaps. The strength of this unique alliance is evidenced by the actions of a broad-based Pre-K Task Force that is led by two prominent business leaders. The Task Force has emerged as a potent and effective advocacy group promoting increased investments in young children as an education and economic development issue. The success in recent years of continuing on our ten-year plan to fully fund High-Quality Pre-K for all families who want it is a tremendous accomplishment during tough budget years.

In 2014, VOICES for Alabama’s Children, the APC, and ASRA will fully develop a parent leadership model that is designed to equip parents of Pre-K students (current and previous) as effective advocates in communities across the state. Their voices and experiences can add real-life experiences to the research and evidence base of early childhood investments. OSR feels this will be a key component as Alabama strives to expand High-Quality PreK Programs in the coming years. This cadre of confident and well-equipped parents can also move into K-12 schools with their children with an understanding and acknowledgement of the importance of their roles and the opportunities to impact their children’s education throughout their school years.

Through the work of the Early Childhood Advisory Council, strong linkages have been developed in recent years with the Alabama State Department of Education (KEA, data sharing, regional planning teams, pre-k audits, professional development) Likewise, DCA has supported the work of the Alabama Department of Human Resources Child Care Division as it develops

and pilots a Quality Rating and Improvement System (QRIS). DCA also maintains a strong alliance with the T.E.A.C.H. (Teacher Education Assistance for College and Higher Education)) scholarship program, funded jointly by DCA and DHR that is necessary to continue to grow the workforce needed for expanded service delivery. Through this program, linkages are required through formal agreements with early childhood/Pre-K programs, teachers, and institutions of higher education. Another important connection and accomplishment is the combination of two sets of standards from Pre- K and Preschool Special Education creating The Alabama Developmental Standards for Preschool Children.

The Alabama Commissioner of the Department of Children's Affairs chairs the state's Children's Policy Council (CPC) and provides support for CPCs in every county in the state. The role of the Children's Policy Council is to review individual county needs assessments for children from birth through age 19 and their families. Based on identified needs, the State CPC recommends and develops strategies for administrative, executive, and legislative policy.

#### **(C)(2) Implement a System of Monitoring**

**(a)** The Alabama First Class Pre-K program has a rigorous monitoring protocol for classrooms, teachers, and programs as one of its key components. As new classrooms are added, each subgrantee agrees to the set of monitoring practices and standards described in the Alabama First Class Pre-K Framework. The Framework standards address the qualifications of teachers and assistants, the class size, professional development requirements for program personnel (see Attachment N), classroom facility requirements, student assessment and reporting practices, and participation in the coaching and monitoring program to ensure high-quality programs in all areas.

The Alabama First Class Pre-K program, administered by the Alabama Office of School Readiness (OSR), monitors the quality of its preschool classrooms through regular and on-going technical assistance in an effort to enhance, strengthen and maintain sustainable high-quality early learning preschool environments.

OSR has divided the state into eight regions that are purposefully structured in a manner that promotes increased support, consistency of program delivery, and increased accountability. A Regional Manager oversees the delivery of program services at all OSR programs within the region. Additionally, within each region, the Office of School Readiness has implemented a technical assistance model that is supported by a diverse support team of early learning

professionals that are identified as First Class Coaches and First Class Monitors. First Class Coaches and Monitors are specialists that are experienced in multiple early childhood content areas ranging from early childhood teaching and learning, curriculum development and instruction, professional development and training, and early childhood program administration.

### **The First-Class Coach**

The primary role of the First Class Coach is to visit assigned Alabama First Class Pre-K classrooms to coach teachers using reflective practice to improve instruction. Each First Class Coach has an average caseload of 15 classrooms. It is through the coaching model that strong, supportive relationships are formed, individual goals are set and achieved, and the process of teaching and learning for continuous improvement. OSR has embraced the idea that in order to better meet the individual needs of classroom teachers, Coaches first and foremost, must be viewed in a positive, non-threatening manner. In order to achieve this, it has been the goal of OSR to clearly distinguish the role of the Coach from that of the Monitor. As a result, the coaching model is centered on focused on-site observations and the co-creation of program and professional development goals through joint planning, and hands-on assistance by the Coach. Coaches also provide practical, operational help to teachers as needed assisting with classroom set-up, materials selection, or lesson planning.

When supporting teachers at a variety of levels, it is essential that the Coach be skilled enough to know when to increase or decrease the level of support to be given to teachers. To aid First Class Coaches in making these decisions, OSR has implemented the use of the Tiered Coaching Model. The model is organized around the levels of all teachers-such as the beginning teacher, the progressing teacher and the refined teacher.

Coaches also utilize the Early Childhood Environmental Rating Scale (ECERS) to provide the Coach and classroom teacher with structured classroom feedback. The First Class Coach provides support through the teacher's utilization of Teaching Strategies GOLD. Coaches review teachers' progress using this tool to capturing quality documentation on children, the teacher's analysis of the information, and assessing the teacher's ability to translate the information into instructional strategies to support the individual needs of pre-k students.

### **The First-Class Monitor**

Just as the First Class Coach works to ensure the quality of the instruction in individual First Class Pre-K classrooms, the First Class Monitor provides program support to directors,

accountants, and pre-school owners and/or providers. Each First Class Monitor has an average caseload of 30 classrooms.

The primary role of the First Class Monitor is to provide oversight to all state-funded Alabama First Class Pre-K classrooms to ensure program quality and accountability. This is a critical component to the vitality of the Alabama First Class Pre-K program. Monitoring increases the level of transparency among all First-Class Pre-K providers and supports the needs of the Office of School Readiness by providing critical data that is essential for continued growth throughout the state. Monitors work to ensure that programs are supported in their efforts to follow the Office of School Readiness Program Guidelines (included in the Appendix as Attachment G). The program guidelines are central to the organization and structure of First Class Pre-K in the state. Areas such as fiscal accountability, enrollment, and teacher qualifications are major factors that are important to operating a First Class Pre-K Program.

Monitors regularly work with programs to ensure that these quality indicators are met and sustained throughout the year. And like the individualized approach that Coaches use based on the level of experience of the classroom teacher, the monitoring provided is carried out in the same way. Through the use of the Compliance Monitoring System (CMS), monitors have the ability increase or decrease the level of support needed at each program. The CMS is designed to lend more assistance to programs that are in need of more intensive support and may be at-risk of non-compliance. Monitors visit classrooms to ensure quality and use data gathered using the Compliance Monitoring System to determine the needed level of support for each program. If an Alabama First Class Pre-K class is in compliance with all guidelines, the classroom will receive a follow up visit within 30 to 60 days. Those with three or fewer non-compliance issues will receive a follow up visit within ten days. A classroom with four to six non-compliance issues will receive a follow up visit within five days and will be placed on probation. Those with seven to ten issues are given a follow up visit in three days and funding is terminated if the issues are not resolved.

Communication between First Class Monitors and program directors occurs on-site (generally monthly), over the phone and via email. Monitors are available to answer questions, address problems, and assist with any technical issues that arise from BaselineEdge( OSR's data management software) or Teaching Strategies GOLD (student assessment program software). Monitors also communicate with the First Class Coaches to ensure a seamless delivery of

technical assistance that is able to quickly resolve any matters that may impact an Alabama First Class Pre-K classroom.

**(b)** Alabama is in the initial stage of developing a Statewide Longitudinal Data System that is able to follow student progress from preschool through post-secondary.

Currently the Public Affairs Research Council of Alabama (PARCA) provides analyses of statistical information provided by the Alabama State Department of Education based on matching students identified as having received pre-k services through the Office of School Readiness in the Department of Children's Affairs. . ALSDE provides summary statistics for students by grade, race/ethnicity, gender, and free lunch status. . These summaries provide comparisons of pre-k students and their peers on (1) academic assessments, (2) retention, (3) attendance, and (4) participation/diagnosis for special education programs. Data matching for cohorts of students extend to the third grade and beyond. The system allows these outcomes to be monitored all the way through high school graduation.

PARCA has formal, written data sharing agreements with both the Department of Children's Affairs and the Alabama State Department of Education that include provisions to satisfy Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). These provisions include nondisclosure of data cells with frequencies less than 10 and computer access that shields access to PARCA staff and technical assistants who are also subject to the same. The specific, relevant language is, " Use the data shared under this Agreement for no purpose other than research and analysis authorized under Section 99.31(a)(6) of Title 34 of the Code of Federal Regulations which allow disclosure of personally identifiable information from students' education records in connection with ALSDE's conducting studies to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction. Use the data pursuant to 42 USC 1758(b)(6)(A)(i)(II) which allows for disclosure of student eligibility for free or reduced priced meals under the USDA's School Lunch Program for a State education program administered by the State or local educational agency. PARCA further agrees not to share individual data received under this MOA with any other entity without the ALSDE approval."

PARCA's agreement with ALSDE includes summary statistics on assessment scores including ASPIRE, EXPLORE, PLAN and ACT assessments (average scaled scores, percent of students achieving benchmark), detailed by system, school, all student subgroups, grades, and subjects, as

well as retention, course performance grade (number and percent of students), absences, and disciplinary dispositions by system, school, subgroup, and grade; and graduation statistics by system, school, and subgroup.

(c) The Department of Children's Affairs is administering the Teaching Strategies GOLD Kindergarten Entry Assessment (KEA) to assess students in five essential domains that measure student preparedness for kindergarten. Thirty-five sites in 2014 are piloting the use of this instrument with expansion scheduled for subsequent years. The Department of Children's Affairs also provides ongoing technical assistance and monitoring, based on ECERS and GOLD assessments. Results from these assessments are used to identify opportunities for continuous improvement and additional technical assistance in Alabama First Class Pre-K programs.

In partnership with the Center for Educational Accountability at the University of Alabama at Birmingham, PARCA is providing assistance for the implementation of a randomized, long-term longitudinal study to provide additional analysis of student outcomes. This project includes evidence gathered from the Peabody Picture Vocabulary Test (PPVT), Woodcock-Johnson, and Social Skills Improvement System (SSIS), and teacher assessments utilizing Kindergarten Entry Assessment (KEA). Additional support is provided by W. Steven Barnett with the National Institute for Early Education Research at Rutgers University.

**(C)(3) Measure outcomes of participating children**

DCA has selected the assessments listed in Table 6 below to measure variables that research has shown leads to higher student outcomes and/or which measure those outcomes. For each assessment, the target scores will be established based on the results of the assessment scores during the first year. The average score (identified as variable (x)) of the highest 25% of classrooms will become the target score for the lower 75% of scores. Each year, the variable (x) will continue to increase through coaching and professional development. The top 25% of classroom scores will continue to be the target for the lower 75% each year. See Table 6 for explanation of assessments and targets.

**Table 6**

| Measure      | Target                                 | Outcome               |
|--------------|--|-----------------------|
| <b>ECERS</b> | Scaled 1-7 our sites should score 5 or | High Quality Physical |



|              |   |   |
|--------------|---|---|
|              | more on this assessment<br>Year 1- Top 25% (x) will become our goal for all sites. 5 years continuous improvement will shift (x) to the lowest score and the top 25% will have reached a score of 7.              | Classroom Environment<br>therefore, increasing student achievement  |
| <b>CLASS</b> | Year 1- Top 25% (x) will become our goal for all sites. 5 years continuous improvement will shift (x) to the lowest score and the top 25% will have reached a score of 7.   | High Quality Social Emotional Classroom Environment; therefore increasing student achievement and parent/school relationships |
| <b>GOLD</b>  | School readiness for all children.<br>Blue color band meets purple.(Developmental Level)  | Increased student achievement   |
| <b>KEA</b>   | Year 1- Top 25% (x) will become our goal for all First Class pre-K children. 5 years continuous improvement will shift (x) to the lowest score and the top 25% will determine the next goal for the remaining 75% | Documentation of Impact of First Class pre-K in measures of school readiness. (KEA GOLD survey)                               |

The Department of Children Affairs Office of School Readiness (OSR) has fully implemented the use of Teaching Strategies GOLD (student assessment system) in existing Alabama First Class Pre-K classrooms. This comprehensive assessment is based on the latest research, has been proven valid and reliable, and is fully aligned with Alabama Developmental Standards for Preschool Children and Head Start Child Development and Early Learning Framework. The department provides two full days of training on use of the Teaching Strategies GOLD assessment for all teachers with follow up and support provided by First Class Coaches. This assessment program will be implemented in all new Alabama First Class Pre-K programs

including all new pre-k classrooms in High-Need Communities added through state funding or Preschool Development Grant funds.

Teaching Strategies GOLD is an authentic, observational assessment system used to assess the development of four year olds. The purpose is to document children's learning over time, inform instruction, identify at-risk children, and facilitate communication with families and stakeholders. Teachers collect data in the form of pictures, videos, observations and artifacts. The accumulated information is used to rate each child's skills, knowledge, and behaviors along a ten-point progression of development and learning from "Not Yet" (level 0) to Level 9 (child exceeds kindergarten- level expectations). Levels 2, 4, 6, and 8 are "Indicators" and include examples of observable behaviors that help teachers assess a child's progress toward the objective. Additional steps in the progression, the "In-Between Levels", capture the nuances in children's development and learning and denote that the child's skills in the area are emerging but are not yet established. Thirty-six objectives are organized into nine areas of development and content area learning. These nine areas are (1) Social-Emotional, (2) Physical, (3) Language, (4) Cognitive, (5) Literacy, (6) Mathematics, (7) Science, (8) Technology, and (9) the Arts. In addition to formative and end-of-program measurements of participating children, OSR has initial data on the performance of participating students after they leave the pre-k classrooms. Program measurable outcomes will include:

- Number and percentage of Eligible Children served in High-Quality Preschool Programs funded by the grant
- Number and percentage of children served overall in the State preschool Program
- Number and percentage of children in the High-Need Communities served that are ready for kindergarten as determined the State's Kindergarten Entry Assessment
- Analysis of outcomes of assessments and data demonstrating program quality as indicated in short-term and long-term results

Each subgrantee will be responsible for implementing a high quality program by adhering to program and classroom guidelines set forth by the State and abiding by grant assurances stated in the Alabama First Class Pre-K grant application (Attachments H and K).

With continued state funding and with the addition of Preschool Development Grant funds, the OSR plans to implement a more robust longitudinal study to measure outcomes of the Alabama

First Class Pre-K programs. Beginning in 2013-2014, outcomes of participating children are measured across all of the essential domains of school readiness during the first few weeks of their admission into kindergarten using the Kindergarten Entry Assessment. The Department of Children's Affairs piloted Teaching Strategies GOLD® Kindergarten Entry Assessment (KEA) Survey in 2013. KEA is an authentic observational system for assessing children in the first 45 days of kindergarten. The KEA provides teachers and parents with important criterion-based information about a child's learning and development in six domains at the beginning of kindergarten. This helps pre-k teachers to inform individual instruction and helps parents to provide learning opportunities beyond the school day. The National Research Council report on early childhood assessment presents evidence for the importance of five domains all of which are included in Teaching Strategies GOLD® Kindergarten Entry Assessment (KEA) Survey. Additional funding from the Preschool Development Grant will ensure that the KEA can continue to provide informative data about outcomes of students who participate in Alabama First Pre-K classes.

The longitudinal study plan includes the ability to partner with the Alabama State Department of Education to identify students who participated in Alabama First Class Pre-K programs in the state's iNow database. As the student data system for all public k-12 programs, iNow manages demographic, assessment, attendance, and performance data for all students beginning in kindergarten. This database is the repository for student assessment results for all k-12 public school students. Each student is issued a unique state student identification (SSID) number which follows them throughout their school career. Through strong collaboration with ALSDE, the Department of Children's Affairs has worked to collect identifying information that is matched with the SSID. The two departments are in the process of hiring a shared staff person to continue to match student data, to identify Alabama First Class Pre-K students, and to follow their progress as a group. The initial phases of this process have allowed DCA to report that pre-K students who attend the First Class Pre-K program are proficient at grade level. In 2014 the ALSDE is for the first time requiring information about the type of preschool experience each child received prior to entering kindergarten. This requirement will allow DCA and ALSDE to report on groups of students by the type of preschool intervention they received. ALSDE and DCA partner with the Public Affairs Research Council of Alabama to report class, school, system, and state level data regarding the performance of students. PARCA holds the agreement

for sharing and protecting all student data. PARCA is recognized as the premier research organization in the State of Alabama and regularly publishes reports on education performance. These types of partnerships will strengthen the ability of DCA to measure over time the outcomes for all children who participated in Alabama First Class Pre-K programs. The impact of participation by these students in High-Quality Preschool Programs provided by state funding and the Preschool Development Grant can be measured and reported as students progress through elementary, middle school, high school and post-secondary learning within the State of Alabama.

#### **D. Expanding High-Quality Preschool Programs in Each High-Need Community**

(a) Based on a needs assessment conducted to establish the High-Need Communities in Alabama, it was determined that each of Alabama's 67 counties has factors that would make it a High-Need Community. To determine which counties represented those with the highest needs, all counties were ranked using these criteria: percentage of eligible four-year-olds, percentage of four-year-olds being served in pre-k, graduation rate, presence of failing school(s), juvenile violence rate, percentage of dual language learners, percentage of single parent families, and retention rates for both first grade and ninth grade. Twenty-three of Alabama's 67 counties were determined to be at greatest risk and have the highest need. Those 23 counties, listed in Table 7, were further divided into two groups, with higher priority being given to those with k-12 schools identified as "failing" by the Alabama State Department of Education. The High-Need Communities are a mixture of rural and urban areas. They are also distributed throughout the state and include both Black Belt and non-Black Belt counties. Alabama's Black Belt includes some of the poorest counties in the United States. Along with high rates of poverty, the area is typified by declining populations, a primarily agricultural landscape with low-density settlement, high unemployment, poor access to education and medical care, substandard housing and high rates of crime.

**Table 7.**

| <b>County</b>            | <b>Urban or Rural</b> | <b>Median Income</b> | <b>Percentage in Poverty</b> | <b>First Grade Retention Rate</b> |
|--------------------------|-----------------------|----------------------|------------------------------|-----------------------------------|
| <b>Montgomery County</b> | Urban                 | \$42,962.00          | 23.20%                       | 8.10%                             |
| <b>Mobile County</b>     | Urban                 | \$41,867.00          | 19.70%                       | 5.60%                             |
| <b>Dallas County</b>     | Rural                 | \$25,859.00          | 35.70%                       | 4.70%                             |

|                          |       |             |        |       |
|--------------------------|-------|-------------|--------|-------|
| <b>Tuscaloosa County</b> | Urban | \$42,086.00 | 20.20% | 5.10% |
| <b>Tallapoosa Count</b>  | Rural | \$37,686.00 | 18.80% | 7.50% |
| <b>Jefferson County</b>  | Urban | \$42,053.00 | 18.70% | 2.30% |
| <b>Limestone County</b>  | Urban | \$46,760.00 | 13.90% | 5.50% |
| <b>Madison County</b>    | Urban | \$55,298.00 | 13.80% | 3.80% |
| <b>Henry County</b>      | Urban | \$39,788.00 | 18.70% | 2.50% |
| <b>Blount County</b>     | Urban | \$41,940.00 | 14.90% | 6.10% |
| <b>Etowah County</b>     | Urban | \$34,927.00 | 21.00% | 4.10% |
| <b>Elmore County</b>     | Urban | \$54,866.00 | 13.80% | 5.50% |
| <b>Escambia County</b>   | Rural | \$32,838.00 | 25.50% | 2.80% |
| <b>Shelby County</b>     | Urban | \$66,362.00 | 8.10%  | 2.80% |
| <b>Talladega County</b>  | Rural | \$33,856.00 | 26.20% | 6.00% |
| <b>Chilton County</b>    | Urban | \$38,833.00 | 18.30% | 3.50% |
| <b>Walker County</b>     | Urban | \$35,423.00 | 22.10% | 6.70% |
| <b>Lee County</b>        | Urban | \$42,539.00 | 21.40% | 3.90% |
| <b>Autauga County</b>    | Urban | \$41,427.00 | 19.10% | 6.80% |
| <b>Calhoun County</b>    | Urban | \$39,060.00 | 20.90% | 4.60% |
| <b>Coffee County</b>     | Rural | \$42,173.00 | 16.90% | 4.80% |
| <b>Houston County</b>    | Urban | \$40,428.00 | 17.50% | 5.30% |
| <b>Jackson County</b>    | Rural | \$36,746.00 | 17.90% | 4.10% |

*\*Green shaded cells indicated highest priority counties with failing public schools*

**(D)(2) How each High-Need Community is currently underserved**

Each of the High-Need Communities in Table 8 below is currently underserved, with percentages of four year olds enrolled in pre-k ranging from a low of 2% to a high of 9%. Of the High-Need Communities selected for pre-k expansion, only 6% of the four-year-olds are enrolled in pre-k classes.

**Table 8**

| <b>County</b>            | <b># of 4 year olds</b> | <b>% of 4 year olds being served by Pre-K</b> | <b>Number of 4 year olds served by Pre-K</b> |
|--------------------------|-------------------------|---|--|
| <b>Montgomery County</b> | 3,180                   | 6%  | 191  |
| <b>Mobile County</b>     | 5,551                   | 5%  | 278  |
| <b>Dallas County</b>     | 612                     | 6%  | 37   |
| <b>Tuscaloosa County</b> | 2,317                   | 4%  | 93   |

|                         |       |    |     |
|-------------------------|-------|----|-----|
| <b>Tallapoosa Count</b> | 474   | 4% | 19  |
| <b>Jefferson County</b> | 8,942 | 6% | 537 |
| <b>Limestone County</b> | 1,089 | 7% | 76  |
| <b>Madison County</b>   | 4,138 | 8% | 331 |
| <b>Henry County</b>     | 204   | 9% | 18  |
| <b>Blount County</b>    | 736   | 5% | 37  |
| <b>Etowah County</b>    | 1,193 | 3% | 36  |
| <b>Elmore County</b>    | 1,073 | 3% | 32  |
| <b>Escambia County</b>  | 493   | 4% | 20  |
| <b>Shelby County</b>    | 2,621 | 3% | 79  |
| <b>Talladega County</b> | 984   | 9% | 89  |
| <b>Chilton County</b>   | 561   | 9% | 51  |
| <b>Walker County</b>    | 759   | 2% | 15  |
| <b>Lee County</b>       | 1,683 | 3% | 50  |
| <b>Autauga County</b>   | 731   | 2% | 15  |
| <b>Calhoun County</b>   | 1,409 | 8% | 113 |
| <b>Coffee County</b>    | 617   | 6% | 37  |
| <b>Houston County</b>   | 1,417 | 7% | 99  |
| <b>Jackson County</b>   | 585   | 6% | 35  |

*\*Green shaded Counties are highest priority because of designated failing public schools*

**(D)(3) How the State will conduct outreach to each potential subgrantee**

The intent of the proposed program expansion is to expand access to High-Quality Pre-K services to eligible four year olds without diminishing the services already available. Outreach is conducted based on the special characteristics of the delivery system. The pre-K classrooms are selected from High Need Communities through a competitive grant process that is open to all providers or potential providers of preschool services. This process carefully examines criteria indicating the ability to meet specific quality assurances and abide by rigorous operating guidelines as well as current access available in the community. First Class Pre-K is provided through a diverse delivery system that includes classrooms in public schools, childcare programs, Head Start programs, community based, faith based, and military-based programs.

Outreach to each potential subgrantee will involve regional trainings that are well advertised in appropriate, effective means of communication for each High-Need Community. Means of outreach communication will include church bulletins, social media, local Children's Policy Councils, local education agencies, Department of Human Resources, the DCA website, the State Department of Education, media campaigns, and district legislative offices.

The Alabama School Readiness Alliance and the Alabama Partnership for Children have planned a program to build the capacity of private childcare providers to participate in the subgrantee process. This will include:

- Developing a better understanding of the barriers community-based early childhood programs face in applying for First Class Pre-K grants. This will be measured in reports from project coordinators after focus groups and other assessment and input efforts.
- Raising awareness of early childhood providers about the benefits of participating in the First Class Pre-K program. This will be measured in workshop attendance, workshop evaluations, and interviews with workshop attendees.
- Assisting child care providers in submitting quality applications for state-funded First Class Pre-K grants during the Department of Children's Affairs' next grant cycle (planned for the spring of 2015). This will be measured by reviewing the grant proposals and by programs attaining First Class Pre-K grants.
- Evaluating the project in order to help inform future statewide child care outreach efforts and to inform policy discussions when barriers are identified.

DCA works very closely with the Alabama Association of School Boards, School Superintendents of Alabama and the State Department of Education by strategic networking. This includes participation in conferences and special presentations, contributing to publications, and regularly scheduled meeting. The Alabama Department of Children's Affairs provides additional outreach through consultation with public schools in monthly scheduled collaboration meetings with the State Department of Education administrators and division heads. Consultation in the process in selecting subgrantees in public schools is.

The Alabama Head Start Collaboration Office is in the Department of Children's Affairs and facilitates collaboration among Head Start Agencies and State and local entities providing outreach to potential subgrantees. The Alabama Head Start Collaboration Director has been fully involved in developing the state proposal and plan for expanding and enhancing pre-k. Regular Head Start Director's meetings are held at the Alabama Department of Children's Affairs. The meetings provide additional opportunity for communication and outreach to Head Start Agencies throughout the state.

**(D)(4) How the State will subgrant at least 65% of its Federal grant award to its subgrantee or subgrantees to implement and sustain voluntary, High-Quality Preschool Programs in one or more High-Need Communities**

Alabama will subgrant a minimum 65 percent of its Federal grant award over the grant period to subgrantees to implement and sustain voluntary, High-Quality Preschool Programs in a minimum of 23 identified High-Need Communities.

This implementation will begin with a Request for Proposals for subgrants. The Office of School Readiness has a well-developed application and grant process. This grant process has been used successfully for more than a decade as State funds were increased to provide additional High Quality Pre-K classes. The Office of School Readiness received (b) applications last year requesting more than (b)(4). The amount requested exceeded available funds by more than (b)(4). A sustainability plan has been developed and is included in section D(5).

(a) Alabama has set ambitious and achievable targets of expanding access to voluntary High-Quality Pre-K Programs by adding a minimum of 100 new Alabama First Class Pre-K classrooms that meet the definition of High-Quality each year of the grant. . These new High-Quality Pre-K classrooms will serve an additional 1,800 eligible four-year-olds each year expanding access to 7,200 four-year-olds during the total grant period. The additional classes will extend High-Quality Pre-K education to 28% of the eligible four-year-olds within those High-Need Communities. All classrooms will be operated for a full day, with no more than 18 students per class, will be taught by teachers with a minimum of a Bachelor's degree, and will have access to or be provided Comprehensive Services.

(b)(i) Table 2 located in Section A (3) describes the ambitious targets for expansion of the number of new High-Quality Preschool Program slots planned by the Alabama Department of Children's Affairs Office of School Readiness. With Preschool Development Grant funds to supplement state funding over the next four years, access to High-Quality Preschool Programs will be substantially expanded with the addition of 400 new Alabama First Class Pre-K classrooms, providing 7,200 new slots.

(b)(ii) Alabama will not only expand the number of slots in Alabama First Class Pre-K that meet the definition of High-Quality Preschool Programs, but it will also improve existing slots through the provision of Comprehensive Services. . During each year of the grant, existing Pre-K sites will be improved through the provision of professional development and training for monitors in



applicable components of Strengthening Families and Safe and Secure Children. The training will be provided by Alabama Partnership for Children (APC), a non-profit organization created to develop, design and implement a unified approach for improving outcomes of children from birth to age five in Alabama. Additionally, APC will provide the professional development training for Monitors and personnel in existing preschool programs so that existing sites will have access to Strengthening Families and Safe and Secure Children components.

Additionally, (b) existing sites per year will be provided grants to assist in program improvement designed to bring their programs to a level that meets the definition of High-Quality Pre-K Programs. These improvement grants, entitled Pre-K Enhancement Grants, will be awarded in amounts up to (b)(4) per site using an RFP process (See Attachment J).

**(D)(5) How the State, in coordination with the subgrantees, plans to sustain High-Quality Preschool Programs after the grant period**

Alabama has developed a plan of sustainability for each of the expansion classrooms. Each new group of expansion classrooms will be funded the first year with federal grant funds. However, after the first year, the classrooms will be funded with state appropriations. Alabama's governor, Robert Bentley, is committed to funding voluntary High-Quality Pre-K Programs, and has made it his priority over the next four years so that funding will continue to increase to sustain all programs created. First Class Pre-K has strong bi-partisan support in the state legislature. The following chart (Table 9) is a simple depiction of how the funds will be used to sustain High-Quality Preschool Programs after the grant period.

**Table 9**

|                           | <b>Initiated with<br/>Federal Funds</b> | <b>Sustained with<br/>State Funds</b> |
|---------------------------|---|---------------------------------------|
| <b>Year 1<br/>2015-16</b> | Cohort 1                                | —                                     |
| <b>Year 2<br/>2016-17</b> | Cohort 2                                | Cohort 1                              |
| <b>Year 3<br/>2017-18</b> | Cohort 3                                | Cohorts 1 and 2                       |
| <b>Year 4<br/>2018-19</b> | Cohort 4                                | Cohorts 1, 2, and 3                   |

|            |   |                       |
|------------|---|-----------------------|
| After 2019 | — | Cohorts 1,2, 3, and 4 |
|------------|---|-----------------------|

*Each Cohort will operate for one full year on federal grant funding before being sustained by state funding.*

### **E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships**

#### **(E)(1) Roles and responsibilities of the State and Subgrantee in implement the project plan**

The Alabama Department of Children’s Affairs will is responsible for the development and implementation of an ambitious and achievable plan for High-Quality Pre-K Programs for Eligible Children in identified High Need Communities. The goals of the plan include: (1) further development and enhancement of Alabama’s preschool program infrastructure and capacity and (2) implementation and sustainability of high-quality preschools to reach and serve additional children from low-to moderate income families in identified high-need communities. The plan as described in this document is based on a proven framework that encompasses all aspects of the highest quality experiences that ensure school readiness for preschool children. The activities are evidenced-based and have proven results of positive student outcomes as reported by the Alabama State Department of Education (See Table 4). The State plan includes performance measures for evaluating the overall effectiveness of the program and the tools to gather and analyze those outcomes.

The measures include:

- Number and percentage of Eligible Children served in High-Quality Preschool Programs funded by the grant
- Number and percentage of children served overall in the State preschool Program
- Number and percentage of children in the High-Need Communities served that are ready for kindergarten as determined the State’s Kindergarten Entry Assessment
- Analysis of outcomes of assessments and data demonstrating program quality as indicated in short-term and long-term results

Each subgrantee will be responsible for implementing a high quality program by adhering to program and classroom guidelines set forth by the State and abiding by grant assurances stated in the Alabama First Class Pre-K grant application (Attachments H and K).

Subgrantees are responsible for engaging and supporting parents, helping them build protective factors, facilitating families’ links to services in their community, enhancing the parents’

capacity to support their children's education and development, and involving parents in decisions about their children's education. The State will provide technical assistance and training for subgrantees in all elements of accountability.

A copy an Implementation Timeline is found in the Appendix as Attachment I.

**(E)(2) How the State plans to implement High-Quality Preschool Programs, including the organizational capacity and existing infrastructure of the Subgrantee to provide High-Quality Preschool Programs, either directly or indirectly through an Early Learning Provider or Providers, and coordinate the delivery of High-Quality Preschool Programs**

The current DCA implementation model will be used to develop additional First Class Pre-K classrooms as a result of the Preschool Development grant. The Department of Children's Affairs, through its partners and staff, will contact representatives of public schools, private child care centers, Head Start, and community partners within the high need communities to notify them of eligibility to apply for First Class grants through the Federal Preschool Development program administered by the Department of Children's Affairs. From that point, the following implementation model will be used: (1) DCA will receive applications for funding (Sample application is located in Appendix, Attachment J). Applications are completed by potential subgrantees online using the Foundant Grant Management system; (2) DCA staff will provide assistance to potential subgrantees throughout the 6 week grant process which opens January 3, 2015; (3) Applications received are scored and ranked by both external readers and internal field staff; (4) DCA will award grants based on scores, history with DCA grants, and identified needs of communities; and (5) DCA will ensure all documents, assurances, grant agreements and financial information is signed by subgrantee and received by DCA. Once the awards are made and publicized by DCA, each subgrantee will be assigned to a DCA region which will provide the support to set up the classroom, ensure budgets are completed, and fiscal management procedures are in place. From the time the awards are announced, each subgrantee will receive support from DCA through their coach, monitor and regional manager. The coaching and monitoring processes are well-defined through historical practice and research.

Since 2001 early childhood professionals and preschool educators from across the state have worked to develop and refine what is now the Alabama First Class Pre-K Framework. This framework incorporates program guidelines, classroom guidelines, early learning standards, professional development, coaching methods and monitoring practices to create a replicable

model for High-Quality Pre-K programs and comprehensive direction for program implementation. The components of this Framework are listed in Table 3 in Section A(4) and serve to guide program development and program operations to ensure that Alabama's children are prepared for school achievement and lifelong success. When new First Class Pre-K programs are planned, subgrantees must agree to abide by and incorporate the standards and practices of the Alabama First Class Pre-K Framework in order to be considered for an award. Programs are monitored and evaluated using the Framework guidelines and standards to maintain quality. Subgrantees in identified High-Need Communities may apply to open new Alabama First Class Pre-K classrooms using the applications provided by OSR. Grant application workshops are held to provide assistance in the writing of the proposal. Proposals will be analyzed and grants of up to (b)(4) per subgrantee will be awarded based on the quality of the proposal and the subgrantee's assurances to implement and abide by the Alabama First Class Pre-K Framework components.

Subgrantees with existing Pre-K programs in identified High-Need Communities who wish to enhance their programs to meet Alabama First Class Pre-K standards may also apply for awards using the OSR RFP application process. These proposals will be analyzed and evaluated with awards of up to (b)(4) per subgrantee based on the stated needs of the subgrantee for infrastructure enhancements and program improvements necessary to create Alabama First Class Pre-K classrooms from existing programs. Considerations for awards will be made based on the stated enhancements in the proposal, the ability of the subgrantee to implement the enhancements and improvements, and the subgrantee's assurances to implement and abide by the Alabama First Class Pre-K Framework components. promote student achievement consistently in all programs.

The Alabama First Class Pre-K program, administered by the Alabama Office of School Readiness (OSR), monitors the quality of its preschool classrooms through regular and on-going technical assistance in an effort to enhance, strengthen and maintain sustainable high-quality early learning preschool environments. OSR has divided the state into eight regions that are purposefully structured in a manner that promotes increased support, consistency of program delivery, and increased accountability. A Regional Manager oversees the delivery of program services at all OSR programs within the region. Additionally, within each region, the Office of School Readiness has implemented a technical assistance model that is supported by a diverse

support team of early learning professionals that are identified as First Class Coaches and First Class Monitors. First Class Coaches and Monitors are specialists that are experienced in multiple early childhood content areas ranging from early childhood teaching and learning, curriculum development and instruction, professional development and training, and early childhood program administration.

**(E)(3) How the Subgrantee will minimize local administrative costs**

In order to receive a subgrant to establish a new Alabama First Class Pre-K program, all subgrantees must provide assurances that administrative costs will not exceed six percent. This limit was established to ensure that subgrantees used at least ninety-four percent (94%) of awarded funds to expand access to voluntary High-Quality Pre-K programs by opening new classrooms and by improving program quality in existing classrooms to meet Alabama First Class Pre-K standards. Experience with pilot programs in the early years of Alabama First Class Pre-K, consideration of projected operational costs in the High-Need Communities, and the expectation of matching funds and in-kind donations resulted in the establishment of a six percent maximum limit for administrative costs as realistic and achievable. During outreach meetings and through collaborative pre-grant-submission planning with prospective subgrantees, staff members from the Office of School Readiness, program directors from current successful programs, and Alabama Pre-K First Class Monitors share proven strategies for administering High-Quality Preschool Programs at the lowest possible cost. Prospective program managers and directors have access to the network of Alabama First Class Pre-K managers, directors, and technical assistance providers to obtain advice and practical ideas for maximizing program quality while efficiently and effectively keeping administrative costs to a minimum.

**(E)(4) How the State and Subgrantee will monitor Early Learning Providers**

Over the last 13 years early childhood professionals and preschool educators from across the state have worked to develop and refine what is now the Alabama First Class Pre-K Framework. This framework incorporates program guidelines, classroom guidelines, early learning standards, professional development, coaching methods and monitoring practices to create a replicable model for High-Quality Pre-K programs. The components of this Framework are listed in Table 3 and serve to guide program development and program operations to ensure that Alabama's children are prepared for school achievement and lifelong success. When new First Class Pre-K programs are planned, subgrantees must agree to abide by and incorporate the standards and

practices of the Alabama First Class Pre-K Framework in order to be considered for an award. Programs are monitored and evaluated using the Framework guidelines and standards to maintain quality and to promote student achievement consistently in all programs (See Table 3 in Section A (4)).

The Alabama First Class Pre-K Program Guidelines, Classroom Guidelines and Grant Assurances have been created and published by the Office of School Readiness to ensure that pre-k programs provide a safe and high-quality learning environment for all children. The Classroom Guidelines provide descriptions and definitions of optimal classroom environment characteristics, the basics of classroom management, ideas for classroom displays, and guidance on lesson planning and instructions on the use of the assessment tool Teaching Strategies GOLD for individualized, intentional instruction. All Alabama First Class Pre-K classrooms are required to have a research-based instructional plan for effective teaching and learning that meets standards of developmentally appropriate practice. Alabama First Class Pre-K teachers are required to assess children's abilities and progress using the Teaching Strategies GOLD assessment tool and to enter observations at checkpoint dates during the program year.

The support of First Class Coaches and First Class Monitors for each Alabama First Class Pre-K teacher ensures that program and classroom guidelines are met. As a condition of the award, all subgrantees who apply for grants to establish new programs or to move their existing program to the level needed to be classified as a High-Quality Pre-K Program must agree to abide by all aspects of the Alabama First Class Pre-K Framework, including the oversight by First Class Monitors, assistance of First Class Coaches, and the evaluation by OSR. The Office of School Readiness evaluates all classrooms using the Early Childhood Environment Rating Scale (ECERS). Coaches develop an individualized improvement plan with teachers that reflect the ECERS Assessment plus personal professional improvement goals of the teacher.

Implementation of the Classroom Assessment Scoring System (CLASS) is scheduled for 2015. Use of this instrument along with the ECERS will help develop a comprehensive evaluation of Alabama First Class Pre-K classrooms.

First Class Coaches and Monitors are specialists that are experienced in multiple early childhood content areas ranging from early childhood teaching and learning, curriculum development and instruction, professional development and training, and early childhood program administration.

The First Class Monitor provides program support to directors, accountants, and pre-school owners and/or providers. Each First Class Monitor has an average caseload of 30 classrooms. The primary role of the First Class Monitor is to provide oversight to all Alabama First Class Pre-K classrooms to ensure program quality and accountability. This is a critical component to the vitality of the Alabama First Class Pre-K program. Monitoring increases the level of transparency among all First-Class Pre-K providers and supports the needs of the Office of School Readiness by providing critical data that is essential for continued program growth throughout the state.

Monitors work to ensure that programs are supported in their efforts to follow the Office of School Readiness Program and Classroom Guidelines (included in the Appendix as Attachments G and H). The program guidelines are central to the organization and structure of Alabama First Class Pre-K. Monitored quality features of programs including fiscal accountability, enrollment, and teacher qualifications are major factors that are important to operating an Alabama First Class Pre-K Program.

Monitors regularly work with programs to ensure that these quality indicators are met and sustained throughout the year. And like the individualized approach that Coaches use based on the level of experience of the classroom teacher, the monitoring provided is carried out in the same way. Through the use of the Compliance Monitoring System (CMS), First Class Monitors have the ability increase or decrease the level of support needed at each program. The CMS is designed to lend more assistance to programs that are in need of more intensive support and may be at-risk of non-compliance.

Monitors visit classrooms to ensure quality and use data gathered using the Compliance Monitoring System to determine the needed level of support for each program. If an Alabama First Class Pre-K class is in compliance with all guidelines, the classroom will receive a follow up visit within 30 to 60 days. Those with three or fewer non-compliance issues will receive a follow up visit within ten days. A classroom with four to six non-compliance issues will receive a follow up visit within five days and will be placed on probation. Those with seven to ten issues are given a follow up visit in three days and funding is terminated if the issues are not resolved. Communication between First Class Monitors and program directors occurs on-site (generally monthly), over the phone and via email. Monitors are available to answer questions, address problems, and assist with any technical issues that arise from BaseLineEdge (OSR's data

management software), or Teaching Strategies GOLD (student assessment tool). Monitors also communicate with the First Class Coaches to ensure a seamless delivery of technical assistance that is able to quickly resolve any matters that may impact an Alabama First Class Pre-K classroom.

**(E)(5) How the State and the Subgrantee will coordinate plans**

The Office of School Readiness (OSR) values the knowledge and dedication of each subgrantee and therefore establishes policy and procedures that ensure coordination and collaboration between OSR and subgrantees. As described in the Alabama First Class Pre-K Framework, OSR Program and Classroom Guidelines provide a clear, comprehensive plan for integrated infrastructure and organizational capacity between the State and Alabama First Class Pre-K subgrantees. Clearly established protocol provides guidance and assurance of implementation. The efforts of many organizations support the success of Alabama First Class Pre-K. OSR works collaboratively with other local, state and federal organizations to provide sustained support for each site. Cross-sector services include partnerships with the Alabama Department Human Resources, Head Start, Early Head Start, the Alabama State Department of Education, LEAs, The University of Alabama (Birmingham), Auburn University, Alabama Power Company, and the Alabama Partnership for Children. Each of these organizations offers assistance to our Alabama First Class Pre-K sites, enabling OSR to provide Comprehensive Services including health, vision, and physical screenings as well as assistance for children and families in need of additional school support including special education services for students with disabilities or developmental delays and for English language learners. Provision of High-Quality Pre-K programs requires the implementation of effective instructional practices. OSR works to ensure the success of Alabama First Class Pre-K classrooms by providing individualized professional development for all subgrantees. Professional development needs are identified through BaseLineEdge, Teaching Strategies GOLD as well as by recommendations of the assigned First Class Coaches and Monitors. Coordination of professional development activities is managed through STIPd, the statewide database of approved professional development opportunities for Pre-K – 12 educators. Subgrantees may participate in professional development at no cost. STIPd allows the teacher, site and OSR to document and access the records of training sessions attended by Alabama First Class Pre-K directors and teachers.



Coordination of student assessment is made possible through the use of Teaching Strategies GOLD online developmental assessment by all Alabama First Class Pre-K programs. This assessment tool provides a developmentally appropriate assessment of children, providing online access of assessment data to the teacher, programs administrator, First Class Coach, First Class Monitor, and First Class Regional Manager. Teaching Strategies GOLD offers a wide range of data extrapolation options, providing excellent opportunities for data analysis, coaching opportunities and program monitoring.

Quality analysis and evaluation of sites is conducted through the use of CLASS and ECERS assessments. Sites are randomly selected annually out of the total population. Twenty percent of second year sites are selected as well as 20 percent of established sites are selected. Regional Managers provide each site notification of their selection for participation. Outside observers conduct the assessments of sites and scores are shared with directors, teachers and OSR. The results are stored in the online database, BaselineEdge.

BaselineEdge allows coordination between OSR at the state level and subgrantees using the web-based application for entering program data. BaselineEdge provides opportunities for data storage and a variety of reporting options to benefit program, site and classroom evaluation and improvement. Types of data stored include student demographics, teacher demographics and credentials, as well as program demographics and characteristics related to the ten categories within the Alabama First Class Pre-K Framework. This database specifically provides storage of and access to data including, but not limited to, grant application materials, assurances, budget, coaching and monitoring site reports, and program assessment scores. BaselineEdge provides continuous access to teachers, directors, and OSR personnel supporting consistent communication between the State and all subgrantees.

Recent increases in funding for High-Quality Pre-K Programs in Alabama has created additional demand for teachers trained in early childhood educational practices. A coordinated effort in workforce development is necessary in order to maintain the standards for High-Quality Pre-K Programs. OSR is currently working with Alabama School Readiness Alliance (ASRA), Alternate Pathways, and Alabama's post-secondary institutions to increase the number of teachers who are trained in early childhood education. The State is working to develop alternative certifications in response to the subgrantees' requests to allow certified elementary education teachers to serve in the High-Quality Pre-K classrooms.

Alabama's First Class Pre-K Framework requires that all lead teachers have at least a Bachelor's degree in Child Development or Early Childhood Education. Auxiliary teachers must have at least a CDA credential or equivalent. Additionally, the Department of Children's Affairs requires a significant number (a minimum of 30) of professional development hours each year for pre-k teaching and coaching staff. The Alabama School Readiness Alliance (ASRA), in coordination with DCA, is undertaking a study of institutions of higher education to determine the number of graduates that meet Alabama First Class Pre-K Framework qualifications. It has been determined that the current shortage of qualified teaching staff is critical. As a result DCA and ASRA are working together to facilitate discussions with Deans at all two- and four-year institutions. A summit of higher education and early childhood workforce development leaders is scheduled for January 2015 to identify potential solutions to the shortage of qualified pre-k teachers. DCA has funded a significant number of T.E.A.C.H. Scholarships for teachers pursuing Bachelor's degrees and CDAs. Through the Preschool Development Grant, DCA will continue to fund T.E.A.C.H. Scholarships through the Alabama Partnership for Children. Additionally, DCA will work with colleges and universities to provide multiple pathways to meet the NIEER criteria for a pre-k education workforce with specialized training.

OSR values the educational expertise of pre-k program directors and teachers. OSR First Class Coaches, Monitors and Regional Managers work intentionally to coordinate leadership development with subgrantees. The newly instituted mentor teacher program provides leadership opportunities for teachers with demonstrated excellence while providing support to emerging teachers. OSR provides director training for pre-k programs directors as they lead sites in their quest to provide First Class Pre-K Programs. Additional support for leadership is offered through the annual OSR Pre-K Conference. At each annual conference Alabama First Class Pre-K teachers from across the state provide training to fellow pre-k teachers. OSR is working to establish a teacher/model classroom program where pre-k teachers with demonstrated excellence will serve as role models for other Alabama First Class Pre-K teachers. These sites and teachers may be visited by those interested in applying for grants or for those in need of classroom support.

The State coordinates plans for instructional tools through the Alabama First Class Pre-K Program and Classroom Guidelines. Instructional tools and materials used in First Class Pre-K

sites must be aligned with developmentally appropriate practices as defined by the National Association for the Education of Young Children. .

Alabama has identified and developed several initiatives in the State to coordinate support services to children and families that ensure a health child ready for success in school. Led by the public/private organization, Alabama Partnership for Children, in partnership with state agencies (Alabama Department of Public Health, Alabama Department of Child Abuse Prevention, Alabama Department of Mental Health), Alabama has established three programs to coordinate Comprehensive Services to families and children: (1) Strengthening Families, (2) Help Me Grow, and (3) Safe and Secure Children. The Strengthening Families (SF) framework will be implemented in pre-k programs as a parent engagement model. The Help Me Grow program will ensure that all pre-k children receive the ASQ-3 Social Emotional Assessment and will connect families in need of social services to the state's referral hotline, 2-1-1, where mental health consultants will be linked to families and Family Resource Centers in local communities will be identified.

Alabama First Class Pre-K Monitors, assigned for all Alabama First Class Pre-K classrooms, will receive professional development training to expand their ability to link families to the three state initiatives (Strengthening Families, Help Me Grow, Safe and Secure Children), to services from other state resources, and to other family assistance agencies. Additional support to families will be provided by the First Teacher home visitation program, a division of the Department of Children's Affairs.

**(E)(6) How the State and the Subgrantee will coordinate but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children.**

Existing delivery systems for preschool programs for four year olds have for the last eight years been eligible for supplemental funding through the State Pre-K grant process by applying for an Excellence Grant. There are three competitive grant options available once each year: 1) First Class Plus grants for a limited number of new classes with material and equipment start-up funds, 2) First Class Tiered grants with award amounts based on community poverty level, and 3) Excellence Grants for existing programs that want to become "First Class" quality.

Subgrantees submit a budget narrative and budget form identifying all fund sources and amounts of requested funds in specified categories..

The Excellence Grant competitive application is for existing pre-k programs that have not previously received State funds. The application is as comprehensive as the RFP for Tiered and Plus Grant applications. (See Appendix J). Applications and proposals are read and scored based on the needs identified for enhancement of the program. Requests may include funds for teacher salaries, professional development, parent engagement activities or other indicators of quality. The First Class Monitor assigned to the subgrantee reviews the budget and monitors expenditures to ensure supplanting does not occur. Grants for new classrooms awarded to subgrantees in High-Need Communities will also have as required component to be considered in the selection process, the establishment of a local review panel to advise to best the location of the class to ensure non-duplication of existing high quality services. Quality Enhancement Grants for existing pre-k programs are awarded according to a self-assessment and program plan of improvement based on identified program needs for supplemental resources or support. A copy of the Enhancement Grant criteria is found in the Appendix as Attachment K. All funds will be to supplement not supplant.

**(E)(7) How the Subgrantee will integrate High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings**

The Alabama First Class Pre-K program is designed to provide an enriched quality environment with authentic, appropriate experiences for developing school readiness in a socio-economically mixed classroom. Each subgrantee will be required to provide a twenty-five percent match (25%) of grant funds. This can be used to supplement program cost by braiding funds. An amount can be established for a cost per child allowing for one or two over-income children to enroll in each class. Over-income children may also be included by paying tuition. All other Eligible Children in the High Need Community will be selected through a random selection process if more than eighteen register for a class to ensure equal access.

**(E)(8) How the Subgrantee will deliver High-Quality Preschool Programs to Eligible Children who may be in need of additional supports**

“Ethical, appropriate, valid, and reliable assessment of children’s strengths, progress, and needs should be a part of all early childhood programs,” according to the 2003 Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). Further, the National Institute for Early Education Research (NIEER) reports that “child

assessment is a vital and growing component of high-quality early childhood programs” (Epstein, Schweinart, DeBruin-Parecki, Robin, 2004). In Alabama First Class Pre-K programs use authentic on-going assessment gather facts about all aspects of the child’s individual development, growth, strengths, needs, and interests and about his or her family’s culture, language, and priorities. Information may be gathered through formal and informal methods such as teacher or parent observations, health screenings, individual assessments of development, or other normative and criterion-referenced tests used in conjunction with other appropriate screening measures methods. Children will be provided access to all resources for needed additional support. Support services will be delivered by a variety of providers and agencies as described in the following two sections.

**(E)(9) How the State will ensure outreach to enroll isolated or hard-to-reach families, help families build protective factors, and engage parents and families**

Outreach efforts for isolated and/or hard-to-reach families include providing information resources and contact information to pediatricians, local health departments, churches, and local government offices. The increasing number of families in Alabama who are English language learners require the translation of published information into Spanish or other languages in order to reach these families. Cooperation with k-12 public school ESL program specialists, church-based ESL groups, and local businesses that employ large numbers of ESL workers result in contact with more ESL families. Additional measures are needed to increase outreach to many rural areas in Alabama and to reach families who may be homeless or migratory. Technology and social media will increasingly play an important role in assisting OSR and Alabama First Class Pre-K personnel in delivering contact information and outreach to Alabama’s hard-to-reach families. A portion of Preschool Development Grant funds will be dedicated (in the category of research and development) to the development of innovative and effective outreach strategies.

Supports for students in Alabama First Class Pre-K classrooms are currently being added to strengthen family engagement and support for learning, to expand access to and knowledge of available social services, and to enhance student wellness for improved learning. Alabama has identified and developed several initiatives in the state to support services to children and families that ensure a healthy child ready for success in school. Led by the state’s public/private organization, Alabama Partnership for Children, in partnerships with state agencies (Department

of Public Health, Department of Child Abuse Prevention, Department of Mental Health), Alabama has established three programs to coordinate Comprehensive Services to families and children: (1) Strengthening Families, (2) Help Me Grow, and (3) Safe and Secure Children. The Strengthening Families (SF) framework will be implemented in pre-k programs as a parent engagement model. The Help Me Grow program will ensure that all pre-k children receive the ASQ-3 Social Emotional Assessment and will connect families to the state's referral hotline 2-1-1, where mental health consultants will be linked to families and Family Resource Centers in local communities will be identified.

APC will provide training to teachers in all early childhood programs so they know and understand supports available to families in their communities and how to connect to existing resources and programs that address the five protective factors for strengthening families: concrete support in times of need, knowledge of parenting and child development, family resilience, social and emotional competence of young children, and opportunities for family interaction and leadership.

Other areas of joint professional development include professional development on the state's early learning guidelines and First Class Pre-K standards, kindergarten expectations and guidelines, training on specific curricula and student assessments. OSR will also engage program personnel in professional development that increases teachers' and directors' abilities to accommodate and understand children from culturally and linguistically diverse backgrounds and to increase their knowledge of ethnic and racial disparities and related determinants of healthy development and school readiness and success.

By connecting Alabama First Class Pre-K programs with existing services to promote children's healthy development, OSR and local programs are able to keep administrative costs low and are more effectively able to expand supports to teachers and families. The DCA also administers the MIECHV (Maternal Infant Early Childhood Home Visiting) home visiting programs. This joint administration promotes coordinated and shared resources and joint planning to reach all families of young children. The state's Strengthening Families initiative is delivered through local family resource centers that provide a range of supports and services to families. Rather than build these supports within individual First Class Pre-K programs, OSR's emphasis is on connecting and linking through professional development, resource sharing, and community-wide planning for young children thus eliminating duplication of effort. The state's Help Me Grow and Safe and

Secure Children initiatives are delivered in partnership with a range of diverse providers: physicians, mental health professionals, United Way-211, early childhood programs, early intervention and programs for children with special health care needs. By connecting Alabama First Class Pre-K programs to this network for early childhood assessment programs and referral to appropriate interventions and support services, local costs are minimized through strong partnerships with the existing and effective network. Use of these national models to provide support to Alabama First Class Pre-K students and families is cost effective and strengthens cooperation and collaboration through strong partnerships.

The state's Strengthening Families (SF) activities will be the umbrella for concentrated efforts for all Alabama preschool programs. Using a strengths-based protective factors approach, SF builds resilience and lessens the impact of family stressors such as poverty, limited education, non-supportive communities, isolation, substance abuse, and violence. SF program components intentionally direct resources and efforts to building family and community strengths that have proven to ameliorate conditions of young children that can negatively impact their healthy development and social and emotional stability. The SF protective factors will be incorporated into Alabama First Class PreK programs and will also be the focus of community-based awareness and professional development efforts so that the SF program components are widely and broadly used by early learning and family support service providers. Using the SF online resources for program self-assessment, protective factors understanding, parent pre- and post-tests, OSR and pre-k program personnel can coordinate a statewide effort to build strengths within families and support leadership opportunities for parents.

First Class Monitors, assigned for all Alabama First Class Pre-K classrooms, will receive professional development training to expand their ability to link families to state initiatives (Strengthening Families, Help Me Grow, Safe and Secure Children), to services from other state resources, and to other family assistance agencies. The home visiting program, First Teacher, a division of the Department of Children's Affairs, will coordinate and provide additional family support and services as needed.

The combined result of these support services, access to Comprehensive Services, and participation of four-year-old students in High-Quality Pre-K programs as designed and delivered in Alabama First Class Pre-K classrooms will ensure students' kindergarten readiness for and continued success in school through grade 3 and beyond.

**(E)(10) How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers**

(a) Each First Class Pre-K will develop a transition plan to support children and their parents in a successful transition to Kindergarten. This will involve partnerships with the LEA and other Early Learning Providers in organizing activities such as visits to kindergarten classroom meet the Kindergarten teacher get “togethers,” and parent workshops on kindergarten readiness. Working with the Alabama Partnership for Children, OSR will assist communities in developing community-wide Kindergarten Transition Teams that will explore available resources for high quality early learning experiences, the linkages between early childhood programs and schools into which they feed, and relevant engagement of parents and families into planning a smooth and effective transition into kindergarten. The teams include elementary/primary school administrators, teachers, family support personnel, and others who can ensure that the first few grades of school are developmentally and educationally appropriate and those children with identified special needs transition smoothly from Early Intervention. Schools also provide needed data to the Kindergarten Transition Team on learning outcomes and educational success and can provide professional development and other support to preschool programs. The Kindergarten Transition Team will also provide resources and professional development to support and enable the use of an effective kindergarten readiness assessment, Teaching Strategies GOLD. This school readiness assessment is a key component of the team’s work and provides needed data across systems and programs to identify and understand gaps in readiness, to pinpoint specific areas of concern, and to inform professional development planning.

(b) Regional Managers coordinate programs and services by geographic region. This variety of settings provides contact and shared information about High-Quality Pre-K program standards and strategies to all preschool services providers in the state. Coordination and oversight of preschool providers by the OSR as the official state office for preschool programming allows for a high degree of consistency in Alabama First Class Pre-K classrooms, highly effective instruction, and coordinated delivery of support services. Preschool programs not yet meeting the Alabama First Class Pre-K standards of quality are encouraged to participate in professional development, training, and enhancement activities using the Alabama First Class Pre-K Framework and other resources provided by OSR and the Alabama First Class Pre-K Coaches and Monitors to bring their programs to the Alabama First Class Pre-K standards.



(b)(i) DCA acknowledges the vast expertise required to implement high quality pre-school education. Ensuring high quality pre-K programs requires collaborative efforts and strategic relationships to provide opportunities for comprehensive services. Staff from DCA participates in ALSDE regional teams to work collaboratively with school systems to integrate pre-k and k-12. As active members of ALSDE Regional Support Staff and Regional Planning Teams, DCA staff is an integral part of ensuring successful transition from pre-school into kindergarten and beyond. DCA has worked with multiple schools systems to implement the Teaching Strategies GOLD assessment as a KEA in order to provide consistent data among systems. Additionally, DCA has worked with ALSDE to collect information about preschool experiences of every child entering kindergarten. As the partnership continues to grow and additional children are assessed using a common assessment, Alabama will have valuable information about the number of children prepared for kindergarten and the types of experiences that prepared them.

DCA provides multiple opportunities for early educators to participate in professional development on early learning and kindergarten standards, assessments, curriculum and culturally and linguistically responsive strategies to help families' build protective factors, build parents' capacity to support their children's learning and development and engage parents as decision makers in their children's education through. These professional development opportunities are provided through a wide variety of training settings. DCA provides one on one professional development through consistent needs based coaching and monitoring of all Subgrantees. Developmentally Appropriate Practice, CLAS and ECERS undergird the content of coaching and monitoring sessions.

Additionally, DCA provides multiple opportunities for group professional development opportunities through regional trainings, small group sessions, and an annual conference that brings together more than 1,000 individuals from early childhood and elementary education. DCA staff regularly provides professional development in cooperation with ALSDE K-12 events to ensure that students have successful transitions from pre-k into Kindergarten.

Alabama First Class Pre-K Monitors, assigned for all Alabama First Class Pre-K classrooms, will receive professional development training to expand their ability to link families to the three state initiatives (Strengthening Families, Help Me Grow, Alabama Project Launch), to services from other state resources, and to other family assistance agencies. Additional support to

families will be provided by the First Teacher home visitation program, a division of the Department of Children's Affairs.

(b)(ii). DCA provides family engagement, support, nutrition and other comprehensive services through Strengthening Families Framework. Five Protective Factors are the foundation of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. Research studies support the common-sense notion that when these Protective Factors are well established in a family, the likelihood of child abuse and neglect diminishes. Research shows that these protective factors are also "promotive" factors that build family strengths and a family environment that promotes optimal child and youth development. First Class Pre-K programs shall provide meaningful opportunities for families to be involved in their child's education. **First Class programs are required to develop a comprehensive plan for family involvement** to implement strategies designed to develop partnerships with families and build reciprocal relationships that promote shared decision-making. An annual calendar specifying the ways parents may earn hours and the number of hours earned specified is due October 1st and will be reviewed by the First Class Monitor. Parent/family participation in the OSR First Class Pre-K program is expected. Parents are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the parent orientation, completion of the ASQ-3, attending field trips, volunteering in the classroom, attending parent enrichment meetings, participating in IEP meetings and completing take-home activities. Teachers must specify the amount of time a parent will earn when working with their child on a project at home. When the project is returned to school, the teacher will document the amount of time the parent has earned and record it in the parent involvement log.

The following are examples suggested to First Class Pre-K sites of meaningful opportunities for families to be engaged in their child's education: Home visits, including home visitation programs such as HIPPY, Parents as Teachers; Formal and informal parent/teacher conferences; classroom visits and options for parents and families to participate in classroom activities; parent education; family involvement in decision making about their own child and about their child's early childhood program; and opportunities to engage families outside of the regular service day. All OSR programs are required to have a parent orientation meeting within the first 20 working days of the school year. However, OSR recognizes the importance of having parent orientations

prior to the start of school and encourages programs to conduct them in this manner. A list of topics to discuss at this meeting is provided. At least two individual conferences per year between the lead teacher and parent/guardian are required.

(b)(iii) Supporting full inclusion of Eligible Children with disabilities and developmental delays to ensure access to and full participation in the High-Quality Preschool Program;

First Class Pre-K programs will provide children with disabilities with an equal opportunity to participate in its programs and services. Every effort will be made to remove obstacles that prevent children from attending preschool with and participating in the same activities as their typically developing peers. Examples of accommodations or modifications for pre-k students include physical barrier removal, adjusted program schedule, and use of modified books and toys. Additional needs will be met in coordination with the LEA such as developing a behavioral plan, speech therapy and occupational and physical therapy.

DCA supports full inclusion of eligible children with disabilities and developmental delays and ensures access to and full participation in the high quality pre-k programs. DCA supports the inclusion of children with special needs. Program guidelines provide reduced teacher child ratios for classrooms serving children with special needs. In 2010, the Department of Children's Affairs and the Special Education section of the Alabama Department of Education created one set of standards for all preschool children in the state. The document, Alabama Developmental Standards for Preschool Children (ADSPC) for 3 – 5 year olds is a result of the shared mission that all children should be provided school readiness experiences that meet their individual needs. The Alabama Developmental Standards for Preschool Children reflect the philosophy of including children with disabilities in early childhood programs and the importance of teachers making accommodations to the curriculum and the learning environment to meet the needs of all children. Objectives were added to many of the ADSPC to provide a hierarchy of learning targets for children whose functional level is delayed at the time they enter preschool programs. These objectives provided a systematic measurement tool to monitor programs for children with disabilities and serves as an accountability measure to determine the effectiveness of Part B preschool programs. DCA ensures that children have adequate facilities that meet the developmental needs of the children. Program guidelines require each program to have developmentally appropriate furnishings and adequate classrooms space for the children. Program Guidelines additionally mandate high quality standards for outdoor play areas. Each

center is required to meet the standards established within the guidelines. Programs in need of funding to support these standards may apply for additional excellence grants to enhance the classroom environment.

(b)(iv). Supporting the inclusion of children who may be in need of additional supports, such as children who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural areas; who are from military families; and other children as identified by the State; .

DCA works collaboratively with school districts to identify areas serving high numbers of English language learners. English learners, migrant and homeless children are ensured equal access to and full participation in First Class Pre-K. First Class Pre-K provides a safe and nurturing environment which in turn promotes the physical, social-emotional, cognitive, and creative development of all young children. Every child program is valued as a unique individual. Teachers will recognize and support each child's need to grow and develop at his/her own pace. "By providing a classroom setting that is based on a holistic, individual-focused, and developmental-interactionist framework (Genishi, Dyson, & Fassler 1994), early childhood educators will have taken the first step toward providing second-language-learning children with an ideal setting for the necessary interactions that can help them tune in to and begin to understand and use their new language." Teacher will be provided support in developing strategies to respond appropriately to culturally and linguistically diverse children and their families.

(b)(v). Guidelines for Ensuring that High-Quality Preschool Programs have age-appropriate facilities to meet the needs of Eligible Children are explicit in the grant application for subgrantees. DCA ensures that children have adequate facilities that meet the developmental needs of the children. Program guidelines require each program to have developmentally appropriate furnishings and adequate classrooms space for the children. Program Guidelines additionally mandate high quality standards for outdoor play areas. Each center is required to meet the standards established within the guidelines. Programs in need of funding to support these standards may apply for additional excellence grants to enhance the classroom environment. Guidelines state each classroom shall have licensed space for 18 children, which includes a minimum of 35 square feet per child and 60 square feet per child on the playground.

Appropriate size bathroom facilities must be easily accessible. An environmental checklist encompassing the following elements

**Indoor Space – Routine Care, play and learning**

- Ample indoor space for children, adults, and furnishings
- Good ventilation, some natural lighting through window or skylight
- Space is accessible to children and adults with disabilities (Door 32" wide)
- Most furniture is child-sized, sturdy and in good repair
- Adaptive furniture for children with disabilities to be included

**Furniture for routine care, play and learning**

- Most furniture is child-sized
- All furniture is sturdy and in good repair
- Adaptive furniture permits inclusion of children with disabilities with peers (Ex. child using special chair can sit at table with others).

**Furnishings for relaxation and comfort**

- Cozy area accessible to children for a substantial portion of the day (2hrs 10 minutes)
- Furnishings are clean and in good repair and area is not used for active physical play

**Room arrangement for play**

- At least eleven interest areas provide a variety of learning experiences
- Quiet and active centers placed to not interfere with one another
- Space arranged so most activities are not interrupted
- Centers are organized for independent use by children (ex. Labeled open shelves; labeled containers for toys, open shelves are not over-crowded; play space near toy storage). Label materials in the home language of the children as well as in English, using a different, consistent color for each language.
- Provide all children with a cubby labeled with his/her name and photograph, and provide a safe place to store work.
- Additional materials available to add to or change centers. Remove materials that have not been used for a while and add new items to maintain interest.
- Arrange classroom furnishings so that all children can be observed and supervised from any vantage point in all areas of the classroom, including corner area and cubbies.

### **Space for privacy**

- Space set aside for one or two children to play unprotected from intrusion by others (ex. No-interruption rule; small space protected by shelves: writing, reading, computer).
- Space for privacy accessible for use for a substantial portion of the day.

### **Space for gross motor play and Gross motor equipment**

- Adequate space outdoors and some space indoors (especially in bad weather)
- Space is easily accessible for children in the group
- Space organized so that different types of activities do not interfere with one another
- There is enough gross motor equipment so that children don't have long waiting periods
- Equipment stimulates a variety of skills
- Adaptations made or special equipment provided for children in the group with disabilities

(b)(vi) Development and implementation of a systematic procedure for sharing data and other records consistent with Federal and State law has been established through a partnership with the Alabama Department of Children's Affairs and the Alabama State Department of Education. The Public Affairs Research Council of Alabama (PARCA) provides analyses of statistical information provided by the Alabama State Department of Education based on matching students identified as having received Pre-K services through the Office of School Readiness, in the Department of Children's Affairs. .ALSDE provides summary statistics for students by grade, race/ethnicity, gender, and free lunch status. . These summaries provide comparisons of Pre-K students and their peers on (1) academic assessments, (2) retention, (3) attendance, and (4) participation/diagnosis for special education programs. . Data matching for cohorts of students extend to the third grade and beyond. . The system in place allows these outcomes to be monitored all the way through graduation.

PARCA has formal, written data sharing agreements with both the Department of Children's Affairs and the Alabama State Department of Education that include provisions to satisfy Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). These provisions include nondisclosure of data cells with frequencies less than 10 and computer access that shields access to PARCA staff and technical assistants who are also subject to the same. The specific, relevant language is, " Use the data shared under this Agreement for no purpose other than research and analysis authorized under Section 99.31(a)(6) of Title 34 of the Code of

Federal Regulations which allow disclosure of personally identifiable information from students' education records in connection with ALSDE's conducting studies to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction. Use the data pursuant to 42 USC 1758(b)(6)(A)(i)(II) which allows for disclosure of student eligibility for free or reduced priced meals under the USDA's School Lunch Program for a State education program administered by the State or local educational agency. PARCA further agrees not to share individual data received under this MOA with any other entity without the ALSDE approval."

PARCA's agreement with ALSDE includes summary statistics on assessment scores including ASPIRE, EXPLORE, PLAN and ACT assessments (average scaled scores, percent of students achieving benchmark), detailed by system, school, all student subgroups, grades, and subjects, as well as retention, course performance grade (number and percent of students), absences, and disciplinary dispositions by system, school, subgroup, and grade; and graduation statistics by system, school, and subgroup.

(b)(vii) Utilizing community-based learning resources will be supported through the Department of Children's Affairs through divisions of the department that include Alabama Children's Policy Council and Alabama First Teacher, as well as, the Alabama Partnership for Children's Strengthening Families Programs.

The Alabama Children's Policy Council (CPC) system is designed to support providers of children's services as they work collaboratively in developing community service plans to address the needs of children ages 0-19 and their families. The CPC in each county identifies and has representation to support the unique needs of each community and its citizens. The CPC is made up of committees whose members are associated with areas of:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Economic Security</li> <li>• Health</li> <li>• Safety</li> <li>• Education</li> <li>• Parental Involvement and Skills</li> <li>• Early Care</li> </ul> | <p>Communities include:</p> <ul style="list-style-type: none"> <li>• Kids health and developmental screenings and health fairs,</li> <li>• Community gardens,</li> <li>• Dolly Parton Imagination Library for children birth-5,</li> <li>• Peer Helper Program where students assist peers with tutoring,</li> </ul> |
|---|--|

Some programs and services that have developed as through the CPC in High-Need

mediation and leadership,

- Comprehensive Resource Directories of

local services,

- Career Fairs and GED training, and

- Parenting classes for teens and adults.

The First Class Pre-K program guidelines state programs should partner with the county's Children's Policy Council (CPC), Early Childhood Education committee. Children's Policy Councils are coordinated by the Alabama Department of Children's Affairs. The Early Childhood Education Committees will be working to gather data about location of education programs and services available for 4-year-olds in each county. Community collaboration is an important component in the continuing growth of high quality pre-K.

The Department of Children's Affairs First Teacher division provides evidence based Home Visiting programs in forty-three counties of the state this includes all of the High-Need Communities identified for the Preschool Development Grant. The evidence based models being utilized include Nurse Family Partnership, Parents as Teachers, and HIPPO. Each of these models provides parents information and guidance on utilizing community-based learning resources. Each First Class Pre-K program has access to the services of the home visiting professionals in their county. As a result of the home visiting services, the counties are expected to experience a measurable improvement in maternal and newborn health, a decrease in child injuries, child abuse, neglect or maltreatment; improvement in school readiness and achievement, greater family economic self-sufficiency, a decrease in domestic violence, and improved coordination and referrals for other community resources and supports.

The Alabama Partnership for Children Strengthening Families program will be provided to pre-k programs in High Need Communities to build systemic linkages to other programs and resources to support families;

## **F. Alignment within a Birth through Third Grade Continuum**

### **(F)(1) Birth through age-five programs**

(a) The Department of Children's Affairs (DCA) was appointed by Governor Bob Riley in 2010 to be the lead agency for the state's Early Childhood Advisory Council. Coordination of the state's preschool programs and services was made possible by DCA having the Head Start State Collaboration Office and the Office of School Readiness housed within the department. DCA also is the statutorily designated agency to administer and lead the State Children's Policy Council (CPC). Over the past year (2013-2014), DCA and the Governor's office have been



working together to designate the State CPC as the state's State Advisory Council that meets the requirements described in Section 642B(b) of the Head Start Act (42 U.S.C. 9837(b)). The State CPC is an entity which state law designates as a coordinating entity for children's services and which brings together all agencies that impact children.

Due to a high turnover in key positions, there have been several openings on both the CPC and the ECAC. As a result, the timing is now appropriate to designate the state CPC as the Early Childhood Advisory Council by completing the CPC appointments with those required by the Head Start Act. The first meeting of the CPC as the newly designated state advisory council occurred on September 29, 2014. Improved coordination, collaboration and oversight of all services and programs for children in Alabama from birth to age five will be accomplished by the re-formation of CPC/ECAC as a unified group in 2014-2015.

Also through the creation of the Pre-K Collaboration Task Force, partnerships between DCA and the State Department of Education were established. Monthly meetings of the Task Force bring all parties together that serve Alabama preschool children – Title I, Head Start, Special Education, Migrant, Homeless, and Child Subsidy - to address barriers to the delivery of a high quality program to all children.

The first set of preschool/early childhood learning standards developed in Alabama was published by the Alabama Department of Human Resources, the state agency that licenses the state childcare centers and family daycare homes. These Early Learning Guidelines were birth-to-age-5 standards, but often were not used outside the childcare community. With the initial implementation of public state pre-k programs in 2000, more specific standards were developed and expanded in literacy, math and science by the Alabama Department of Children's Affairs. Additionally, the Alabama State Department of Education had another set of standards being used in all public preschool Special Education classrooms. Reviewing, revising and aligning these many different documents and standards became the task of the State Early Childhood Advisory Council under the guidance of the Department of Children's Affairs.

In 2010, the Department of Children's Affairs and the Special Education section of the Alabama Department of Education created one set of standards for all preschool children in the state. The document, Alabama Developmental Standards for Preschool Children (ADSPC) for 3 – 5 year olds is a result of the shared mission that all children should be provided school readiness experiences that meet their individual needs. The Alabama Developmental Standards for

Preschool Children reflect the philosophy of including children with disabilities in early childhood programs and the importance of teachers making accommodations to the curriculum and the learning environment to meet the needs of all children. Objectives were added to many of the ADSPC to provide a hierarchy of learning targets for children whose functional level is delayed at the time they enter preschool programs. These objectives provided a systematic measurement tool to monitor programs for children with disabilities and serves as an accountability measure to determine the effectiveness of IDEA Part B preschool programs. The Alabama Developmental Standards for Preschool Children (ADSPC) for 3 – 5 year olds are based on current research on teaching and learning from the National Association for the Education of Young Children (NAEYC), National Council of Teachers of Mathematics (NCTM) the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), and the Head Start Child Development and Early Learning Framework. Each area of development identifies goals followed by specific learning standards that are developmentally appropriate across the 3 – 5 year old age range. A number of examples are included under each standard to provide teachers more knowledge of behaviors and classroom practices that reflect intentional teaching and learning in that area.

Use of the ADSPC standards to inform individualized instruction is a building block of the Alabama First Class Pre-K Framework. First Class Pre-K Coaches help and support teachers to use the standards and the child assessment tool -Teaching Strategies GOLD- to address teaching and assessment in an integrated way. The result is children ready for school achievement and lifelong success. A copy of the Alabama Developmental Standards for Preschool Children is found in the Appendix as Attachment C.

Among the activities of Alabama’s Early Childhood Advisory Council (ECAC) grant was the funding of a pilot QRIS project for the Alabama Department of Human Resources. Alabama’s ECAC reviewed the Alabama Early Learning Guidelines to determine if they were aligned with the ECAC developed Alabama Developmental Standards for Preschool Children. In the review of the DHR’s Early Learning Guidelines, it was determined that they were not aligned. The Early Learning Guidelines were written as statements of advice or instruction pertaining to practice instead of as criteria or evidence for a certain task. (*Standards and Guidelines information from American Academy of Pediatrics, Healthy Childcare America website*) As part of the Preschool Development grant, one of the activities will be to continue the task of ensuring that the Early

Learning Guidelines are aligned with the Developmental Standards for Preschool Children in order to provide a continuum of learning and development standards from birth through 12<sup>th</sup> grade. The Department of Children's Affairs has begun an alignment document to identify the gaps and alignments from Birth through 3<sup>rd</sup> grade. The alignment is complete for 3 year olds through 3<sup>rd</sup> grade and a sample is attached in the Appendix in Attachment D.

Kindergarten readiness is the target outcome for Alabama First Class Pre-K students. . Requiring that all Alabama First Class Pre-K classes are taught by certified lead teachers and credentialed teacher assistants ensures that students receive high quality instruction in academic content areas and social/emotional development activities that prepare them for success in kindergarten classrooms. . All Alabama First Class Pre-K programs have access to the Alabama Courses of Study for grades K-12, formative assessment strategies, and professional development opportunities. Many of the current Alabama First Class Pre-K classrooms are housed in public schools creating close cooperation and collaboration by pre-k, kindergarten, and elementary grade teachers and staff. The requirement that Alabama First Class Pre-K programs provide teachers' salaries comparable to those of K-12 public school teachers has resulted in the employment of certified early childhood teachers who are graduates of accredited teacher education programs, trained in effective instruction and the current curriculum for preschool and early elementary grades. This shared preparation and training experience results in increased alignment of pre-k classroom experiences with those in public kindergarten and early elementary grades. .

To measure, improve and maintain kindergarten readiness for Alabama First Class Pre-K students, the Alabama Department of Children's Affairs Office of School Readiness is piloting the Teaching Strategies GOLD Kindergarten Entry Assessment (KEA) for the 2015 school year. Twenty-one school systems have agreed to participate with more than 15,000 children in the group to be assessed. This KEA is a tool to collect data about the readiness of children upon entering kindergarten. It is research-based, research-proven and is being used by other states including Michigan, Massachusetts, and Louisiana to assess preschool learning and kindergarten readiness. .

The Office of School Readiness is funding KEA assessment opportunities throughout the state and is providing training for kindergarten teachers in the use of the Teaching Strategies GOLD KEA Survey. The KEA will provide teachers and parents with important criterion-based

information about a child's learning and development in six domains at the beginning of kindergarten. The Preschool Development Grant will enable this pilot to be extended throughout the state, making it possible to have a consistent measure and reporting system of readiness that aligns with the Teaching Strategies GOLD used for classroom instruction, that provides formative assessment information for teachers, that facilitates longitudinal studies of program results, and that enables evaluation and comparability measures to be consistent in all Alabama First Class Pre-K programs. Parents, teachers, OSR staff, and K-12 public schools will have the results of the KEA as an indicator of each Alabama First Class Pre-K student's level of achievement, development and readiness upon entry into kindergarten.

Further supports for students in Alabama First Class Pre-K program are being added to strengthen family engagement and support for learning, to expand access to and knowledge of available social services, and to enhance student wellness for improved learning. Alabama has identified and developed several initiatives in the state to support services to children and families that ensure a health child ready for success in school. Led by the state's public/private organization, Alabama Partnership for Children, in partnerships with state agencies (Department of Public Health, Department of Child Abuse Prevention, Department of Mental Health), Alabama has established three programs to coordinate Comprehensive Services to families and children: (1) Strengthening Families, (2) Help Me Grow, and (3) Alabama Project Launch. The Strengthening Families (SF) program will be implemented in pre-k programs as a parent engagement model. The Help Me Grow program will ensure that all pre-k children receive the ASQ-3 Social Emotional Assessment and will connect families to the state's referral hotline 2-1-1. The referral hotline will also link mental health consultants to families. Additionally, Family Resource Centers that provide multiple services to families in local communities will be identified.

First Class Monitors, assigned for all Alabama First Class Pre-K classrooms, will receive professional development training to expand their ability to link families to state initiatives (Strengthening Families, Help Me Grow, Safe and Secure Children), to services from other state resources, and to other family assistance agencies. Additional support to families will be coordinated by First Teacher, the home visiting program and a division of the Department of Children's Affairs. The combined availability of these services and the participation of four-year-old students in High-Quality Pre-K programs as designed and delivered in Alabama First

Class Pre-K classrooms will ensure students' kindergarten readiness and continued success in school through grade 3 and beyond.

The intent of the proposed program expansion is to expand access to High-Quality Pre-K services to eligible four year olds without diminishing the services already available. New Alabama First Class Pre-K classrooms are selected through a competitive grant process. This process carefully examines criteria indicating the ability to meet specific quality assurances and abide by rigorous operating guidelines, as well as, current access available in the community. Alabama First Class Pre-K is provided through a diverse delivery system that includes classrooms in public schools, childcare programs, Head Start programs, community based, faith based, and military-based programs.

**(F)(2) Kindergarten through third grade**

To ensure children are well prepared for kindergarten, DCA is in the second year of using Teaching Strategies GOLD as Kindergarten Entry Assessment. The Code of Alabama requires that DCA establish a system for measuring school readiness (see Attachment E in the Appendix). In response, DCA has worked with multiple schools systems to implement the Teaching Strategies GOLD assessment as a KEA in order to provide consistent data among systems. Additionally, DCA has worked with ALSDE to collect information about preschool experiences of every child entering kindergarten. As the partnership continues to grow and additional children are assessed using a common assessment, Alabama will have valuable information about the number of children prepared for kindergarten and the types of experiences that prepared them.

Full day kindergarten has been in Alabama's foundation program and funded for all children for approximately 20 years. Many of the advocates who achieved the goal of kindergarten access for all are also supporting the work of growing high quality pre-k access. The fully-funded state kindergarten program, the Alabama Reading Initiative, and other state efforts have led to an improvement in NAEP scores. However, a significant number of students are still not proficient at reading in the 3<sup>rd</sup> grade. Alabama's First Class Pre-K program, however, conducted an analysis of students who had completed the program and found that for the year studied, 100% of students who attended Alabama First Class Pre-K were proficient and reading at grade level in the 3<sup>rd</sup> grade.

Since its inception, Alabama's Pre-K program has focused on quality. As the program has grown, increased attention continues to focus on the inputs which research shows lead to strong outcomes. The research on Alabama's First Class Pre-K alumnae shows that the investment is paying off.

First Class Pre-K teachers are encouraged to work with kindergarten teachers to ensure a smooth transition between pre-k and kindergarten. The guidelines suggest a variety of activities to support the transition. Additionally, more than half of the state funded pre-k programs are currently housed in public schools and in the same building as kindergarten classrooms. This provides an opportunity for collaboration and ease of transition throughout the pre-k year. By encouraging parents to become involved in their child's education within the Pre-K year, DCA is laying the foundation for continued parental involvement throughout their student's school career. In cooperation with the Alabama Partnership for Children, DCA will continue to grow implementation of components of parent-driven, community based models such as Strengthening Families and Help Me Grow initiatives which are in pilot phase in Alabama. Alabama's Developmental Standards for Preschool Children serve "as a natural progression to the kindergarten standards contained in the Alabama Courses of Study. The standards describe "outcomes desired for all children at the end of their preschool experience as they enter kindergarten." (*Alabama Developmental Standards for Preschool Children* Introduction, p. v) Staff from DCA participates in ALSDE Regional Teams to actively study school systems, including standards. As active members of the ALSDE RSS and RPT teams, DCA staff provide input to ensure that alignment continues.

Alabama's requirements for First Class Pre-K Staff require that all lead teacher have at least a Bachelor's degree in Child Development or Early Childhood Education. Auxiliary teachers must have at least a CDA credential or equivalent. Additionally, DCA requires a significant number of professional development hours each year for teaching and coaching staff. The Alabama School Readiness Alliance (ASRA), in coordination with DCA, is undertaking a study of institutions of higher education to determine the number of graduates that meet DCA qualifications. We have determined that the shortage of qualified teaching staff is critical. As a result DCA and ASRA are working together to facilitate discussions with Deans at 2 and 4 year institutions. A summit of higher education and early childhood workforce development is scheduled for January, 2015. DCA has funded a significant number of T.E.A.C.H. Scholarships for both bachelor's degrees

and CDA's. Through this grant, DCA will continue to fund T.E.A.C.H. scholarships through the Alabama Partnership for Children. Additionally, DCA will work with colleges and universities to provide multiple pathways to meet the NIEER criteria for a workforce with specialized training. *Teaching Strategies GOLD*® follows the principles and guidelines of the National Research Council and the National Association for the Education of Young Children with regard to the assessment of young children.

### **Comprehensive Early Learning Assessment Systems**

Teachers use the various features of *Teaching Strategies GOLD*® to carry out assessment tasks efficiently at each of four steps of an assessment cycle: observing and collecting facts about what each child says and does; analyzing the documentation in terms of the curricular objectives and responding to each child on the basis of that information; evaluating each child's knowledge, skills, and behaviors; and summarizing what is known about each child, using the information to plan, and communicating the information to the child's family and other stakeholders as appropriate. *Teaching Strategies GOLD*® supports teachers as they collect information to answer these questions about each child: What does this child know, and what is he or she able to do? How does this relate to the objectives for development and learning? How can I scaffold this child's learning? Is this child making progress? How do this child's skills and behaviors compare with kindergarten expectations? How can I summarize what I know about this child, use it to plan, and communicate it to others?

ALSDE utilizes iNow, a student data system, for those students in K-12. This system manages data for demographics, assessment, attendance and performance of students beginning in Kindergarten. Each student is issued a unique state student identification (SSID) number which follows them throughout their school career. Through strong collaboration with ALSDE, DCA has worked to collect identifying information that is matched with the SSID. The two departments are in the process of hiring a shared staff person to continue to match student data, identify state pre-K students, and follow their progress as a group. This process has allowed DCA to report that pre-K students who attend the First Class Pre-K program are proficient at grade level.

Secondly, the ALSDE is for the first time during the 2014-15 school year requiring information about the type of preschool experience each child received prior to entering Kindergarten. (See Appendix, Attachment F for the memo from the State Superintendent Dr. Tommy Bice) This

requirement will allow DCA and ALSDE to report on groups of students by the type of preschool intervention they received.

Thirdly, ALSDE and DCA partner through the Public Affairs Research Council of Alabama to report class, school, system, and state level data regarding the performance of students. PARCA holds the agreement for sharing and protecting all student data. PARCA is recognized as the premier research organization in the State of Alabama and regularly publishes reports on education performance.

Collaboration with Alabama Partnership for Children (APC), the lead agency for Strengthening Families in Alabama, in partnership with the Network of Family Resource Centers provides outstanding support services to the families of Alabama First Class pre-K. First Class pre-K partnership with Strengthening Families will provide support and linkage with the Center for the Study of Social Policy, the state's Strengthening Families (SF) activities will be the umbrella for concentrated efforts within First Class pre-K programs. As a strengths-based protective factors approach, SF builds resilience and lessens the impact of stressors such as poverty, limited education, non-supportive communities, isolation, substance abuse, and violence. Rather than a new program, SF is a framework that intentionally directs resources and efforts to building family and community strengths that have proven to ameliorate conditions of young children that can negatively impact their healthy development and social and emotional stability. The SF protective factors will be incorporated into pre-K programs and will also be the focus of community-based awareness and professional development efforts so that the approach is widely and broadly used by early learning and family support service providers. Using the online resources provided for program self-assessment, protective factors understanding, parent pre- and post-tests, we can coordinate a statewide effort to build strengths within families and support leadership opportunities for parents.

Alabama First Class Pre-K teachers, monitors and coaches have access to all courses of study for kindergarten and elementary grade classrooms coordinated through the Alabama State Department of Education website ([www.alsde.edu](http://www.alsde.edu)). As courses of study and grade level learning standards are updated, Alabama First Class Pre-K personnel may access the latest information at the same time as teachers in state k-12 schools. In addition, Alabama First Class Pre-K teachers may utilize ALEX, the Alabama State Department of Education Learning



Exchange (<http://alex.state.al.us>) to view course of study information and to participate in professional development modules.

Requiring that all Alabama First Class Pre-K classes are taught by certified lead teachers and credentialed teacher assistants ensures that students receive high-quality instruction in academic content areas and social/emotional development activities that prepare them for success in kindergarten classrooms. Many of the current Alabama First Class Pre-K classrooms are housed in public schools creating close cooperation and collaboration by pre-k, kindergarten, and elementary grade teachers and staff. The requirement that Alabama First Class Pre-K programs provide teachers' salaries comparable to those of K-12 public school teachers has resulted in the employment of certified early childhood teachers who are graduates of accredited teacher education programs, trained in effective instruction and the current curriculum for preschool and early elementary grades. This shared preparation and training experience results in increased alignment of pre-k classroom experiences with those in public kindergarten and early elementary grades.

The longitudinal study plan includes the ability to partner with the Alabama State Department of Education to identify students who participated in Alabama First Class Pre-K programs in the state's iNow database. As the student data system for all public k-12 programs, iNow manages demographic, assessment, attendance, and performance data for all students beginning in kindergarten. This database is the repository for student assessment results for all public k-12 students. Upon entry into kindergarten, each student is issued a unique state student identification (SSID) number which follows them throughout their school career. Through strong collaboration with ALSDE, the Department of Children's Affairs has worked to collect identifying information that is matched with the SSID. The two departments are in the process of hiring a shared staff person to continue to match student data, to identify Alabama First Class Pre-K students, and to follow their progress as a group. The initial phases of this process have allowed DCA to report that pre-k students who attend the First Class Pre-K program are proficient at grade level. In 2014 the ALSDE is for the first time this school year requiring information about the type of preschool experience each child received prior to entering kindergarten. (See the Appendix, Attachment F for the memo from the State Superintendent Dr. Tommy Bice.) This requirement will allow DCA and ALSDE to report on groups of students by the type of preschool intervention they received. ALSDE and DCA partner with the Public

Affairs Research Council of Alabama to report class, school, system, and state level data regarding the performance of students. PARCA holds the agreement for sharing and protecting all student data. PARCA is recognized as the premier research organization in the State of Alabama and regularly publishes reports on education performance.

These partnerships will strengthen the ability of DCA to measure over time the outcomes for all children who participated in Alabama First Class Pre-K programs. The impact of participation by these students in High-Quality Preschool Programs provided by state funding and the Preschool Development Grant can be measured and reported as students progress through elementary, middle school, high school and post-secondary learning within the State of Alabama. Continued collaboration and cooperation between OSR, the Alabama State Department of Education, higher education institutions that prepare teachers, local public schools, and all preschool program providers is essential for maintaining and increasing student achievement gains for Alabama's students through third grade. Initial reports from Alabama State Department of Education third grade assessments and from independent research by the Public Affairs Research Council of Alabama (PARCA) are very encouraging and demonstrate the success of Alabama First Class Pre-K programs in preparing students for continued achievement after Pre-K (see Table 4). With the addition of more High-Quality Pre-K classrooms, significant progress for Alabama's students in early grades can be enhanced and expanded.

#### **G. Budget and Sustainability**

##### **G (1) Use the funds from this grant and any matching contributions to serve the number of Eligible Children described in its ambitious and achievable plan each year**

As of 2014, the 311 First Class Pre-K classrooms serve 5,598 children. This represents 9% of the 60,665 eligible four-year-old children in Alabama. With sustained levels of state funds and upon receipt of Preschool Development Grant funds, both the number and percentage of children served will increase significantly. Using projected numbers from available U. S. Census data, Table 2 describes the planned increased access to High-Quality Preschool over the course of the grant period. In addition to increasing access by increasing the number of First Class Pre-K classrooms from 420 to 895 over the four-year period, Preschool Development Grant funds will be used to enhance the quality of existing First Class Pre-K programs.

Table 2 located in Section A (3) describes the ambitious targets for expansion of the number of new High-Quality Preschool Program slots planned by the Alabama Department of Children's

Affairs Office of School Readiness. With Preschool Development Grant funds to supplement funding provided by the state over the next four years, access to High-Quality Preschool Programs will be substantially expanded with the addition of (b) new Alabama First Class Pre-K classrooms, providing (b)(4) new slots.

**G (2) Coordinate the uses of existing funds from Federal sources that support early learning and development**

Existing programs funded from other sources will be improved with the addition of high quality professional development for teachers and staff members, providing salaries comparable to those of k-12 teachers, additional program coaches to support instruction, additional monitors to provide oversight and technical assistance, enhanced program materials, longitudinal studies to inform program decision-making, and the distribution of high-quality teaching materials to existing and new classrooms. With the addition of the Preschool Development Grant, DCA will be able to provide funds to improve classroom environment for existing programs as well as to provide individualized and group professional development for teachers and administrators of programs which receive a variety of funding streams.

**G (3) Sustain the High-Quality Preschool Programs provided by this grant after the grant period ends**

Alabama has developed a plan of sustainability for each of the expansion classrooms. Each new group of expansion classrooms will be funded the first year with federal grant funds. However, after the first year, the classrooms will be funded with state appropriations. Alabama's governor, Robert Bentley, is committed to funding voluntary High-Quality Pre-K Programs and has made it his priority over the next four years so that funding will continue to increase to sustain all programs created. Table 9 in Section D (5) is a simple depiction of how the funds will be used to sustain High Quality Preschool Programs after the grant period.

***Preschool Development Grant***

***Year One – 2015***

***Total Requested: \$17,500,000***

**A. Personnel Total Requested:**

**\$ 539,952.00**

| Position/Title | Salary/month | units/% Effort/ Months | Amount Requested |
|----------------|--------------|------------------------|------------------|
| Coach          | \$4,499.60   | 7/100 /12              | \$ 377,966.40    |
| Monitor        | \$4,499.60   | 3/100 /12              | \$ 161,985.60    |

***Justification:***

Seven additional Alabama First Class Pre-K Coaches and three additional First Pre-K Class Monitors are needed annually to expand access to High Quality Pre-K with the addition of 100 new classrooms in High-Need Communities. First Class Pre-K Coaches and Monitors (1 coach per 15 classrooms and 1 monitor per 33 classrooms) are essential components of the Alabama First Class Pre-K program. They provide on-site support and monitoring to ensure the continued quality of all Alabama First Class Pre-K classrooms and instructional practices. As with classrooms, the coaches/ monitors will shift from federal funding source to state funds at the end of each year.

**B. Fringe Benefits Total Requested:**

**\$ 239,029.60**

| Position/Title | Fringe/Month | % Fringe Months | Amount Requested |
|----------------|--------------|-----------------|------------------|
| Coach          | \$ 1,991.92  | 7/100/12        | \$ 167,320.72    |
| Monitor        | \$ 1,991.92  | 3/100/12        | \$ 71,708.88     |

*Justification:*

The fringe benefits are calculated for each position to include health insurance (\$108,900.00), retirement (\$82,949.92), FICA (38,237.14), and Medicare (\$8,942.56).

|                                   |                   |                     |         |                     |
|-----------------------------------|-------------------|---------------------|---------|---------------------|
| <b>C. Travel Total Requested:</b> |                   |                     |         | <b>\$ 70,250.00</b> |
| Description                       | Amount            | Units               | # Units | Amount Requested    |
| Per Diem                          | \$ 11.25          | day                 | 200     | \$ 2,250.00         |
| Overnight Per Diem                | \$ 75.00 each day | night               | 240     | \$ 18,000.00        |
| Out of State Travel               | actual expenses   | conference/training | 20      | \$ 50,000.00        |

*Justification:*

First Class Pre-K Monitors and Coaches travel to sites a minimum of four days per week throughout the year. Conferences, professional development activities and training programs require overnight and/or out-of-state travel for meetings such as NAEYC professional development trainings, regional training for teachers and program directors, national conferences, the annual Alabama OSR Pre-K Conference, and technical training on program improvement activities, software, and assessment.

|                     |          |                         |         |                      |
|---------------------|----------|-------------------------|---------|----------------------|
| <b>D. Equipment</b> |          | <b>Total Requested:</b> |         | <b>\$ 150,000.00</b> |
| Description         | Amount   | Units                   | # Units | Amount Requested     |
| Automobile          | \$15,000 | one car                 | 10      | \$ 150,000.00        |

*Justification:*

Extensive travel is required of First Class Pre-K Coaches and Monitors as they visit each site frequently to support teachers and monitor programs for quality. First Class Pre-K Coaches and Monitors travel a minimum four days each week and need dependable transportation. Analysis of costs and benefits indicate that for travel in Alabama, providing a State vehicle and fuel to personnel results in savings of \$2,000 - \$3,000 per year when compared to the current federal reimbursement rate of \$.56 per mile using private vehicles.

**E. Supplies Total Requested: \$ 126,000.00**

| Description   | Amount  | Units              | # Units | Amount Requested |
|---|---------|--------------------|---------|------------------|
| Laptop, iPad, phone, expendable                         | \$6,000 | each person        | 10      | \$ 60,000.00     |
| Office supplies   |         |                    |         |                  |
| Consumable supplies for regional and statewide meetings | \$10    | per person/meeting | 600     | \$ 6,000.00      |
| Gasoline/fuel for travel                                | \$6,000 | per car            | 10      | \$ 60,000.00     |

*Justification:*

New First Class Pre-K Coaches and Monitors will be provided needed technology and office supplies to assist teachers and program directors, to communicate effectively, to collaborate with partner agencies and staff, to perform general office operations, and to maintain records and data for program operations. Fuel for program-provided vehicles enable First Class Pre-K Coaches and Monitors to travel as needed for on-site support and monitoring for quality. Up to \$500 per month per Coach and Monitor is budgeted for each of the twelve months of Year Four. Regional and statewide meetings provide networking opportunities, training of trainers, and data analysis in a group setting. All-day meetings and evening meetings often necessitate meals for participants.

|  |                  |                         |
|--|------------------|-------------------------|
| <b>F. Contractual Total Requested:</b>                         |                  | <b>\$ 15,454,251.00</b> |
| Description  | Amount           | Amount Requested        |
| Subgrantees for 70 program sites                               | \$ 10,500,000.00 | \$ 10,500,000.00        |
| Subgrantees for 30 sites for improvement to reach high quality | \$ 2,000,000.00  | \$ 2,000,000.00         |
| University of Alabama at Birmingham                            | \$ 250,000.00    | \$ 250,000.00           |
| Alabama Partnership for Children                               | \$ 150,000.00    | \$ 150,000.00           |
| Professional Development/Consulting                            | \$ 875,001.00    | \$ 875,001.00           |
| TEACH Scholarships   | \$ 1,200,000.00  | \$ 1,200,000.00         |
| Research and Development                                       | \$ 500,000.00    | \$ 500,000.00           |
| Data Plan/Phone/IT Service                                     | \$ 15,000.00     | \$ 15,000.00            |

*Justification:*

Seventy subgrantees will be awarded \$150,000 for each new High-Quality Pre-K classroom to expand access to High-Quality Pre-K in High-Need Communities. Thirty subgrantees for will be awarded up to \$66,666 for each classroom enhanced to meet High-Quality Pre-K standards, providing additional access for High-Quality Pre-K programs for High-Need Communities. The contractual award to The University of Alabama in Birmingham is for the development and implementation of a longitudinal data study of Alabama First Class Pre-K program outcomes. The contract award to the Alabama Partnership for Children is to provide high quality professional development for First Class Coaches and Monitors at new sites and at existing sites on how best to access to comprehensive support services for students and families. Additional high quality professional development is being negotiated and will be delivered for First

Class Pre-K teachers, support staff, program directors, Coaches, and Monitors through a variety of delivery methods, on a variety of topics, and from a variety of providers including: Teaching Strategies GOLD, CLASS, ECERS, annual Pre-K Conference, Higher Education Summit, QRIS, and Teaching Strategies GOLD KEA. Other topics and professional development will be added as needs are identified by individual programs, teachers, Coaches, and Monitors. Providing TEACH scholarships will help develop the teaching workforce and will help to meet the need for additional qualified early childhood educators in Alabama. Activities included in program research and development include data collection and analysis for program oversight, outreach and decision-making, development of data reporting procedures, identification of promising new practices for inclusion in future training, alignment of curriculum and student assessment results with K-12 programs and birth-to-age-five partners, technical assistance with grant reports and data submission, oversight of program operations to ensure compliance with existing laws and regulations, and assistance with program evaluation activities.

|  |             |                         |                      |
|--|-------------|-------------------------|----------------------|
| <b>G. Other</b>  |             | <b>Total Requested:</b> | <b>\$ 110,781.00</b> |
| Description  | Amount      | # Units                 | Amount Requested     |
| Technology upgrades for webinars, virtual meetings, training, demonstrations | \$95,750.00 | 1                       | \$95,750.00          |
| Training room furnishing to accommodate more trainees                        | \$20,031.00 | 1                       | \$20,031.00          |

*Justification:*



OSR has sufficient meeting space to host training and professional development activities for program participants. However, additional furnishings, upgraded technology and enhanced capabilities for virtual meetings, webinars, and virtual technical training will allow for the participation by a greater number of teachers, monitors, coaches and staff without the need for travel time and expense. The ability to save webinars and virtual meetings will allow for repeated use of training and technical assistance to be viewed and used by new programs and for review or use on-site at a later date.

|                                     |               |          |                      |
|-------------------------------------|---------------|----------|----------------------|
| <b>H. Indirect Total Requested:</b> |               |          | <b>\$ 779,737.40</b> |
| Total Indirect Costs                | Amount        | Indirect | Amount Requested     |
| Negotiated Indirect Costs           | \$ 779,737.40 | 11.62%   | \$ 779,737.40        |

*Justification:*

The department has a negotiated indirect cost rate agreement of 11.62% (see Attachment L).

**Year Two – 2016**

**Total Requested: \$17,500,000**

**A. Personnel Total Requested: \$ 539,952.00**

| Position/Title | Salary/month | units/% Effort/ Months | Amount Requested |
|----------------|--------------|------------------------|------------------|
| Coach          | \$4,499.60   | 7/100 /12              | \$ 377,966.40    |
| Monitor        | \$4,499.60   | 3/100 /12              | \$ 161,985.60    |

**Justification:**

Seven additional Alabama First Class Pre-K Coaches and three additional First Pre-K Class Monitors are needed annually to expand access to High Quality Pre-K with the addition of 100 new classrooms in High-Need Communities. First Class Pre-K Coaches and Monitors (1 coach per 15 classrooms and 1 monitor per 33 classrooms) are essential components of the Alabama First Class Pre-K program. They provide on-site support and monitoring to ensure the continued quality of all Alabama First Class Pre-K classrooms and instructional practices. As with classrooms, the coaches/ monitors will shift from federal funding source to state funds at the end of each year.

**B. Fringe Benefits Total Requested: \$ 239,029.60**

| Position/Title | Fringe/Month | % Fringe Months | Amount Requested |
|----------------|--------------|-----------------|------------------|
| Coach          | \$ 1,991.92  | 7/100/12        | \$ 167,320.72    |
| Monitor        | \$ 1,991.92  | 3/100/12        | \$ 71,708.88     |

*Justification:*

The fringe benefits are calculated for each position to include health insurance(\$108,900.00), retirement (\$82,949.92), FICA (38,237.14), and Medicare (\$8,942.56).

**C. Travel Total Requested:**

**\$ 70,250.00**

| Description         | Amount            | Units               | # Units | Amount Requested |
|---------------------|-------------------|---------------------|---------|------------------|
| Per Diem            | \$ 11.25          | day                 | 200     | \$ 2,250.00      |
| Overnight Per Diem  | \$ 75.00 each day | night               | 240     | \$ 18,000.00     |
| Out of State Travel | actual expenses   | conference/training | 20      | \$ 50,000.00     |

*Justification:*

First Class Pre-K Monitors and Coaches travel to sites a minimum of four days per week throughout the year. Conferences, professional development activities and training programs require overnight and/or out-of-state travel for meetings such as NAEYC professional development trainings, regional training for teachers and program directors, national conferences, the annual Alabama OSR Pre-K Conference, and technical training on program improvement activities, software, and assessment.

**D. Equipment**

**Total Requested:**

**\$ 150,000.00**

| Description | Amount   | Units   | # Units | Amount Requested |
|-------------|----------|---------|---------|------------------|
| Automobile  | \$15,000 | one car | 10      | \$ 150,000.00    |

*Justification:*

Extensive travel is required of First Class Pre-K Coaches and Monitors as they visit each site frequently to support teachers and monitor programs for quality. First Class Pre-K Coaches and Monitors travel a minimum four days each week and need dependable transportation. Analysis of costs and benefits indicate that for travel in Alabama, providing a State vehicle and fuel to personnel results in savings of \$2,000 - \$3,000 per year when compared to the current federal reimbursement rate of \$.56 per mile using private vehicles.

**E. Supplies Total Requested: \$ 146,000.00**

| Description   | Amount  | Units              | # Units | Amount Requested |
|---|---------|--------------------|---------|------------------|
| Laptop, iPad, phone, expendable                         | \$6,000 | each person        | 10      | \$60,000.00      |
| Office supplies   |         |                    |         |                  |
| Consumable supplies for regional and statewide meetings | \$10    | per person/meeting | 600     | \$ 6,000.00      |
| Gasoline/fuel for travel                                | \$6,000 | per car            | 10      | \$60,000.00      |
| Care repairs/tires                                      | \$2,000 | per car            | 10      | \$20,000.00      |

*Justification:*

New First Class Pre-K Coaches and Monitors will be provided needed technology and office supplies to assist teachers and program directors, to communicate effectively, to collaborate with partner agencies and staff, to perform general office operations, and to maintain records and data for program operations. Fuel for program-provided vehicles enable First Class Pre-K Coaches and Monitors to travel as needed for on-site support and monitoring for quality. Up to \$500 per month per Coach and Monitor is budgeted for each

of the twelve months of Year Four. Regional and statewide meetings provide networking opportunities, training of trainers, and data analysis in a group setting. All-day meetings and evening meetings often necessitate meals for participants.

| <b>F. Contractual Total Requested:</b>                            |                  | <b>\$ 15,535,032.00</b> |
|---|------------------|-------------------------|
| Description   | Amount           | Amount Requested        |
| Subgrantees for 70 program sites                                  | \$ 10,500,000.00 | \$ 10,500,000.00        |
| Subgrantees for 30 sites for improvement<br>to reach high quality | \$ 2,000,000.00  | \$ 2,000,000.00         |
| University of Alabama at Birmingham                               | \$ 250,000.00    | \$ 250,000.00           |
| Alabama Partnership for Children                                  | \$ 150,000.00    | \$ 150,000.00           |
| Professional Development/Consulting                               | \$ 879,251.00    | \$ 879,251.00           |
| TEACH Scholarships  | \$ 1,200,000.00  | \$ 1,200,000.00         |
| Research and Development  | \$ 540,781.00    | \$ 15,000.00            |

*Justification:*

Seventy subgrantees will be awarded \$150,000 for each new High-Quality Pre-K classroom to expand access to High-Quality Pre-K in High-Need Communities. Thirty subgrantees for will be awarded up to \$66,666 for each classroom enhanced to meet High-Quality Pre-K standards, providing additional access for High-Quality Pre-K programs for High-Need Communities. The contractual award to The University of Alabama in Birmingham is for the development and implementation of a longitudinal data study of Alabama First Class Pre-K program outcomes. The contract award to the Alabama Partnership for Children is to provide high quality professional development for First Class Coaches and Monitors at new sites and at existing sites on how best to access to comprehensive support

services for students and families. Additional high quality professional development is being negotiated and will be delivered for First Class Pre-K teachers, support staff, program directors, Coaches, and Monitors through a variety of delivery methods, on a variety of topics, and from a variety of providers including: Teaching Strategies GOLD, CLASS, ECERS, annual Pre-K Conference, Higher Education Summit, QRIS, and Teaching Strategies GOLD KEA. Other topics and professional development will be added as needs are identified by individual programs, teachers, Coaches, and Monitors. Providing TEACH scholarships will help develop the teaching workforce and will help to meet the need for additional qualified early childhood educators in Alabama. Activities included in program research and development include data collection and analysis for program oversight, outreach and decision-making, development of data reporting procedures, identification of promising new practices for inclusion in future training, alignment of curriculum and student assessment results with K-12 programs and birth-to-age-five partners, technical assistance with grant reports and data submission, oversight of program operations to ensure compliance with existing laws and regulations, and assistance with program evaluation activities.

| <b>G. Other</b>  |             | <b>Total Requested:</b> |                  |
|--|-------------|-------------------------|------------------|
| Description  | Amount      | # Units                 | Amount Requested |
| Technology upgrades for webinars, virtual meetings, training, demonstrations accommodate more trainees | \$15,000.00 | 1                       | \$15,000.00      |

*Justification:*

OSR has sufficient meeting space to host training and professional development activities for program participants. However, annual upgraded technology and enhanced capabilities for virtual meetings, webinars, and virtual technical training will allow for the participation by a greater number of teachers, monitors, coaches and staff without the need for travel time and expense. The ability to save webinars and virtual meetings will allow for repeated use of training and technical assistance to be viewed and used by new programs and for review or use on-site at a later date.

**H. Indirect Total Requested:** **\$ 779,737.40**

| Total Indirect Costs      | Amount        | Indirect | Amount Requested |
|---------------------------|---------------|----------|------------------|
| Negotiated Indirect Costs | \$ 779,737.40 | 11.62%   | \$ 779,737.40    |

*Justification:*

The department has a negotiated indirect cost rate agreement of 11.62% (see Attachment L).

**Year Three – 2017.**

**Total Requested: \$17,500,000**

**A. Personnel Total Requested:**

**\$ 539,952.00**

| Position/Title | Salary/month | units/% Effort/ Months | Amount Requested |
|----------------|--------------|------------------------|------------------|
| Coach          | \$4,499.60   | 7/100/12               | \$ 377,966.40    |
| Monitor        | \$4,499.60   | 3/100/12               | \$ 161,985.60    |

**Justification:**

Seven additional Alabama First Class Pre-K Coaches and three additional First Pre-K Class Monitors are needed annually to expand access to High Quality Pre-K with the addition of 100 new classrooms in High-Need Communities. First Class Pre-K Coaches and Monitors (1 coach per 15 classrooms and 1 monitor per 33 classrooms) are essential components of the Alabama First Class Pre-K program. They provide on-site support and monitoring to ensure the continued quality of all Alabama First Class Pre-K classrooms and instructional practices. As with classrooms, the coaches/ monitors will shift from federal funding source to state funds at the end of each year.

**B. Fringe Benefits Total Requested:**

**\$ 239,029.60**

| Position/Title | Fringe/Month | % Fringe Months | Amount Requested |
|----------------|--------------|-----------------|------------------|
| Coach          | \$ 1,991.92  | 7/100/12        | \$ 167,320.72    |
| Monitor        | \$ 1,991.92  | 3/100/12        | \$ 71,708.88     |



*Justification:*

The fringe benefits are calculated for each position to include health insurance(\$108,900.00), retirement (\$82,949.92), FICA (38,237.14), and Medicare (\$8,942.56).

**C. Travel Total Requested:**

**\$ 70,250.00**

| Description         | Amount            | Units               | # Units | Amount Requested |
|---------------------|-------------------|---------------------|---------|------------------|
| Per Diem            | \$ 11.25          | day                 | 200     | \$ 2,250.00      |
| Overnight Per Diem  | \$ 75.00 each day | night               | 240     | \$ 18,000.00     |
| Out of State Travel | actual expenses   | conference/training | 20      | \$ 50,000.00     |

*Justification:*

First Class Pre-K Monitors and Coaches travel to sites a minimum of four days per week throughout the year. Conferences, professional development activities and training programs require overnight and/or out-of-state travel for meetings such as NAEYC professional development trainings, regional training for teachers and program directors, national conferences, the annual Alabama OSR Pre-K Conference, and technical training on program improvement activities, software, and assessment.

**D. Equipment**

**Total Requested:**

**\$ 150,000.00**

| Description | Amount   | Units   | # Units | Amount Requested |
|-------------|----------|---------|---------|------------------|
| Automobile  | \$15,000 | one car | 10      | \$ 150,000.00    |

*Justification:*

Extensive travel is required of First Class Pre-K Coaches and Monitors as they visit each site frequently to support teachers and monitor programs for quality. First Class Pre-K Coaches and Monitors travel a minimum four days each week and need dependable transportation. Analysis of costs and benefits indicate that for travel in Alabama, providing a State vehicle and fuel to personnel results in savings of \$2,000 - \$3,000 per year when compared to the current federal reimbursement rate of \$.56 per mile using private vehicles.

**E. Supplies Total Requested: \$ 146,000.00**

| Description   | Amount  | Units              | # Units | Amount Requested |
|---|---------|--------------------|---------|------------------|
| Laptop, iPad, phone, expendable                         | \$6,000 | each person        | 10      | \$60,000.00      |
| Office supplies   |         |                    |         |                  |
| Consumable supplies for regional and statewide meetings | \$10    | per person/meeting | 600     | \$ 6,000.00      |
| Gasoline/fuel for travel                                | \$6,000 | per car            | 10      | \$60,000.00      |
| Care repairs/tires                                      | \$2,000 | per car            | 10      | \$20,000.00      |

*Justification:*

New First Class Pre-K Coaches and Monitors will be provided needed technology and office supplies to assist teachers and program directors, to communicate effectively, to collaborate with partner agencies and staff, to perform general office operations, and to maintain records and data for program operations. Fuel for program-provided vehicles enable First Class Pre-K Coaches and Monitors to travel as needed for on-site support and monitoring for quality. Up to \$500 per month per Coach and Monitor is budgeted for each

of the twelve months of Year Four. Regional and statewide meetings provide networking opportunities, training of trainers, and data analysis in a group setting. All-day meetings and evening meetings often necessitate meals for participants.

| <b>F. Contractual Total Requested:</b>                            |                  | <b>\$ 15,535,032.00</b> |
|---|------------------|-------------------------|
| Description   | Amount           | Amount Requested        |
| Subgrantees for 70 program sites                                  | \$ 10,500,000.00 | \$ 10,500,000.00        |
| Subgrantees for 30 sites for improvement<br>to reach high quality | \$ 2,000,000.00  | \$ 2,000,000.00         |
| University of Alabama at Birmingham                               | \$ 250,000.00    | \$ 250,000.00           |
| Alabama Partnership for Children                                  | \$ 150,000.00    | \$ 150,000.00           |
| Professional Development/Consulting                               | \$ 879,251.00    | \$ 879,251.00           |
| TEACH Scholarships  | \$ 1,200,000.00  | \$ 1,200,000.00         |
| Research and Development  | \$ 540,781.00    | \$ 540,781.00           |
| Data Plan/Phone/IT Service  | \$ 15,000.00     | \$ 15,000.00            |

*Justification:*

Seventy subgrantees will be awarded \$150,000 for each new High-Quality Pre-K classroom to expand access to High-Quality Pre-K in High-Need Communities. Thirty subgrantees will be awarded up to \$66,666 for each classroom enhanced to meet High-Quality Pre-K standards, providing additional access for High-Quality Pre-K programs for High-Need Communities. The contractual award to The University of Alabama in Birmingham is for the development and implementation of a longitudinal data study of Alabama First Class Pre-K program outcomes. The contract award to the Alabama Partnership for Children is to provide high quality professional

development for First Class Coaches and Monitors at new sites and at existing sites on how best to access to comprehensive support services for students and families. Additional high quality professional development is being negotiated and will be delivered for First Class Pre-K teachers, support staff, program directors, Coaches, and Monitors through a variety of delivery methods, on a variety of topics, and from a variety of providers including: Teaching Strategies GOLD, CLASS, ECERS, annual Pre-K Conference, Higher Education Summit, QRIS, and Teaching Strategies GOLD KEA. Other topics and professional development will be added as needs are identified by individual programs, teachers, Coaches, and Monitors. Providing TEACH scholarships will help develop the teaching workforce and will help to meet the need for additional qualified early childhood educators in Alabama. Activities included in program research and development include data collection and analysis for program oversight, outreach and decision-making, development of data reporting procedures, identification of promising new practices for inclusion in future training, alignment of curriculum and student assessment results with K-12 programs and birth-to-age-five partners, technical assistance with grant reports and data submission, oversight of program operations to ensure compliance with existing laws and regulations, and assistance with program evaluation activities.

| <b>G. Other</b>   |             | <b>Total Requested:</b> |         | <b>\$ 15,000.00</b> |
|---|-------------|-------------------------|---------|---------------------|
| Description   | Amount      | Units                   | # Units | Amount Requested    |
| Technology upgrades for<br>webinars, virtual meetings,<br>training, demonstrations<br>accommodate more trainees | \$15,000.00 | 1                       |         | \$15,000.00         |
| <i>Justification:</i>   |             |                         |         |                     |

OSR has sufficient meeting space to host training and professional development activities for program participants. However, annual upgraded technology and enhanced capabilities for virtual meetings, webinars, and virtual technical training will allow for the participation by a greater number of teachers, monitors, coaches and staff without the need for travel time and expense. The ability to save webinars and virtual meetings will allow for repeated use of training and technical assistance to be viewed and used by new programs and for review or use on-site at a later date.

**H. Indirect Total Requested: \$ 779,737.40**

| Total Indirect Costs      | Amount        | Indirect | Amount Requested |
|---------------------------|---------------|----------|------------------|
| Negotiated Indirect Costs | \$ 779,737.40 | 11.62%   | \$ 779,737.40    |

*Justification:*

The department has a negotiated indirect cost rate agreement of 11.62%

**Year Four – 2018**

**Total Requested: \$17,500,000**

**A. Personnel Total Requested:**

**\$ 539,952.00**

| Position/Title | Salary/month | units/% Effort/ Months | Amount Requested |
|----------------|--------------|------------------------|------------------|
| Coach          | \$4,499.60   | 7/100 /12              | \$ 377,966.40    |
| Monitor        | \$4,499.60   | 3/100 /12              | \$ 161,985.60    |

**Justification:**

Seven additional Alabama First Class Pre-K Coaches and three additional First Pre-K Class Monitors are needed annually to expand access to High Quality Pre-K with the addition of 100 new classrooms in High-Need Communities. First Class Pre-K Coaches and Monitors (1 coach per 15 classrooms and 1 monitor per 33 classrooms) are essential components of the Alabama First Class Pre-K program. They provide on-site support and monitoring to ensure the continued quality of all Alabama First Class Pre-K classrooms and instructional practices. As with classrooms, the coaches/ monitors will shift from federal funding source to state funds at the end of each year.

**B. Fringe Benefits Total Requested:**

**\$ 239,029.60**

| Position/Title | Fringe/Month | % Fringe Months | Amount Requested |
|----------------|--------------|-----------------|------------------|
| Coach          | \$ 1,991.92  | 7/100/12        | \$ 167,320.72    |
| Monitor        | \$ 1,991.92  | 3/100/12        | \$ 71,708.88     |

*Justification:*

The fringe benefits are calculated for each position to include health insurance(\$108,900.00), retirement (\$82,949.92), FICA (38,237.14), and Medicare (\$8,942.56).

**C. Travel Total Requested:**

**\$ 70,250.00**

| Description         | Amount            | Units               | # Units | Amount Requested |
|---------------------|-------------------|---------------------|---------|------------------|
| Per Diem            | \$ 11.25          | day                 | 200     | \$ 2,250.00      |
| Overnight Per Diem  | \$ 75.00 each day | night               | 240     | \$ 18,000.00     |
| Out of State Travel | actual expenses   | conference/training | 20      | \$ 50,000.00     |

*Justification:*

First Class Pre-K Monitors and Coaches travel to sites a minimum of four days per week throughout the year. Conferences, professional development activities and training programs require overnight and/or out-of-state travel for meetings such as NAEYC professional development trainings, regional training for teachers and program directors, national conferences, the annual Alabama OSR Pre-K Conference, and technical training on program improvement activities, software, and assessment.

**D. Equipment**

**Total Requested:**

**\$ 150,000.00**

| Description | Amount   | Units   | # Units | Amount Requested |
|-------------|----------|---------|---------|------------------|
| Automobile  | \$15,000 | one car | 10      | \$ 150,000.00    |

*Justification:*

Extensive travel is required of First Class Pre-K Coaches and Monitors as they visit each site frequently to support teachers and monitor programs for quality. First Class Pre-K Coaches and Monitors travel a minimum four days each week and need dependable transportation. Analysis of costs and benefits indicate that for travel in Alabama, providing a State vehicle and fuel to personnel results in savings of \$2,000 - \$3,000 per year when compared to the current federal reimbursement rate of \$.56 per mile using private vehicles.

| <b>E. Supplies Total Requested:</b>                     |         |                    |         | <b>\$ 146,000.00</b> |
|---|---------|--------------------|---------|----------------------|
| Description   | Amount  | Units              | # Units | Amount Requested     |
| Laptop, iPad, phone, expendable                         | \$6,000 | each person        | 10      | \$60,000.00          |
| Office supplies   |         |                    |         |                      |
| Consumable supplies for regional and statewide meetings | \$10    | per person/meeting | 600     | \$ 6,000.00          |
| Gasoline/fuel for travel                                | \$6,000 | per car            | 10      | \$60,000.00          |
| Care repairs/tires                                      | \$2,000 | per car            | 10      | \$20,000.00          |

*Justification:*

New First Class Pre-K Coaches and Monitors will be provided needed technology and office supplies to assist teachers and program directors, to communicate effectively, to collaborate with partner agencies and staff, to perform general office operations, and to maintain records and data for program operations. Fuel for program-provided vehicles enable First Class Pre-K Coaches and Monitors to travel as needed for on-site support and monitoring for quality. Up to \$500 per month per Coach and Monitor is budgeted for each



of the twelve months of Year Four. Regional and statewide meetings provide networking opportunities, training of trainers, and data analysis in a group setting. All-day meetings and evening meetings often necessitate meals for participants.

|   |                  |                         |
|---|------------------|-------------------------|
| <b>F. Contractual Total Requested:</b>                            |                  | <b>\$ 15,535,032.00</b> |
| Description   | Amount           | Amount Requested        |
| Subgrantees for 70 program sites                                  | \$ 10,500,000.00 | \$ 10,500,000.00        |
| Subgrantees for 30 sites for improvement<br>to reach high quality | \$ 2,000,000.00  | \$ 2,000,000.00         |
| University of Alabama at Birmingham                               | \$ 250,000.00    | \$ 250,000.00           |
| Alabama Partnership for Children                                  | \$ 150,000.00    | \$ 150,000.00           |
| Professional Development/Consulting                               | \$ 879,251.00    | \$ 879,251.00           |
| TEACH Scholarships  | \$ 1,200,000.00  | \$ 1,200,000.00         |
| Research and Development  | \$ 540,781.00    | \$ 540,781.00           |
| Data Plan/Phone/IT Service  | \$ 15,000.00     | \$ 15,000.00            |

*Justification:*

Seventy subgrantees will be awarded \$150,000 for each new High-Quality Pre-K classroom to expand access to High-Quality Pre-K in High-Need Communities. Thirty subgrantees for will be awarded up to \$66,666 for each classroom enhanced to meet High-Quality Pre-K standards, providing additional access for High-Quality Pre-K programs for High-Need Communities. The contractual award to The University of Alabama in Birmingham is for the development and implementation of a longitudinal data study of Alabama First Class Pre-K program outcomes. The contract award to the Alabama Partnership for Children is to provide high quality professional

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**G. Other** **Total Requested:** **\$ 15,000.00**

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|---|-------------|-------|---------|------------------|
| Technology upgrades for webinars, virtual meetings, training, demonstrations accommodate more trainees. | \$15,000.00 | 1     |         | \$15,000.00      |

*Justification:*

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*Justification:*

The department has a negotiated indirect cost rate agreement of 11.62%

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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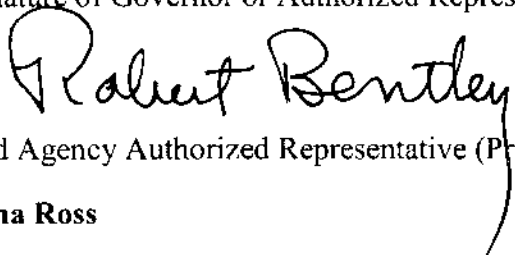
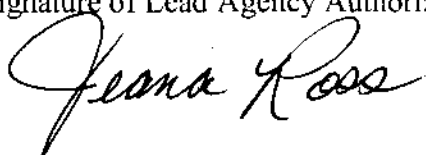
To add more "Other Attachment" attachments, please use the attachment buttons below.

Non Responsive

## ***APPENDIX TABLE OF CONTENTS***

| <b>#</b> | <b>Attachment Title</b>  | <b>Relevant Selection Criterion</b> |
|----------|--|-------------------------------------|
|          | <b>Budget Spreadsheets</b>   |                                     |
| <b>A</b> | <b>Governor's Signature Page</b>                                       |                                     |
| <b>B</b> | <b>Letters of Support</b>  | <b>A(6)</b>                         |
| <b>C</b> | <b>Alabama Developmental Standards for Preschool Children - Sample</b> | <b>B(1), F(1)</b>                   |
| <b>D</b> | <b>Birth Through Third Grade Continuum Alignment</b>                   | <b>B(1), F (1)</b>                  |
| <b>E</b> | <b>Code of Alabama</b>   | <b>B(3), F(2)</b>                   |
| <b>F</b> | <b>Data Collection Memo from State Superintendent Dr. Tommy Bice</b>   | <b>C(1), F(2)</b>                   |
| <b>G</b> | <b>Program Guidelines</b>  | <b>C(2), E(4)</b>                   |
| <b>H</b> | <b>Classroom Guidelines</b>  | <b>E(4)</b>                         |
| <b>I</b> | <b>Timeline</b>  | <b>E(1)</b>                         |
| <b>J</b> | <b>Grant Application (Subgrantee)</b>                                  | <b>E(6)</b>                         |
| <b>K</b> | <b>Enhancement Grant</b>   | <b>E(6)</b>                         |
| <b>L</b> | <b>Indirect Cost Documentation</b>                                     | <b>G</b>                            |
| <b>M</b> | <b>Assurances</b>  | <b>E(4)</b>                         |
| <b>N</b> | <b>Job Duties</b>  | <b>C(2)</b>                         |

**APPLICATION ASSURANCES AND CERTIFICATIONS**  
**Preschool Development Grants --Development Grants Competition**  
**(CFDA No. 84.419A)**

|  |  |
|--|--|
| Legal Name of Applicant<br>(Office of the Governor):<br><br><b>Alabama State Office of the Governor</b>  | Applicant's Mailing Address:<br><br><b>600 Dexter Avenue</b><br><br><b>Montgomery, AL 36130</b>                                    |
| Employer Identification Number:<br><br><b>636000619</b>  | Organizational DUNS:<br><br><b>179461371</b>   |
| Lead Agency:<br><br><b>Alabama Department of Children's Affairs</b><br><br>Contact Name: <b>Jeana Ross</b>   | Lead Agency Contact Phone: <b>(334) 353-2700</b><br><br>Lead Agency Contact Email Address:<br><br><b>jeanaross@dca.alabama.gov</b> |
| <p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:</p> <p>Governor or Authorized Representative of the Governor (Printed Name):      Telephone: <b>(334) 353-7190</b></p> <p><b>Governor Robert Bentley</b></p> <p>Signature of Governor or Authorized Representative of the Governor:      Date: <b>10/3/14</b></p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;">  </div> <div style="width: 35%; text-align: right;"> <p>Agency Name: <b>Alabama Department of Children's Affairs</b></p> </div> </div> <p>Lead Agency Authorized Representative (Printed Name):</p> <p><b>Jeana Ross</b></p> <p>Signature of Lead Agency Authorized Representative:      Date: <b>10/3/14</b></p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;">  </div> <div style="width: 35%; text-align: right;"> </div> </div> |  |

### Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):

**Governor Robert Bentley**

Signature:



Date: 10/3/14



# First Class Pre-K Program

---

*AL Department of Children's Affairs*

## *Report Fields*

---

### **Facility/Site Name\***

*Character Limit: 100*

### **Type of Program\***

Please identify the type of program for which you are applying.

Public School  
Private Childcare  
Head Start  
Community (such as YMCA)  
Faith Based  
College or University  
Private School (non-faith based)  
Military  
Other

### **Other Type of Program**

If you chose **Other** in the question above please specify.

*Character Limit: 150*

### **Public School Type of Program**

If you chose **Public School** for type of program please specify how many kindergarten classrooms are in the public school system.

*Character Limit: 5*

### **If you chose anything other than Public School in the Type of Program question above:**

To which school system(s) does your program feed? And what is the number of kindergarten classrooms?

In each text box below enter the name of the school system / the number of kindergarten classrooms? (i.e. School System / 25)

### **School System 1 / Number of Kindergarten Classrooms**

*Character Limit: 200*

**School System 2 / Number of Kindergarten Classrooms**

*Character Limit: 200*

**School System 3 / Number of Kindergarten Classrooms**

*Character Limit: 200*

**School System 4 / Number of Kindergarten Classrooms**

*Character Limit: 200*

**Classroom Name\***

*Character Limit: 150*

**Classroom\***

Please indicate whether the grant will be used to establish a new classroom within your facility or if the grant will be used to supplement or enhance an existing classroom, such as Title I, Head Start, Tuition funded childcare room.

New Classroom

Existing Classroom

**Amount of Request\***

Plus Grant - up to \$120,000

Tiered Grant - up to \$92,700 depending on free/reduced lunch population

Excellence Grant - up to \$45,000

*Character Limit: 20*

**Community Pre-K Initiative\***

Is this application part of a community pre-k initiative?

Yes

No

**Name of Initiative**

If yes, enter the name of the initiative.

*Character Limit: 150*

## Quality Commitment

---

### Quality Assurance\*

All Pre-Kindergarten Providers must follow the program guidelines established by the Office of School Readiness. To qualify, a potential provider must initial all of the items and sign the Quality Assurance Document.

*File Size Limit: 2 MB*

## Overview (10 Points)

---

**Please explain, in detail, your efforts in the areas below.**

### Program Description\*

Describe your program (history, mission, and vision of program) and your target population.

*Character Limit: 2000*

### Classroom Setup\*

Provide an overview of how you will set up your classroom(s) and how the 6½ hours of instruction will be carried out.

*Character Limit: 2000*

### Child Selection\*

Describe how children will be randomly selected for the classroom(s).

*Character Limit: 2000*

### Classroom\*

Include evidence that the program will be housed in an appropriate sized room (35 sq. ft. per child for 18 children) and located near an appropriate water fountain and toilet. (Attach pictures of classroom).

*Character Limit: 2000 | File Size Limit: 3 MB*

### Playground\*

Include evidence that the existing playground area is at least 60 sq. ft. per child and is age appropriate. Playground must be on-site and fenced if grant is awarded. (Attach pictures of existing playground - NOTE: If you have more than one picture please combine all pictures into one electronic file using a scanner or the Fax to File tool in the left navigation list prior to uploading).

*Character Limit: 2000 | File Size Limit: 3 MB*

## *Evidence of Need (45 Points)*

---

### **Evidence of Need\***

Provide and describe evidence of need for establishing a Pre-Kindergarten class in your local community. Include the number of four-year-olds in your community, number of Pre-K programs operating in your area, economic conditions in the community, and other risk factors you deem appropriate to demonstrate need (e.g. academic factors), waiting lists.

*Character Limit: 4000*

## *Qualifications/Prior Experience (5 Points)*

---

### **Qualifications/Prior Experience\***

Provide the qualifications of the person(s) who will be responsible for the operation/administration of the program. Describe prior experience in administering grants and in providing services for Pre-K children. Include level of education, certification/credentials, curriculum training, and other related workshops/classes attended.

*Character Limit: 1000*

**Contact information for Program Director/Administrator who will have primary responsibility for administering grant funds.**

### **First Name\***

*Character Limit: 50*

### **Last Name\***

*Character Limit: 50*

### **Business Title\***

*Character Limit: 50*

### **Email Address\***

*Character Limit: 254*

### **Telephone Number\***

*Character Limit: 50*

### **Address\***

*Character Limit: 150*

### **City\***

*Character Limit: 50*

**State\***

*Character Limit: 50*

**Postal Code\***

*Character Limit: 25*

**County\***

*Character Limit: 75*

## *Classroom Practice (25 Points)*

---

Describe how your curriculum will address each of the eight domains described in the Alabama Developmental Standards for Preschool Children.

**Emergent Literacy\***

*Character Limit: 1000*

**Emergent Numeracy\***

*Character Limit: 1000*

**Creative Arts\***

*Character Limit: 1000*

**Science and Environmental Education\***

*Character Limit: 1000*

**Technology\***

*Character Limit: 1000*

**Social and Emotional Development\***

*Character Limit: 1000*

**Approaches to Learning\***

*Character Limit: 1000*

**Physical Health and Development\***

*Character Limit: 1000*

## Collaboration (5 Points)

---

### Collaboration\*

Provide three letters of support. One letter **must** be from your local Children's Policy Council, and the other two from any partnering agencies or community organizations. If this classroom is part of a community pre-K effort, please include a letter from the community pre-k group.

### Support Letter #1

*File Size Limit: 2 MB*

### Support Letter #2\*

*File Size Limit: 2 MB*

### Support Letter #3\*

*File Size Limit: 2 MB*

## Budget (10 Points)

---

Instructions: Please include a proposed classroom budget, using the First Class Pre-K Budget Form provided. Complete each column of the budget using the instructions provided on the webpage for each budget type. Please note that classrooms which have Head Start funding may only apply for Excellence grants not to exceed \$45,000.

### Upload Budget\*

Please use the budget template for the type of grant you are applying.

[Plus Template](#)

[Tiered Template](#)

[Excellence Template](#)

*File Size Limit: 2 MB*

### Narrative\*

Please complete budget narrative below describing how funding is needed to help your program meet the "Alabama High Quality Pre-K Standards." Please show how you are going to provide a 25% match as well as an explanation of additional funds you will invest in the program. In the narrative, describe the source and amounts of all additional funds.

*Character Limit: 4000*

### Audit Summary or Letter of Financial Solvency

Please upload summary of audit or letter indicating financial solvency.

*File Size Limit: 3 MB*

## Quality Enhancement Grant

Quality Enhancement Grants for Existing OSR First Class programs are awarded by the following process:

1. The Alabama First Class Pre-K Program leads the nation in program quality standards. In preserving this commitment to excellence in early childhood education, additional funding will be made available to improve the quality of pre-k classes that are in compliance with the OSR First Class Program Guidelines and agree to abide by the OSR First Class Assurances.
2. Areas of need are identified by sites in cooperation with their assigned First Class Monitor, First Class Coach and First Class Regional Manager. A plan of quality enhancement will be based on fulfilling one of several site improvement tracks developed by OSR. These will involve a process for facilitating real and lasting improvements in pre-k programs to develop programs of the highest quality. The goal is to create a better place for children to grow and learn. Plans for improvement include meeting standards and criteria in one of the following areas:
  1. Curriculum
  2. Classroom Environment
  3. Outdoor Playground Equipment
  4. Professional Development
  5. Technology
  6. Parent Education/Involvement

**Part I:** Informal evaluation of the program through a self- study to identify any program improvements necessary. A plan of improvement should be developed in one of the following areas based on the needs of the program:

### **1. Curriculum**

Use the Alabama First Class Pre-K Framework and The Alabama Developmental Standards, to self assess your program and devise a plan for implementing a curriculum that will improve quality. .



**2. Classroom Environment**

Use the ECERS-R as a self-assessment to help you look at your current environment/ practices and devise a plan for making improvements in your program.

**3. Outdoor Playground Equipment**

Use the Community Investment Collaborative for Kids Resource Guide as a self-assessment to help you get started looking at your current playground environment and devise a plan for making improvements in your program.

**4. Professional Development**

Use your coach and monitor as resources to assist you in reflecting on your teaching practices. Utilize GOLD data to identify student achievement gaps and devise a plan to drive instructional improvement.

**5. Technology**

Use your coach and monitor, combined with the NAEYC Technology Position Statement to reflect on your current technology and devise a plan for making improvements in your program. Examples include: iPads, ipods, cameras, printers, scanners etc.

**6. Parent Education/ Involvement**

Use Epstein's Framework of Six Types of Involvement and Sample Practices framework to evaluate your current practices and devise a plan for making improvements in your program. Example: take home backpacks, home visits, any of the sample practices included in the framework.

**Part 2:** Provide OSR with a double-spaced, 2 page (maximum) narrative describing how funding is needed to help your program meet the identified needs. Also include the name of your site, the physical address including the county, a contact person, email address and phone number.

**Part 3:** Provide a detailed budget outlining the materials needed and the cost of the materials.

September 24, 2014

Ms. Jeana Ross  
Commissioner  
Alabama Department of Children's Affairs  
135 S. Union Street, Suite 215  
Montgomery, AL 36130

Dear Ms. Ross:

A copy of an indirect cost Negotiation Agreement is attached. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government. Please have the Agreement signed by a duly authorized representative of your organization and return it to me **BY EMAIL OR FAX**, retaining the copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

In order to implement the FINAL indirect cost rate contained in the enclosed Agreement, an adjustment to the indirect costs claimed under your Federal awards may be required. For HHS project grants these adjustments must be made in accordance with the procedures for settlement of indirect costs on HHS project grants with final negotiated rates described in the appropriate "Guide" book for your institution. Adjustments under HHS contracts must be made in accordance with the provisions of the contracts. Adjustments under awards with other Federal agencies must be made in accordance with the policies of those agencies.

An indirect cost proposal together with required supporting information must be submitted to this office for each fiscal year in which your organization claims indirect costs under grants and contracts awarded by the Federal Government. Thus, a proposal for your fiscal year ending 09/30/14, will be due no later than 03/31/15.

Sincerely,

Darryl W.

Mayes -A

for

Arif Karim, Director  
Cost Allocation Services

Arif Karim is the Director of the Cost Allocation Services Unit, Office of Management and Enterprise Services, U.S. Department of Health and Human Services. He is also the Director of the Cost Allocation Services Unit, Office of Management and Enterprise Services, U.S. Department of Health and Human Services.

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL OR FAX

## STATE AND LOCAL GOVERNMENTS RATE AGREEMENT

EIN: 63-6000619

DATE:09/24/2014

ORGANIZATION:

Alabama Department of Children's Affairs  
135 South Union St, Suite 215  
Montgomery, AL 36104

FILING REF.: The preceding  
agreement was dated  
02/25/2013

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

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### SECTION I: INDIRECT COST RATES

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RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)

EFFECTIVE PERIOD

| <u>TYPE</u> | <u>FROM</u> | <u>TO</u>  | <u>RATE (%)</u> | <u>LOCATION</u> | <u>APPLICABLE TO</u> |
|-------------|-------------|------------|-----------------|-----------------|----------------------|
| FINAL       | 10/01/2012  | 09/30/2013 | 11.62           | All             | All Programs         |
| PROV.       | 10/01/2013  | 09/30/2015 | 11.62           | All             | All Programs         |

BASE

Direct salaries and wages including all fringe benefits.

ORGANIZATION: Alabama Department of Children's Affairs

AGREEMENT DATE: 9/24/2014

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

Equipment Definition

Equipment means article of nonexpendable, tangible personal property having a useful life of more than 1 year and an acquisition cost of \$500 or more per unit.

Fringe Benefits include: FICA, Retirement, Unemployment Insurance, Health Insurance

Next proposal based on actual cost for FY ending 09/30/14 is due on 3/31/15.

ORGANIZATION: Alabama Department of Children's Affairs  
AGREEMENT DATE: 9/24/2014

SECTION III: GENERAL

A. LIMITATIONS

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant under the cost-type Agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in the indirect cost base as finally approved; such costs are legal expenditures of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as indirect costs are not claimed as direct costs for similar types of costs have been approved previously under the Agreement; and (3) The information provided by the organization was of such quality that the rates by not being found to be materially incomplete or inaccurate by the Federal Government. In such event, the rate or rates would be lowered in proportion to the deviation of the Federal Government.

B. ACCOUNTING CHANGES

This Agreement is based on the accounting system purposed by the organization to be in effect during the Agreement period. Changes in the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the author and representatives of the recipient agency. Such changes include, but are not limited to, changes in the character of a particular type of cost from indirect to direct. Failure to obtain approval may result in disallowed amounts.

C. FIXED RATE

A fixed rate for this Agreement is based on an estimate of the costs for the period covered by the rate. Much to the surprise of the parties, the actual costs, as determined, will be made in a later year or years. Discrepancies between the actual costs and the fixed rate are not to be considered.

D. ONE-STOP FEDERAL AGENCIES

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-11 and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations or actions. The rates are not to be applied to other Federal Agencies to give them such certification.

E. OTHER

The Federal Government shall not be held responsible for indirect costs by a grantee other than the applicant and if the grantee is not a grantee under the Agreement, the grantee shall not be held responsible for indirect costs. The grantee shall apply the approved rates to the appropriate cost base to the project amount of indirect costs allowable to those programs.

F. THE ORGANIZATION

Alabama Department of Children's Affairs

OFFICE OF THE

FOR SIGNATURE

NAME

TITLE

DATE

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

AGENCY

Darryl W. Mayes - A

Signature of Darryl W. Mayes - A  
As authorized representative of the  
Department of Health and Human Services  
on 9/24/2014

SIGNATURE

for Arif Karim

NAME

Director, Cost Allocation Services

TITLE

9/24/2014

DATE - 2014

FOR REPRESENTATIVE

June Talbert

Telephone

(214) 767-7261



### First Class Pre-K Program Quality Assurances

By signing below, \_\_\_\_\_ (*Program Name*) agrees to follow the operating guidelines established by the Office of School Readiness. Please read and initial each item indicating your understanding that as a potential provider, **you will be held accountable for upholding the quality assurances and that your funding is contingent on strict adherence to the assurances. As a First Class Pre-K provider you will be required to do the following:**

- \_\_\_\_\_ Ensure each child in the class be four years old on or before September 1, 2014.
- \_\_\_\_\_ Ensure that each classroom shall have no more than 18 students with a 9:1 student to staff ratio.
- \_\_\_\_\_ Have adequate classroom space: 35 square feet of floor space per child (*in one room*) for 18 children. Room space should not include closet space. Please include room dimensions with your grant application.
- \_\_\_\_\_ Have access to an age-appropriate fenced playground with at least 60 square feet per child. Playground must be fenced if grant awarded
- \_\_\_\_\_ Have water and toilet facilities easily accessible to the classroom.
- \_\_\_\_\_ Hold a current license from the Department of Human Resources or willingness to be licensed and inspected by DHR, or in the case of public schools, meet DHR safety requirements.
- \_\_\_\_\_ Have background checks for personnel of the Pre-Kindergarten program class.
- \_\_\_\_\_ Employ teachers who have the following credentials and qualifications and pay them according to the OSR required pay scale:

#### Lead Teacher

- Must be 21 years of age or older
- Must have **at least one** of the following credentials listed below:
  1. Certified in Early Childhood Education.
  2. Four-year degree in Child Development

#### Auxiliary Teacher

- Must be 19 years of age or older
- Must possess a high school diploma or equivalent
- Must possess a Child Development Associate credential/or appropriate coursework in the field of Early Childhood Education or Child Development (9-12 hours in child development/ECE/or appropriate other coursework)

- \_\_\_\_\_ Commit to using the Teaching Strategies GOLD® assessment tool to fidelity and the OSR First Class Framework to inform and guide instruction.

\_\_\_\_\_ Use Alabama's Developmental Standards for Preschool Children as the standards for guiding and informing instruction.

*Please visit <http://www.children.alabama.gov> for Alabama Developmental Standards for Preschool Children.*

\_\_\_\_\_ Provide 180 days of children's program, 6.5 hours per day, and 7 teacher preparation/in-service days.

\_\_\_\_\_ Provide health screenings for all children (physical exam, vision, hearing, dental), and crisis intervention/mental health services.

\_\_\_\_\_ Assure that teaching staff attend **30 hours** of professional development opportunities, at least 15 hours of which will be provided by the Office of School Readiness. Substitutes must be provided while teachers are at professional development. Student teacher ratio must remain at OSR required levels.

\_\_\_\_\_ Fully participate with the Office of School Readiness staff for continuous improvement of classroom practice, environment, and administration.

\_\_\_\_\_ Provide verification of financial solvency including a recent certified financial statement or most recent audit summary.

\_\_\_\_\_ Input program management information into OSR data system and report information in accordance with OSR guidelines.

\_\_\_\_\_ Develop and implement parent involvement plan.

\_\_\_\_\_ Understand that funding is contingent upon the fulfillment of the above requirements, state funding availability and a successful site visit.

**I certify that the proposed Pre-K classroom will comply with the above requirements:**

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Authorized Person

If classroom will be located in a public school, this document must also be signed by Principal of school where site is to be located.

Principal Signature \_\_\_\_\_

Printed Name \_\_\_\_\_

## **Monitoring Job Duties**

1. Establish effective working relationship with teachers and directors at all assigned sites.
2. Will make announced and unannounced visits throughout the year to monitor and evaluate program progress.
3. Complete, enter, and submit site visit reports and other documentation within two weeks
4. Check database for accurate site information including, but not limited to current teaching staff, student roster, contact information changes, etc.
5. Report to supervisor on sites not in compliance with OSR guidelines and/ or on sites with health and safety issues.
6. Assist in maintaining accurate files on assigned pre-K classrooms.
7. Approve budgets and maintain documentation of approved purchases and equipment
8. Verify teacher credentials
9. Report violations to your supervisor within one week of the visit
10. Assist in planning trainings, workshops and conferences for pre-k teachers and administrators.
11. Participate in OSR sponsored professional development
12. Attend and participate in OSR staff meetings and conference calls
13. Read and apply current research and journal articles to monitoring and professional development
14. Represent DCA/OSR on assigned SDOE Regional Planning Teams; attend regularly scheduled meetings.
15. Communicate effectively with teachers, directors, and relevant stakeholders regarding site progress toward quality and goals using email, mail and telephone.
16. Communicate with OSR management and other staff about results of site visits
17. Communicate ideas for First Class program improvement with colleagues
18. Participate in the NING
19. Respond to emails and phone calls(from Directors, Teachers, co-workers and supervisors) within one business day.



## **Coaching Job Duties**

1. Establish effective working relationship with teachers and directors at all assigned sites
2. Plan with the teacher to ensure that the information that was discussed is implemented
3. Observe classroom practices in each assigned site a minimum of once per month or as discussed at coaches academy.
4. Provide verbal feedback to teachers regarding effectiveness of practices and ensure practices are developmentally appropriate.
5. Establish joint goals for quality improvement
6. Encourage teachers to reflect on current practices/strategies and plans to continually improve
7. Follow up with teachers and/or directors regarding established goals.
8. Model a behavior or activity to determine how an idea or strategy that the coach and teacher developed together might work.
9. Complete, enter, and submit site visit reports and other documentation within one week.
10. Check database for accurate site information including, but not limited to current teaching staff, student roster, contact information changes, etc..
11. Report to supervisor on sites not in compliance with OSR guidelines and/ or on sites with health and safety issues.
12. Assist in maintaining accurate files on assigned pre-K classrooms
13. Maintain documentation of approved purchases and equipment
14. Report violations to your supervisor within one week of the visit
15. Conduct assessments on sites as assigned
16. Enter assessment data for assigned sites
17. Review assessment data with teachers to inform classroom practices
18. Develop and maintain assessment folders
19. Assist in planning trainings, workshops and conferences for pre-K teachers and administrators
20. Participate in OSR sponsored professional development
21. Attend and participate in OSR staff meetings, coaches meetings and conference calls
22. Read and apply current research and journal articles to coaching and professional development
23. Represent DCA/OSR on assigned SDOE Regional Planning Teams; attend regularly scheduled meetings
24. Communicate effectively with teachers, directors, and relevant stakeholders regarding site progress toward quality and goals using email, mail and telephone.
25. Communicate with OSR management and other staff about results of site visits
26. Communicate ideas for First Class program improvement with colleagues
27. Participate in the NING
28. Respond to emails and phone calls(from Directors, Teachers, co-workers and supervisors) within one business day

## **Regional Manager Duties**

1. To provide knowledge and guidance to coaches so they can assist teachers on reflecting on current practices, developing new skills, and promoting continuous self-assessment
2. To provide leadership and guidance to monitors to ensure sustained quality in all OSR funded programs
3. To be available for consultation regarding onsite technical assistance, questions about the program, problems with maintaining enrollment, approval of equipment/materials/supplies requests, training needs, etc..
4. Maintain accurate pre-K files, approve and maintain calendars of all regional team members and approve site budgets
5. Communicate to coaches, monitors and directors
6. Assist in planning trainings, workshops, and conferences for pre-K across the state
7. Visit sites that fall out of compliance and develop times to comply
8. To conduct weekly meeting with regional team members .
9. Report to the Commissioner the progress of the regional teams.
10. Complete, enter, and submit site visit reports and other documentation within one week
11. Check database for accurate site information including, but not limited to current teaching staff, student roster, contact information changes, etc.
12. Assist in maintaining accurate files on assigned pre-k classrooms
13. Communicate with directors of programs that are out of compliance
14. Maintain documentation of budgets
15. Report violations to your supervisor of sites that are not in compliance
16. Report violations to your supervisor of employees that are not in compliance
17. Assist in appraisal process for assigned regional staff
18. Assist in planning trainings, workshops and conferences for pre-K teachers and administrators
19. Participate in OSR sponsored professional development
20. Attend and participate in OSR staff meetings, coaches academy conference calls
21. Read and apply current research and journal articles to coaching and professional development
22. Represent DCA/OSR on assigned SDOE Regional Planning Teams; attend regularly scheduled meetings
23. Communicate effectively with teachers, directors, and relevant stakeholders regarding site progress toward quality and goals using email, mail and telephone
24. Communicate with OSR management and other staff about results of site visits
25. Communicate ideas for First Class program improvement with colleagues

STATE OF ALABAMA  
**DEPARTMENT OF EDUCATION**

Thomas R. Bice  
State Superintendent of Education

October 3, 2014

Alabama  
State Board  
of Education

Governor  
Robert Bentley  
President

Al Thompson  
District I

Betty Peters  
District II

Stephanie Bell  
District III

Yvette M.  
Richardson, Ed.D.  
District IV

Ella B. Bell  
District V  
Vice President

Charles E. Elliott, M.D.  
District VI

Jeff Newman  
District VII  
President Pro Tem

Mary Scott Hunter, J.D.  
District VIII

Thomas R. Bice, Ed.D.  
Secretary and  
Executive Officer

The Honorable Robert Bentley  
Governor of Alabama  
State Capitol  
600 Dexter Avenue  
Montgomery, AL 36130


Dear Governor Bentley:

Please accept this letter in support of the state's application for the federal Preschool Development Grant. The Alabama State Department of Education (ALSDE) and the Alabama Department of Children's Affairs (DCA) coordinate on a regular basis to identify areas of the state where high-quality pre-K will make the highest impact on student achievement.

Through monthly collaboration meetings between the two departments and through DCA staff participation in ALSDE Regional Planning Teams, the two departments have been able to support student achievement through early learning. The Intervention Grant process DCA has implemented is a direct result of increased coordination between our departments.

Growing the number of high-quality pre-K classrooms is an important component of PLAN 2020. The Preschool Development Grant would facilitate adding classrooms to serve areas that currently do not have access to high-quality pre-K and are in feeder patterns to failing or priority schools.

Sincerely,



Thomas R. Bice  
State Superintendent of Education

TRB:LAK

State of Alabama

Department of Human Resources



ROBERT BENTLEY  
Governor

S. Gordon Persons Building

50 Ripley Street

P. O. Box 304000

Montgomery, Alabama 36130-4000

(334) 242-1310

[www.alhr.alabama.gov](http://www.alhr.alabama.gov)



Nancy T. Buckner  
Commissioner

October 3, 2014

Commissioner Jeana Ross  
Alabama Department of Children's Affairs.  
135 South Union Street  
Suite 215  
Montgomery, Alabama 36130

Dear Commissioner Ross:

On behalf of the Alabama Department of Human Resources (DHR), Child Care Services Division, I am pleased to write the letter of support for your application for the Preschool Development grant competition that will build upon and strengthen Alabama's First Class Pre-K infrastructure. This new opportunity for the Department of Children's Affairs (DCA) is exciting because for years the First Class Pre-K program has been highly praised nationally for its high quality developmental standards and a commitment to providing a qualified teacher workforce. The Preschool Development grant will expand these services in our state so that more Alabama families will have access to this wonderful program.

Our agencies have a history of partnering in an effort to better coordinate early care and education services to the children and families in Alabama. DCA was a DHR Quality Enhancement Contractor for several years (2009-2011); partnered with DHR on training assessors for the Alabama Quality Rating and Improvement System (QRIS) Pilot project, which was conducted by the University of Alabama; and most recently partnered with DHR on its 2<sup>nd</sup> Annual Home Visitors' Conference and Infant Toddler Academy September 23 – 25, 2014. DCA has also aligned the Alabama Early Learning Guidelines with the Alabama Developmental Standards for Preschool children. In addition DCA was a major stakeholder in the development of the EHS-Child Care Partnership grant submitted by DHR in August. If funded, DCA will provide technical assistance regarding *Teaching Strategies GOLD*, the assessment tool currently used by all First Class Pre-K grantees. With the advent of Alabama's QRIS, Alabama Quality STARS, we look forward to working closely with DCA in providing professional development for all centers involved in QRIS. Data from the recent pilot indicated that child care programs administering a First Class Pre-K grant provided higher quality services to the children and families they served.

We affirm our continued commitment to partner with DCA and look forward to what this potential opportunity will offer the children and families in Alabama.

Sincerely,

(b)(6)

(b)(6)

Dr. Calvin E. Moore, Jr.  
Division Director, Child Care Services Division

Cc: Terrie Reid, Deputy Commissioner



STATE OF ALABAMA  
GOVERNOR ROBERT BENTLEY

THE ALABAMA DEPARTMENT OF  
CHILDREN'S AFFAIRS  
135 South Union Street, Suite 215  
P.O. Box 302755  
Montgomery, Alabama 36130  
www.children.alabama.gov  
Phone: (334) 353-2700  
Fax: (334) 353-2716

JEANA ROSS  
COMMISSIONER

October 3, 2014

The Honorable Robert Bentley  
Governor of Alabama  
600 Dexter Avenue  
Montgomery, AL 36130

Dear Governor Bentley:

Thank you for your consideration of designating the State Children's Policy Council as the operational Alabama Early Childhood Advisory Council. As an existing state entity statutorily created, the Children's Policy Council is an existing structure that meets the goals of the federal requirements of the Early Childhood Advisory Council. As the Chair of the State Children's Policy Council I share the support of the state's grant application for Preschool Development funds.

The State Children's Policy Council works with local Children's Policy Councils to assess and report on local needs and recommend policies to address those needs. One of the issues that continues to grow is access to high quality early childhood learning experiences.

Under your leadership, Alabama's First Class Pre-K Program, has doubled access for 4 year olds to high quality pre-k. As the Chair of the Children's Policy Council and Commissioner of Children's Affairs, our department continues to work tirelessly to coordinate among agencies to ensure a seamless continuum of services for children. This Preschool Development grant will provide funding to enhance and continue coordination of services.

Thank you for your leadership.

Sincerely,

A handwritten signature in cursive script that reads "Jeana Ross".

Jeana Ross



*"Every Alabama child will have the opportunity to succeed in life"*

---

TO: The Honorable Dr. Robert Bentley  
Governor of Alabama

FROM: Gail Piggott, Executive Director

DATE: October 2, 2014

RE: Preschool Development Grant Opportunity

Please accept this as a letter of support for the Preschool Development Grant opportunity for our state. There are some excellent opportunities afforded here, and they all match well with the great work we have been doing for the past several years. We will support the Governor's Office and the Department of Children's Affairs and other partners in any way to bring these resources to the young children and families of Alabama.

Alabama has led the nation in developing and expanding a high quality Pre-K program, and this positions us well to take advantage of new resources for early childhood investments. Under the leadership of Commissioner Ross, we have proven the ability to deliver high quality programs, so expanding to underserved areas of our state fits our expansion plans. We already have in place what it takes to develop and oversee high quality programs through First Class Pre-K, and that is our strength upon which we can build.

We also think it is important that this new grant requires that we invest in a diverse delivery system so that existing programs serving working families can also participate, receive resources and technical assistance. This will better ensure that ALL programs in Alabama improve their quality – child care, preschool, and Pre-K. Other important components of the expanded Pre-K opportunity are offering comprehensive services and emphasizing the important roles of parents and families in their children's healthy development and readiness for school. Through this new funding opportunity, we can fully develop our Strengthening Families and Help Me Grow initiatives that are parent-driven, community based national models that have proven to work. We support high quality Pre-K and programs that families of young children use each day so that they can go to work. But we also believe that the strength of our education system and our state's economy rests on building strong families that nurture, protect and support their children's healthy development. Through this new funding opportunity, we can mesh all of these components together with our Home Visiting programs and bring transformational results for our youngest and most vulnerable children while building and strengthening the fabric of our state and the nation – *parents and families*.

We look forward to assisting in any way appropriate to continue to invest in young children.

Cc: Jeana Ross, Commissioner, Alabama Department of Children's Affairs  
Jared White, Education Policy Advisor, Office of Governor Robert Bentley

October 2, 2014

The Honorable Robert Bentley  
Governor of Alabama  
600 Dexter Avenue  
Montgomery, AL 36130

Dear Governor Bentley,

We thank you for your outstanding leadership in expanding access to Alabama's First Class Pre-K program, and we share your commitment to ensuring that all four year-olds have the opportunity to attend on a voluntary basis.

As members of the Alabama School Readiness Alliance's Pre-K Task Force, we have dedicated our leadership, advocacy efforts and corporate and philanthropic dollars to helping our state expand access to high-quality pre-k. As you know, the Pre-K Task Force has launched a ten-year campaign, now entering its third year, to expand Alabama's high-quality, state-funded First Class Pre-K program to reach all families that wish to enroll their children.

We support Alabama's application for a Preschool Development Grant, which would augment our state's public and private pre-k investments with a national partnership that will help us stay on track with this important goal, or accomplish it even sooner. In our various leadership roles in the education, business, philanthropy, military, medical, legal, nonprofit, child advocacy and early childhood communities, we stand ready to assist you and the Department of Children's Affairs with this exciting partnership.

Thank you for your steadfast commitment to improving the school readiness of Alabama's children, which will have a dramatic long-term impact on our state's workforce, quality of life and economic success.

Sincerely,

The undersigned members of the Alabama School Readiness Alliance Pre-K Task Force

**Pre-K Task Force Co-Chairs**

Mike Luce, President and COO, Harbert Management, Inc.  
Bob Powers, President, The Eufaula Agency

**Pre-K Task Force Members (continued on next page)**

Dee Ard, President, Alabama Association for Young Children; Early Care Team Leader, Head Start / Early Head Start, CAPNA  
Jeremy L. Arthur, President, Chamber of Commerce Association of Alabama  
Melanie Bridgeforth, Executive Director, VOICES for Alabama's Children  
Brian Bucher, Regional President Northern Alabama, The PNC Financial Services Group  
Billy Canary, President and CEO, Business Council of Alabama  
Jeff Coleman, President and CEO, Coleman World Group

**Pre-K Task Force Members, Continued**

David Donaldson, Vice President, Governmental & Community Relations, Vulcan Materials Company  
Matthew Durdin, Director, State Legislative Programs-Senate, Alabama Farmers Federation  
Walter Gonsoulin, Superintendent, Fairfield City Schools  
Gillian Goodrich, Trustee, Mike and Gillian Goodrich Charitable Foundation  
Phil Hammonds, Retired Superintendent, Jefferson County Public Schools; Co-Chair, Education Work Group,  
BOLD GOALS Coalition of Central Alabama  
James Harrison, Jr., Chairman and CEO, Harco Drug, Retired  
Sally Howell, Executive Director, Alabama Association of School Boards  
Liz Huntley, Associate, Lightfoot Franklin & White, LLC  
Tom Joiner, Geologist, Tom Joiner & Associates, Retired  
Shelley Jones, Community Volunteer and Retired Elementary School Principal  
Drew Langloh, President, United Way of Central Alabama  
Barbara Larson, Executive Director, Leadership Alabama  
Jay Love, Former State Representative; Co-Chair, Business Education Alliance  
Harriet Renorda McFarlin, President, Alabama Head Start Association; Region IV Head Start Association Board of Directors  
Sue McInnish, Executive Director, Alabama Civil Justice Foundation  
Maurice Mercer, Financial Services Specialist, Regions Financial Corporation; Pelham City Council, Place 4  
Joe Morton, Former State Superintendent of Education, Co-Chair, Business Education Alliance  
Caroline Novak, President, A+ Education Partnership  
Jim Page, President and CEO, Tuscaloosa Chamber of Commerce  
Major General Butch Pair, US Army, Retired  
Gail Piggott, Executive Director, Alabama Partnership for Children  
Barry Sadler, Retired Superintendent, Eufaula City Schools  
Ann Sikes, Executive Director, Montgomery Education Foundation  
Christie Steigerwald, Owner, Kid Plus Learning Center, Foley  
The Honorable Vaughn Stewart, Mayor of Anniston  
Jera Stribling, Executive Director, Joseph S. Bruno Charitable Foundation  
Linda Tilly, Retired children's advocate, Montgomery  
Lissa Tucker, Director of Governmental Relations, Alabama Association of School Boards  
Casey Wardynski, Superintendent, Huntsville City Schools  
Leila Watson, Attorney, Cory, Watson, Crowder & DeGaris

cc: Seth Hammett, Interim Chief of Staff  
cc: Jonathan Barganier, Deputy Chief of Staff for Policy  
cc: Jared White, Education Policy Advisor  
cc: Jeana Ross, Commissioner, Alabama Department of Children's Affairs



*The Alabama School Readiness Alliance is a statewide, nonprofit coalition advocating for the expansion of high-quality, voluntary pre-k in Alabama. ASRA was formed in 2006 as a joint campaign of A+ Education Partnership, Alabama Giving, Alabama Partnership for Children and VOICES for Alabama's Children. Learn more at [www.alabamaschoolreadiness.org](http://www.alabamaschoolreadiness.org).*





# SELMA CITY SCHOOLS

OFFICE OF THE  
SUPERINTENDENT

2194 BROAD ST.  
P.O. BOX 350  
SELMA, AL 36702-0350  
(334) 874-1600

October 2, 2014

The Honorable Dr. Robert Bentley  
Governor of Alabama

Dear Governor Bentley:

Please accept this as a letter of support for the Preschool Development Grant opportunity for the State of Alabama. Such a grant will allow Alabama to continue with the ambitious and achievable goals for providing high quality pre-K for the children within our state. We in Selma City Schools are already feeling the positive impact.

As a case study in the importance of high quality pre-K, I can speak to the benefits of an educational partnership with the Department of Children's Affairs. Selma City Schools is currently in State takeover, and as it's appointed interim leader, I have worked to identify target areas for opportunities to make an immediate and long lasting impact within the system.

Alabama First Class pre-K has been a very important piece in our turnaround strategy for Selma City Schools. Under the leadership of Commissioner Jeana Ross, the Department of Children's Affairs has assisted Selma City schools with providing First Class Pre-K to our four year olds. The First Class Framework has facilitated our effective implementation of the Program and Classroom Guidelines. The professionalism and expertise of the Region 6 Coaches and Monitors and the Regional manager has supported the effective development and implementation of providing high quality early learning experiences for four year olds.

Pre-k has been an important component of our turnaround strategy and I fully support the Department of Children's Affairs application for the Preschool Development Grant. I have every confidence that other communities will benefit as we have through our partnership with the Department of Children's Affairs.

Children in Alabama are more likely to live below the poverty level and become victims of achievement gaps upon arrival in kindergarten. The further expansion of First Class pre-K, through the Preschool Development Grant will be an asset to breaking down the barriers to school readiness.

Larry E. DiChiara, Ed.D.  
Acting Superintendent / Chief Administrative Officer  
Selma City Schools



SUMTER COUNTY DISTRICT COURT  
STATE OF ALABAMA

CASIMY JACKSON, MONTGOMERY  
DISTRICT JUDGE

TELEPHONE: (205) 652-7364  
FAX: (205) 652-7345

POST OFFICE BOX 9  
LIVINGSTON, AL 35470

VANESSA LEECH  
CLERK/ASSISTANT

October 2, 2014

Dear Governor Bentley,

As Chairwoman of Children of the Village Network, Inc., Sumter County's CPC our organization gladly writes this letter in support for continued expansion of Alabama Department of Children's Affairs, First Class Pre-K program. I believe that this program is vital to our children's future success in school and in life. Every child success helps secure a brighter future for Alabama.

I realize that there are dozens of worthy programs that could use additional funding, but investing in high quality Pre-K should be a priority. High quality Pre-k education:

- Promotes child development
- Strengthens families
- Reduces school cost in special education and remediation and provides K-12 schools with students ready to learn and to achieve
- Reduces community cost in criminal justice, public assistance, and lost taxes
- Provides communities with a skilled workforce
- Improves Alabama's ability to attract high quality jobs and boost our economy.

The Alabama Department of Children's Affairs has been an ally and supporter of the work that we do for the children and families that serve Livingston, Alabama and Sumter County. They are one of the State's largest children's advocates.

In conclusion, I fully support the efforts of the Department of Children's Affairs, First Class Pre-K program as they seek to expand Pre-K to children across the State of Alabama. Investing in our youngest children is investing in Alabama's future. High-quality Pre-K plays a critical role in putting our children on the path of success. Every child should have access to high quality Pre-K programs, not just those from families that afford to pay for them.

Sincerely,

A handwritten signature in cursive script, appearing to read "Tammy Montgomery".

Tammy Montgomery,  
Sumter County District Judge

3600 8th Avenue South  
P.O. Box 320189  
Birmingham, AL 35232-0189  
tel 205.251.5131  
fax 205.323.8730  
www.uwca.org  
www.iamunited.org



October 1, 2014

Governor Robert Bentley  
Alabama State Capitol  
600 Dexter Avenue  
Montgomery, AL 36130

Dear Gov. Bentley:

The Bold Goals Coalition of Central Alabama is a collective impact movement committed to systemic, long-term improvement in the areas of education, health, and financial stability. The United Way of Central Alabama is serving as the backbone organization of the Bold Goals Coalition, which now includes 140 participating organizations.

We fully and enthusiastically support the State of Alabama's application for a Federal Preschool Development Grant. This grant would allow our state to advance its excellent plan to provide all of our children access to public pre-K. The Bold Goals Coalition's Education Workgroup has also aligned itself with this plan, and is prepared to support its implementation in Central Alabama.

The component of the grant that would allow implementation of a common kindergarten readiness measure, the Gold Kindergarten Entry Assessment (KEA), is of particular interest to the Bold Goals Coalition. It is one of the key measures by which we will align our efforts and measure our success in preparing all children for kindergarten. This grant would allow for a much faster and more expansive implementation of the Gold KEA.

As the backbone organization of the Bold Goals Coalition, we are proud to support the State of Alabama's application for a Federal Preschool Development Grant. We believe that the grant could have a tremendous impact through our collective efforts to improve the quality of life for all people in Central Alabama.

Sincerely,

(b)(6)

Drew Langlois  
President and CEO

*Enclosure: List of Bold Goals Coalition Participating Organizations*

**BOLD GOALS COALITION OF CENTRAL ALABAMA  
PARTICIPATING ORGANIZATIONS**

(b)(4)



**BOLD GOALS COALITION OF CENTRAL ALABAMA  
PARTICIPATING ORGANIZATIONS**

(b)(4)

**WORKGROUP CHAIRS**

**EDUCATION**

Dr. Phil Hammonds, Jefferson County  
Schools Superintendent, Retired

Bill Jones, Vice President, O'Neal Industries, Retired

**HEALTH**

Dr. Dow Briggs, Blue Cross Blue Shield of Alabama

Mr. Gordon Martin, Alabama Power

**FINANCIAL STABILITY**

Ms. Lesley McClure, Federal Reserve Bank of Atlanta

Mr. Greg King, Iberia Bank

Non Responsive

| <b>Alabama Early Learning Guidelines (ELG) (Birth - 2 Years)</b>   | <b>The Head Start Child Development And Early Learning Framework</b>   | <b>Alabama Developmental Standards For Preschool Children (3 – 5 Years)</b>   | <b>Teaching Strategies GOLD® Pre-K Ongoing Child Assessment/Kindergarten Entry Assessment (KEA)</b>  |
|--|--|---|--|
| <p><b>LLD: Children learn to communicate</b><br/> <b>6-12M</b><br/>           9. notice pictures<br/> <b>12-18M</b><br/>           3. begin to name and point out familiar pictures in a book<br/> <b>PD: Children learn to move and do</b><br/> <b>12-18M</b><br/>           4. begin to turn pages in books<br/> <b>18-24M</b><br/>           1. turn pages of book one by one<br/> <b>CD: Children learn to think</b><br/> <b>12-18M</b><br/>           1. look at and point to pictures in a book</p>  | <p><b>Book Appreciation and Knowledge</b><br/> <b>An interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.</b></p> <ul style="list-style-type: none"> <li>Shows interest in shared reading experiences and looking at books independently.</li> <li>Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics such as title, author and illustrator.</li> <li>Asks and answers questions and makes comments about print materials.</li> <li>Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.</li> <li>Retells stories or information from books through conversation, artistic works, creative movement or drama.</li> </ul>   | <p><b>LL Goal 1: Children will develop listening comprehension skills</b><br/>           LL.P.1.2 Listen attentively to stories or class discussions.<br/>           LL.P.1.3 Demonstrate increased language comprehension skills by retelling or dictating stories from books and classroom experience.<br/>           LL.P.1.4 Begin to use pre-reading skills and strategies (ex.: prior knowledge to text, making predictions about text and using picture cues).<br/> <b>LL Goal 6: Children will develop knowledge about the various uses of print and characteristics of written language</b><br/>           LL.P.6.1 Demonstrate an interest in books and exhibit appropriate book handling skills.</p>   | <p>17. Demonstrates knowledge of print and its uses<br/>           a. Uses and appreciates books<br/>           18. Comprehends and responds to books and other texts<br/>           a. Interacts during read-alouds and book conversations<br/>           b. Uses emergent reading skills<br/>           c. Retells stories</p>   |
| <b>Alabama Course of Study-Kindergarten</b>  | <b>Alabama Course of Study- First Grade</b>  | <b>Alabama Course of Study- Second Grade</b>  | <b>Alabama Course of Study- Third Grade</b>  |
| <p>1. With prompting and support, ask and answer questions about key details in a text. [RL.K.1]<br/>           a. Make predictions to determine main idea and anticipate an ending.<br/>           2. With prompting and support, retell familiar stories, including key details. [RL.K.2]<br/>           3. With prompting and support, identify characters, settings, and major events in a story. [RL.K.3]<br/>           4. Ask and answer questions about unknown words in a text. [RL.K.4]<br/>           5. Recognize common types of texts (e.g., storybooks, poems). [RL.K.5]<br/>           6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [RL.K.6]<br/>           7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [RL.K.7]<br/>           8. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [RL.K.9]<br/>           9. Actively engage in</p> | <p>1. Ask and answer questions about key details in a text. [RL.1.1]<br/>           a. Make predictions from text clues.<br/>           2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RL.1.2]<br/>           3. Describe characters, settings, and major events in a story, using key details. [RL.1.3]<br/>           4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [RL.1.4]<br/>           5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. [RL.1.5]<br/>           6. Identify who is telling the story at various points in a text. [RL.1.6]<br/>           7. Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]<br/>           8. Compare and contrast the adventures and experiences of characters in stories. [RL.1.9]<br/>           9. With prompting and support, read prose and poetry of appropriate complexity for Grade 1. [RL.1.10]<br/>           10. Ask and answer questions about key details in a text. [RI.1.1]<br/>           11. Identify the main topic</p> | <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [RL.2.1]<br/>           a. Infer the main idea and supporting details in narrative texts.<br/>           2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [RL.2.2]<br/>           3. Describe how characters in a story respond to major events and challenges. [RL.2.3]<br/>           4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [RL.2.4]<br/>           5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]<br/>           6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. [RL.2.6]<br/>           7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]<br/>           8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. [RL.2.9]<br/>           9. By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.2.10]<br/>           10. Ask and answer such questions as</p> | <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1]<br/>           2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [RL.3.2]<br/>           3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [RL.3.3]<br/>           4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [RL.3.4]<br/>           5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. [RL.3.5]<br/>           6. Distinguish their own point of view from that of the narrator or those of the characters. [RL.3.6]<br/>           7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). [RL.3.7]<br/>           8. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). [RL.3.9]<br/>           9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently. [RL.3.10]<br/>           10. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the</p> |



|   |  |  |  |
|---|--|--|--|
| <p>group reading activities with purpose and understanding. [RI.K.10]</p> <p>10. With prompting and support, ask and answer questions about key details in a text. [RI.K.1]</p> <p>11. With prompting and support, identify the main topic and retell key details of a text. [RI.K.2]</p> <p>12. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.K.3]</p> <p>13. With prompting and support, ask and answer questions about unknown words in a text. [RI.K.4]</p> <p>14. Identify the front cover, back cover, and title page of a book. [RI.K.5]</p> <p>15. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [RI.K.6]</p> <p>16. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [RI.K.7]</p> <p>17. With prompting and support, identify the reasons an author gives to support points in a text. [RI.K.8]</p> <p>18. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [RI.K.9]</p> <p>19. Actively engage in group reading activities with purpose and understanding. [RI.K.10]</p> <p>23. Read emergent-reader texts with purpose and understanding. [RF.K.4]</p> | <p>and retell key details of a text. [RI.1.2]</p> <p>12. Describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.1.3]</p> <p>13. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. [RI.1.4]</p> <p>14. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. [RI.1.5]</p> <p>15. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. [RI.1.6]</p> <p>16. Use the illustrations and details in a text to describe its key ideas. [RI.1.7]</p> <p>17. Identify the reasons an author gives to support points in a text. [RI.1.8]</p> <p>18. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [RI.1.9]</p> <p>19. With prompting and support, read informational texts appropriately complex for Grade 1. [RI.1.10]</p> <p>23. Read with sufficient accuracy and fluency to support comprehension. [RF.1.4]</p> <p>a. Read on-level text with purpose and understanding. [RF.1.4a]</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.1.4b]</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.1.4c]</p> <p>39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies. [L.1.4]</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.1.4a]</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word. [L.1.4b]</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). [L.1.4c]</p> <p>d. Apply alphabetical order to the first letter of words to access information</p> | <p>who, what, where, when, why, and how to demonstrate understanding of key details in a text. [RI.2.1]</p> <p>11. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [RI.2.2]</p> <p>12. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [RI.2.3]</p> <p>13. Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. [RI.2.4]</p> <p>14. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. [RI.2.5]</p> <p>15. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [RI.2.6]</p> <p>16. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [RI.2.7]</p> <p>17. Describe how reasons support specific points the author makes in a text. [RI.2.8]</p> <p>18. Compare and contrast the most important points presented by two texts on the same topic. [RI.2.9]</p> <p>19. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.2.10]</p> <p>21. Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]</p> <p>a. Read on-level text with purpose and understanding. [RF.2.4a]</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b]</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]</p> <p>36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]</p> <p>f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.2.2e]</p> <p>38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies. [L.2.4]</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [L.2.4b]</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [L.2.4c]</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [L.2.4d]</p> | <p>basis for the answers. [RI.3.1]</p> <p>11. Determine the main idea of a text; recount the key details and explain how they support the main idea. [RI.3.2]</p> <p>12. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect. [RI.3.3]</p> <p>13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area. [RI.3.4]</p> <p>14. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [RI.3.5]</p> <p>15. Distinguish their own point of view from that of the author of a text. [RI.3.6]</p> <p>16. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). [RI.3.7]</p> <p>17. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence). [RI.3.8]</p> <p>18. Compare and contrast the most important points and key details presented in two texts on the same topic. [RI.3.9]</p> <p>19. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently. [RI.3.10]</p> <p>21. Read with sufficient accuracy and fluency to support comprehension. [RF.3.4]</p> <p>a. Read on-level text with purpose and understanding. [RF.3.4a]</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.3.4b]</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.3.4c]</p> <p>38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.3.2]</p> <p>h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.3.2g]</p> <p>40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. [L.3.4]</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [L.3.4b]</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [L.3.4c]</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [L.3.4d]</p> |
|---|--|--|--|

**CODE OF ALABAMA: DEPARTMENT OF CHILDREN'S AFFAIRS**

**OFFICE OF SCHOOL READINESS**

**Section 26-24-23**

**Duties of office.** The Office of School Readiness shall do all of the following:

- (1) Establish criteria and administer such programs and services as may be necessary for the operation and management of a voluntary prekindergarten program.
- (2) Administer such programs and services as may be necessary for the operation and management of preschool and certain child development programs coordinating with the Department of Education for the inclusion of preschool special education.
- (3) Ensure that the prekindergarten program provides a developmentally appropriate preschool program emphasizing growth in language and literacy, math concepts, science, arts, physical development, and personal and social competence.
- (4) Receive and disperse any funds appropriated to the office from the Legislature for the establishment, operation, and administration of the prekindergarten program. The budget of the office shall be part of the Department of Children's Affairs.
- (5) Assist local units of administration in this state so as to assure the proliferation of services under this article.
- (6) Coordinate with the regulatory division for the licensing of child care centers and with the administration of the United States child and adult care food programs at the child care centers participating in the prekindergarten program.
- (7) Issue annual reports to the Governor and the Legislature concerning the administration and operation of the prekindergarten program.
- (8) Provide leadership for enhancement of school readiness in this state by aggressively establishing a unified approach to the state's efforts toward enhancement of school readiness. In support of this effort, the office may develop and implement specific strategies that address the state's school readiness programs.
- (9) Safeguard the effective use of federal, state, local, and private resources to achieve the highest possible level of school readiness for the state's children.
- (10) Provide technical assistance to local programs.
- (11) Assess gaps in services.
- (12) By January 2001, adopt a system for measuring school readiness that provides objective data regarding the expectations for school readiness, and establish a method for collecting the data and guidelines for using the data. The measurement, the data collection, and the use of the

data must serve the statewide school readiness goals. The criteria for determining which data to collect should be the usefulness of the data to state policymakers and local programs' administrators in administering programs and allocating state funds, and must include the tracking of school readiness system information back to individual school readiness programs to assist in determining program effectiveness.  
(Act 2000-613, p. 1230, §5.)

#### **Section 26-24-24**

##### **Entities that may participate.**

The following entities may voluntarily, but shall not be required to, participate in the programs and services administered by the Office of School Readiness:

- (1) Public schools.
- (2) Private schools.
- (3) Churches.
- (4) Existing public prekindergarten programs.
- (5) Existing private prekindergarten programs.
- (6) Existing nonprofit prekindergarten programs.
- (7) Any other entities or programs approved by the office.

(Act 2000-613, p. 1230, §6.)

#### **Section 26-24-25**

##### **Collaboration on programs.**

As additional funds become available, all programs within each county participating in school readiness shall collaborate on early education and child care programs that are funded with state and/or federal funding including, but not limited to, adult and community education programs, Even-Start literacy programs, prekindergarten early intervention programs, Head Start programs, programs offered by public and private providers of child care, migrant prekindergarten programs, Title I programs, subsidized child care programs, and teen parenting programs, together with any additional funds appropriated or obtained for this section. These programs shall be components of the integrated school readiness program.

(Act 2000-613, p. 1230, §7.)



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



Thomas R. Bice  
State Superintendent of Education

December 30, 2013

**MEMORANDUM**

**TO:** City and County Superintendents of Education

**FROM:** Thomas R. Bice *TRB*  
State Superintendent of Education

**RE:** Pre-K

As research is showing the importance of Pre-K, and as additional state and federal dollars are being targeted towards Pre-K, data is becoming more critical to ensure accountability.

We are being asked to answer questions such as "What type of program were students in before they came to Kindergarten? What programs help students get ready for Kindergarten? How ready are students for Kindergarten?" In order to answer these questions, we must begin to gather and record information about children's experiences prior to Kindergarten entry.

To begin the process of creating a more complete data picture of students entering Kindergarten, STI has implemented a new screen to collect information about the type and length of experience prior to Kindergarten for this year. Effective fall of 2014, this new section, "Preschool" will be required of all systems. By collecting this information, the state will have a better understanding of the types of programs and experiences that best prepare students for Kindergarten. To give you time to get the additional necessary data entered for each Kindergarten student, error messages will not be generated until the 20 day report. At that time, a hard error will occur if required fields are left blank in the "Preschool" section. Attached is a screen shot of the new screen.

Also attached is a spreadsheet of required data points to be collected at Pre-K and Kindergarten registration. The definitions of each of the types of preschool experiences are also included. We recommend that your registration forms ask for this required data so that you may complete the required fields in iNow.

If you have any questions or concerns, please contact Jan Hume at the Alabama Department of Children's Affairs at (334)353-2719 or e-mail her at [jan.hume@dca.alabama.gov](mailto:jan.hume@dca.alabama.gov).

TRB/MM/ATB

Attachments

cc: Jeana Ross  
Jan Hume  
Melinda Maddox  
A.J. Price

FY14-1009

Alabama  
State Board  
of Education

Governor  
Robert Bentley  
President

Tracy T. Roberts  
District I

Betty Peters  
District II

Stephanie Bell  
District III

Yvette M.  
Richardson, Ed.D.  
District IV

Ella B. Bell  
District V  
President Pro Tem

Charles E. Elliott, M.D.  
District VI  
Vice President

Jeff Newman  
District VII

Mary Scott Hunter, J.D.  
District VIII

Thomas R. Bice, Ed.D.  
Secretary and  
Executive Officer

Preschool

Head Start:



State Funded Preschool:



Center Based Child Care:



Home Based Child Care:



Home Visitation Program:



Other Preschool:



No Preschool:



| <u>Data point</u>  | <u>Values</u>  | <u>Definition</u>  |
|--|--|--|
| Child First Name   |  |  |
| Child Middle Initial/ Name   |  |  |
| Child Last Name  |  |  |
| Child Preferred Name   |  |  |
| Child Date of Birth  |  |  |
| Child Age  |  |  |
| Child Gender   | Male or Female   |  |
| Language Spoken at Home  |  |  |
| Child Social Security Number   |  | Not required to provide, but requested   |
| Race/ Ethnicity of Child   |  |  |
| Parent/ Guardian First Name  |  |  |
| Parent/ Guardian Middle Initial/ Name  |  |  |
| Parent/ Guardian Address   |  |  |
| Parent/ Guardian City  |  |  |
| Parent/ Guardian Zip Code  |  |  |
| Parent/ Guardian Alternate Address   |  |  |
| Parent/ Guardian Alternate City  |  |  |
| Parent/ Guardian Alternate Zip Code  |  |  |
| Parent/ Guardian Phone Number  |  |  |
| Parent/ Guardian Alternate Phone Number                                      |  |  |
| Is child currently receiving services from the local school system?          | Yes/ No  |  |
| If yes, which services?  |  |  |
| Does child have a current Individualized Education Plan (IEP)?               | Yes/ No  |  |
| Has your child attended Early Head Start or Head Start                       | Yes/No; If Yes, More than 1 year, 1 year or Less than 1 year | Federally funded income based program for 3-5 year olds provided through local agencies such as community action agencies.   |
| Has your child attended a State Funded Preschool (First Class Pre-K) program | Yes/No; If Yes, More than 1 year, 1 year or Less than 1 year | Programs funded by the Alabama Department of Children's Affairs Office of School Readiness (OSR). Programs are also known as First Class Pre-K and may be located in public schools, private childcare centers, Head Start or other community organizations. OSR programs are the same length as a school day and may have an option of before or after school care. |
| Has your child attended a center based childcare program                     | Yes/No; If Yes, More than 1 year, 1 year or Less than 1 year | May also be known as "daycare." Children of a variety of ages are supervised in a group setting, typically organized by age groupings. Care is full-time, year round. Licensed childcare centers have 12 or more children; centers exempt from licensing by DHR may include church based or school based childcare programs.   |

|  |  |  |
|--|--|--|
| Has your child attended a home based childcare program   | Yes/No; If Yes, More than 1 year, 1 year or Less than 1 year | Home based child care providers are licensed to care for no more than 6 children in the providers' homes. Group day care homes, also in the category, can be licensed for up to 12 children with 2 adult caregivers. In home child care is part of this category and is when a paid caregiver cares for the child in the child's home. |
| Has your child participated in a home visiting program   | Yes/No; If Yes, More than 1 year, 1 year or Less than 1 year | Examples of home visitation programs include Home Instruction for Parents of Preschool Youngsters (HIPPY), Parents as Teachers (PAT), Nurse Family Partnership (NFP), or other program where a trained home visitor provides assistance and support for families in the family home.   |
| Has your child attended another preschool program  | Yes/No; If Yes, More than 1 year, 1 year or Less than 1 year | Any other preschool experience than ones listed and may include school based Title I or locally funded preschool, part-time preschool, Mother's Day Out or other non-listed preschool type.  |
| No preschool: My child was primarily taken care of at home by a relative prior to Kindergarten entry | Yes/ No  |  |



Office of School Readiness  
First Class Pre-K  
2014-2015 Program Guidelines

## **INTRODUCTION**

### **The Office of School Readiness**

The Office of School Readiness (OSR) is housed within the Alabama Department of Children's Affairs and is charged with administering Alabama's state funded pre-K program. OSR funds First Class Pre-K classrooms through a competitive grant process and administers the program in a variety of settings that include:

- Public schools.
- Private childcare and schools
- Head Start programs
- Community-based programs
- Faith-based programs
- Military programs

OSR was created in the 2000 legislative session. In the first year of operation, OSR funded eight pilot pre-K programs. Currently, OSR funds over 300 pre-K classrooms and supports the professional development of a high quality workforce through education, training, and on-site coaching.

The Code of Alabama sections relating to OSR are contained in Appendix N.

### **High Quality Pre-K**

Alabama's state funded First Class Pre-K program, has been awarded the highest quality rating by the National Institute for Early Education Research (NIEER) for the past eight years. OSR is dedicated to working with pre-K programs to ensure that Alabama's 4-year-olds have access to high quality learning experiences to ensure they are prepared for school success.

Research shows that children benefit the most from high quality early learning experiences. OSR works with classrooms to promote those high quality experiences in Alabama. Chart 1 outlines the quality criteria defined by NIEER as well as how Alabama implements the criteria in its First Class Pre-K classrooms.



Chart 1: NIEER Quality in Alabama's First Class Pre-K Program

| <b>Quality Indicators</b>                      | <b>Office of School Readiness Recommendations</b>  |
|--|--|
| <b>Early Learning Standards</b>                | Alabama Developmental Standards for Preschool Children<br><br>(Online at <a href="http://www.children.alabama.gov">www.children.alabama.gov</a> under the Office of School Readiness section)  |
| <b>Teacher Degree</b>                          | Lead teacher must have a Bachelor's Degree in Early Childhood Education or Child Development, at minimum.  |
| <b>Teacher Specialized Training</b>            | Lead teacher must have specialized training in early childhood field.  |
| <b>Auxiliary Teacher Degree</b>                | Auxiliary teacher must have a Child Development Associate credential (CDA) or equivalent (9 hours of approved coursework in child development), at minimum   |
| <b>Teacher In-Service</b>                      | Lead teacher must have at least 30 hours yearly in-service professional development and training   |
| <b>Maximum Class Size</b>                      | Maximum number of children per classroom must be 20 or fewer; recommended number is 18.  |
| <b>Staff-Child Ratio</b>                       | Lowest acceptable ratio of staff to children in classroom must be 1:10 or better   |
| <b>Screening/Referral and Support Services</b> | Provide physical, vision, hearing and dental screenings and referrals and at least one additional support service to families; all parents complete the Ages and Stages Questionnaire-3 (ASQ-3) developmental screener.  |
| <b>Comprehensive Curriculum</b>                | First Class Pre-K classrooms will implement the Alabama First Class Framework, which consists of the Alabama Developmental Standards for Preschool Children, First Class Program Guidelines, First Class Classroom Guidelines, the ASQ-3 Developmental Screener and the Teaching Strategies GOLD Assessment. Classroom guidance and support will be provided by First Class Coaches. |
| <b>Monitoring</b>                              | Site visits and monitoring will be provided by First Class Monitors to ensure quality and compliance. <i>The Early Childhood Environmental Rating Scale (ECERS)</i> and other assessments are administered to ensure the program is meeting children's needs.  |

## **PROGRAM ADMINISTRATION**

### **PA 1 Compliance with OSR Program Guidelines Required**

The Program Guidelines have been created and published by OSR to ensure that programs provide a safe and high quality learning environment for the students in Alabama's state funded First Class Pre-K program.

The Program Guidelines also provide guidance and regulations for the expenditures of state funds. If programs do not use state dollars for the purpose for which they are intended, those programs will be immediately defunded.

**Failure to adhere to any of the written OSR Program Guidelines may result in a warning, probation, suspension, and/or immediate defunding of the program.** A work-plan will be given to programs placed on probation, and implementation of the work-plan will be supported by the OSR staff. If the program continues to be deficient, OSR may suspend or defund the program. A defunded program must wait one year to reapply for a First Class Pre-K grant. Programs may be immediately defunded if violations are considered severe. All grant funds must be used according to OSR Guidelines and/or applicable state and federal laws.

### **PA 2 Financial Guidelines**

OSR funds high quality pre-K programs through a competitive grant application process. Grants are funded by state funds appropriated through the Alabama legislature each year. All programs should understand that the receipt of state dollars is a responsibility and should ensure that funds received are spent for the purposes of high quality pre-K in the classroom for which they are appropriated.

#### **PA 2.1 Awarding of Contracts**

Contracts will be awarded to First Class providers through a competitive process, subject to funding availability, previous program compliance (for continuation programs), and identified regional need. Programs are reviewed every third year for refunding based on the availability of funds and adherence to OSR recommendations and stipulations. It is important that programs demonstrate financial solvency and sound fiscal management. All programs are expected to receive and spend state education trust fund dollars in accordance with state and federal requirements.

#### **PA 2.2 Selection of OSR First Class Pre-K Sites**

The basis for selection of applicants proposing to operate an OSR First Class Pre-K program will be based on the applicant's ability to demonstrate, in their application, the most effective implementation of a First Class Pre-K program. Interested applicants will go through a competitive grant process, which is conducted **annually**. Existing programs will be required to reapply every third year. Since PLUS grants are only for the first year, newly funded PLUS grantees will be required to reapply for a different grant type after their first year.

The criteria for selection will include:

- The quality of the proposed program as indicated by adherence to the OSR Program Guidelines and Quality Assurances
- The qualifications and experience of the applicant and staff in planning, organizing and providing comprehensive child development services to families and children at the community level

- The program design and suitability of facilities and equipment proposed to be used in carrying out the program
- Cost effectiveness of the proposed program
- The need for pre-K services in the community served by the applicant

### **PA 2.3 Grant Application and Notification of Contract Awards**

All approved programs will receive written notification.

### **PA 2.4 Class Budgets**

All classes must have 18 students in order to receive funding. If a classroom has less than 18 students, there should be approved waivers to decrease the number of students required (see Section PA 4.5.). If a classroom has fewer than 18 students and no approved waivers, the class may be placed on probation and their OSR check disbursements will be prorated.

Budgets for the upcoming year should be submitted to OSR no later than September 30. Budgets must reflect the total amount of **all funds** used to support the OSR classroom including 25% matching funds, and parent fees (if collected.)

Budgets are required to be entered into the OSR electronic database at the beginning of the year and must be entered into *BaselineEdge*. Amendments may be made in January. Any budget change greater than 10% per line item will need approval of the First Class Monitor. The comment box at the bottom of the budget in *BaselineEdge* should be used to document approved budget changes. Sites not complying with budget submission by required dates will be penalized according to section PA 3.1 of the OSR Program Guidelines.

### **PA 2.5 Contract Signatory**

The legal signatory for the program entity must sign and submit the grant award letter and the quality assurances.

### **PA 2.6 Disbursement of Funds**

Funds to pre-K programs will be disbursed in three equal payments, subject to the availability of funds and on receipt of completed, required paperwork. Anticipated disbursements of funds will be in November, February, and July. First Class programs cannot wait until the first disbursement from OSR to pay the lead and auxiliary teacher salaries or to purchase required equipment and supplies for the OSR classroom.

**All OSR funds must be spent by September 30, 2015** or funds will be returned to OSR. A spending plan for funds remaining on May 31<sup>st</sup> must be submitted to the program's First Class Monitor by June 15<sup>th</sup>.

### **PA 2.7 Budget Guidelines**

Each program is expected to provide at least a 25% match (cash or in-kind). The following items may be included in your budget for OSR funds:

| Type of Expenditure                       | Allowed Items   | Documentation Required   |
|---|---|--|
| <b>Personnel Costs</b>                    | <ul style="list-style-type: none"> <li>• Pay for lead teacher and auxiliary teacher in compliance with salary scale in Appendix A.</li> <li>• Administrative costs (Must not exceed 6% of grant amount)</li> <li>• Substitute teachers (Must provide substitute teacher in absence of either lead or auxiliary teacher)</li> <li>• Background checks (only if they are due)</li> </ul> <p>Note: OSR requirements are that lead teachers and auxiliary teachers are paid within the pay scale provided by OSR in Appendix A. This amount does <b>not</b> include benefits.</p> | <ul style="list-style-type: none"> <li>• Copies of cancelled checks from bank statements</li> </ul>  |
| <b>Benefits</b>                           | <ul style="list-style-type: none"> <li>• Insurance, retirement, payroll taxes or other benefits for lead teacher and/or auxiliary teacher</li> </ul>  | <ul style="list-style-type: none"> <li>• Copies of cancelled checks from bank statements</li> </ul>  |
| <b>Educational Equipment and Supplies</b> | <ul style="list-style-type: none"> <li>• Instructional materials and supplies for classroom</li> <li>• Playground equipment and supplies</li> <li>• Equipment over \$300 must be approved by OSR staff</li> <li>• Classroom furnishings</li> </ul> <p>(Supply lists and furnishings lists are available in Appendix S)</p> <ul style="list-style-type: none"> <li>• Classroom electronic equipment</li> </ul>   | <ul style="list-style-type: none"> <li>• Credit card statements or copies of cancelled checks from bank statements</li> </ul>  |
| <b>Travel</b>                             | <ul style="list-style-type: none"> <li>• Travel in support of classroom</li> <li>• In-state field trips (including travel costs)</li> </ul>   | <ul style="list-style-type: none"> <li>• Credit card statements or copies of cancelled checks from bank statements</li> </ul>  |
| <b>Professional Development</b>           | <ul style="list-style-type: none"> <li>• Registration, travel, lodging and food</li> </ul>  | <ul style="list-style-type: none"> <li>• Credit card statements or copies of cancelled checks from bank statements</li> </ul>  |
| <b>Other</b>                              | <ul style="list-style-type: none"> <li>• Classroom maintenance and cleaning supplies</li> <li>• Computer support (limited)</li> <li>• Utilities (\$1,000 maximum)</li> <li>• Parent programs and involvement</li> <li>• Safety equipment and supplies</li> <li>• Nutritional allowance (prior approval required)</li> <li>• Administrative supplies (\$500 maximum)</li> <li>• Advertising (\$1,000 maximum)</li> </ul>   | <p>At least one of the following:</p> <ul style="list-style-type: none"> <li>• Credit card statements</li> <li>• Copies of cancelled checks from bank statements</li> <li>• Receipts</li> <li>• Purchase orders</li> </ul> |
| <b>Health Services</b>                    | <ul style="list-style-type: none"> <li>• Vision, hearing, dental and physical screenings</li> <li>• Special Education Services</li> <li>• Health services and supplies</li> </ul>   | <ul style="list-style-type: none"> <li>• Credit card statements or copies of cancelled checks from bank statements</li> </ul>  |

Beginning in the 2014-2015 school year, all equipment \$300.00 or more must be inventoried using the form in Appendix O. Inventory lists should be kept on-site and reviewed by First Class Monitors.

All budget changes that exceed 10% of a line item must be approved by the First Class Monitor prior to the expenditure.

## PA 2.8 Program Fees

All children must receive the same opportunities during the 6.5 hour program day. The amount of parent fees allowed depends on the type of First Class grant awarded to the grantee:

For Excellence Grants, programs may charge parents the normal cost of child care that is common in the local community.

For Tiered and Plus Grants, fees may be charged, but must not exceed the amounts outlined in Appendix B.

**Parent Fees-** If programs choose to collect parent fees, they must show, on the budget form provided, how that money is reinvested in the OSR classroom.

**No child may be denied access due to the family's inability to pay requested parent fees.** Sites may seek help from local task forces for scholarships and fundraising events.

Field trips made during the day must be free and available to all children. Pre-K funds may be used to provide field trips or other appropriate activities for children. **If extracurricular activities such as computer, dance, or art are included in the 6.5 hour day, they must be free and available to all First Class children.**

**No additional fees**, for anything other than meals, may be required of any child for the provision of First Class services (e.g., registration, uniforms, field trips, curriculum fees, classroom supplies, photographs, t-shirts). Voluntary donations may be requested. However, no child may be denied participation if families do not give requested donations. Children designated as Title I, Title III, Migrant or Homeless may not be charged fees.

## **PA 2.9 Fee Structure**

Documentation that explains the fee structure for non-pre-K program days (holiday/vacation times) for children, transportation (optional) and/or food services shall be given to each family. Copies of this documentation should be kept on file.

### **PA 2.10 Uniforms**

Centers with uniform policies may request that parents dress children in uniforms. OSR Program Directors are urged to provide uniforms for those who cannot afford them or work with community resources to secure uniforms.

## **PA 3 Documentation Requirements**

First Class Pre-K Programs are expected to complete, submit, and file all documents required by OSR. Copies of all First Class documents and records, for each program year, should be retained on-site for three (3) years following the final financial report for that year. OSR documentation is confidential and must be stored under lock and key.

### **Information completed on-line:**

1. Teacher Training Verification.
2. Site Demographic Information.
3. Standardized Site Budget
4. Teacher Demographic Information.
5. End of the Year Report completed by OSR Directors with input from the teachers.
6. Parent, teacher and director surveys
7. Class and student enrollment in Teaching Strategies GOLD
8. Teaching Strategies GOLD documentation for all OSR Checkpoints (October 24, February 20 and May 15)
9. Required staff, student, parent and class information entered into *BaselineEdge*

### **Information to be kept on-site:**

1. Family Information Forms for all children including those on the waiting list (Appendix C)

2. Ages and Stages Questionnaire-3 screeners for every child (information and protocols on external drive)
3. Parent Involvement Log (Appendix M)
4. List of suggested parent workshops
5. Teacher training verification (copies of certificates etc.)
6. New Student Checklist (Appendix I)
7. OSR Equipment Inventory Form (Appendix O)
8. Teaching Strategies GOLD Parent Conference Verification Forms (printed directly from GOLD)
9. Copies of Parent Contracts (Appendix D)
10. Notice of Receipt and Explanation of Code of Student Behavior (Appendix E)
11. Parent Orientation Verification Form (Appendix K)
12. Required list of equipment, materials, & supplies/supply purchase list (Appendix S)
13. Timeline for submission of paperwork (found at the beginning of Appendices)
14. Permission for and review of health screening form (Appendix F)
15. Health Screening Form for all children (Appendix G)
16. Proof of immunizations (typically a blue card) or affidavit citing religious beliefs

Originals to be mailed to OSR:

1. Teacher transcripts mailed to Pimika Humphries (official from college or university)
2. Criminal background checks mailed to Pimika Humphries (if applicable; see section TS 3.1)

Mailing Address:

Office of School Readiness  
P.O. Box 302755  
Montgomery, AL 36130-2755

Forms to be picked up by First Class Monitors:

1. Original Parent Contracts (Appendix D)

The pre-K provider must keep copies of all documents on file. For a list of documents needed for children who enroll any time after September 1st, please see the New Student Checklist (Appendix I.)

**PA 3.1 Failure to Meet OSR Documentation Requirements**

**Failure to submit and maintain the reports and information listed above will result in withholding of funds.** Continued failure to submit documents on time (i.e. more than once) will result in discontinuation of the First Class grant. Please see the timeline at the beginning of the Appendices for comprehensive list of forms and due dates as well as how to submit them.

Programs that are more than **30 days** late with all required paperwork will receive checks reduced by **\$2,000**. If a site is **60 days** late with required paperwork, the program will be placed on **probation** and funds for the **current disbursements will be forfeited**. If the site is **90 days** late w/required paperwork, the **site may be defunded** for the next year.

## **PA 4 Program Delivery**

### **PA 4.1 Instruction Time and Number of Days**

The Alabama Developmental Standards for Preschool Children is the guiding document for lesson planning and classroom instruction. The Performance Standards provide the learning outcomes to ensure that Alabama's 4 year olds enter school ready to succeed. The standards have recently been updated to incorporate special education standards for preschool children.

The First Class program is designed to provide a full day of developmentally appropriate instruction and support for 4-year-old children. The pre-K program shall provide 6.5 hours of high quality and developmentally appropriate activities and instruction, five days per week. OSR recommends 180 days per year for eligible 4-year-old children. Each grantee is funded for 187 days to include 7 days of professional development for staff.

Both lead and auxiliary teachers should be compensated and are expected to work for at least 187 days per year; 180 days are for classroom instruction, 7 days are for professional development to improve classroom practice.

### **PA 4.2 Dates of Operation**

The First Class programs will begin no later than September 1st. Sites in public schools will be expected to coordinate with the local school calendar adopted by the local board of education. Head Start programs and local childcare programs are encouraged to follow their local school system calendar.

### **Make-up Days**

Days missed due to inclement weather must be made up unless a state of emergency was declared for corresponding school system in which site exists. Days may be added to the end of the year or taken from previously identified breaks i.e. spring break, etc.

A revised calendar with dates must be submitted to the OSR Program Monitor and be provided to parents.

### **PA 4.3 Program/Staff Hours**

The 6.5 hours of children's program shall begin no earlier than 7:30 a.m. The remaining 1-hour of the lead teacher and auxiliary teacher's 7.5-hour funded day should be used for a variety of First Class program activities, such as parent conferences, meetings with First Class Coaches and Monitors, planning, etc. The 7.5-hour day must be solely dedicated to pre-K operations. The daily classroom schedule will be approved by OSR.

### **PA 4.4 Wrap- Around Services**

OSR does not require or provide extended day services. Extended day services for pre-K children may be provided at the parent's expense. Income eligible families may receive services through the Department of Human Resources, Childcare Management Agency office or the Department of Family and Children's Services subsidized childcare program. If OSR staff members are used to work in wrap around services, OSR funds may not be used for compensation.

### **PA 4.5 Enrollment**

First Class Pre-K programs are expected to begin the school year with a minimum of 16 children in the classroom. By September 30<sup>th</sup>, programs are expected to either have a full enrollment of 18 children, or approved waivers to support having less than 18 children. Waivers may be requested for children with diagnosed disabilities or significant developmental delays or significant behavior challenges that require additional time and attention from

the teaching staff. Please reference Appendix H for the Waiver Request Form that should be sent to the OSR Regional Manager.

Head Start classrooms with more than 18 children enrolled must submit a waiver to increase their class size up to 20 children (Appendix H). This is allowed only for Head Start programs due to federal mandates. The waiver must be approved by OSR. An approved waiver means that the classroom meets the minimum square footage requirement both in the classroom and on the playground. The classroom should also have ample materials to support the increase in children.

Programs may use a staggered approach at the beginning of the school year. This would allow classrooms to start the first few days with fewer than 18 students coming each day. For example, 9 students come the first day, then the remaining 9 students may come the second day and then all 18 students come the third day. Using this approach will not affect the total number of days the children are required to attend school.

#### **PA 4.6 Required Health Information, Screenings and Referrals**

##### **Proof of Immunizations**

Upon admission into First Class, the pre-K provider shall ensure that evidence of age-appropriate, up-to-date immunizations (blue card) or signed religious beliefs affidavits against such immunizations are maintained on-site for each child.

##### **Screenings**

Parents or guardians will grant their permission to screen their child's vision, hearing, dental and physical health. This will be done using the form in Appendix F. Parents or guardians will check the screenings they are granting permission for on the form. Parents or guardians also have the option to opt-out and not allow their child to receive some or all of the screenings offered.

Parents or guardians will be asked to sign the bottom of the form in Appendix F after all four screenings have been completed, to indicate that they have been informed of the results of the screenings. Programs are encouraged to make copies of the completed screening form prior to sending them home for a signature in case they are lost in transit. Teachers may also choose to conference with parents to review the results. Appropriate referrals should be made based on screening results.

##### **Physical Screenings**

Programs are required to provide physical screenings **on site**. These may be conducted by a medical professional such as a nurse, nurse practitioner or physician's assistant. They do **NOT** have to be completed by a physician. They must include information regarding height, weight, body mass index and blood pressure. Programs are encouraged to use the form in Appendix G, **but other forms may be accepted as long as they contain the same information**. These screenings must be completed no later than **March 31, 2015**. However, programs are encouraged to complete them closer to the beginning of the school year if possible. If a teacher has concerns about a child's physical health prior to the screening, he or she is encouraged to have a conference to discuss with the child's parent or guardian.

##### **Hearing Screenings**

All programs must offer hearing screenings by trained professionals **onsite**. Programs are encouraged to use the form in Appendix F but other forms may be accepted as long as they contain the same information. The screenings must be completed no later than **March 31, 2015**.



## **Vision Screenings**

All programs must offer vision screenings by trained professionals **onsite**. OSR has partnered with Focus First ([www.impactalabama.org](http://www.impactalabama.org)) to provide these screenings state-wide. Programs are encouraged to use the form in Appendix F but other forms may be accepted as long as they contain the same information. The screenings must be completed by **March 31, 2015**.

## **Dental Screenings**

All programs must offer dental screenings by trained professionals **onsite**. OSR has partnered with Sarrell Dental ([www.sarrelldental.org](http://www.sarrelldental.org)) to offer these screenings state-wide. Programs are encouraged to use the form in Appendix F but other forms may be accepted as long as they contain the same information. The screenings must be completed by **March 31, 2015**.

## **Developmental Screening (ASQ-3)**

OSR classrooms are required to have **parent-completed** ASQ-3 screeners completed and scored within 30 days of the start of school. Parents should be given the entire ASQ-3 protocol except for the back page. This page will be scored and completed by the teachers. Completion of the ASQ-3 can be counted for 1 hour of parent involvement credit. If parents have not returned a completed ASQ-3 in a timely manner, the teacher may complete the screener. However, it should be completed based on teacher observations of the child. Teachers should not complete each task with a child to answer the questions on the screener. After the teachers have scored the ASQ-3, they will provide feedback to the parents at parent teacher conferences.

Local Children's Policy Councils may be contacted to schedule a Books, Balls and Blocks event to assist parents and guardians in completing the ASQ-3 screening.

## **PA 4.6 Community Collaboration**

The First Class Pre-K program should partner with the county's Children's Policy Council (CPC), Early Childhood Education committee. Children's Policy Councils are coordinated by Liletta Jenkins ([334.353.2710/liletta.jenkins@dca.alabama.gov](mailto:334.353.2710/liletta.jenkins@dca.alabama.gov)) at the Alabama Department of Children's Affairs. The Early Childhood Education Committees will be working to gather data about location of education programs and services available for 4-year-olds in each county. Community collaboration is an important component in the continuing growth of high quality pre-K.

## **PA 4.7 Licensing**

Programs must abide by minimum standards and hold a current license from or be willing to be licensed by the Department of Human Resources (DHR.) For licensing information, contact the Alabama Department of Human Resources Child Care Services 334-242-1310 or via the web at [www.dhr.alabama.gov](http://www.dhr.alabama.gov).

Public school systems are not required to be licensed by DHR. However, programs receiving OSR funding must adhere to DHR safety requirements for both the classroom and the playground.

**First Class programs that are placed on probation by DHR are automatically suspended by DCA/OSR. Funds are forfeited during the period of probation.**

## **PA 4.8 Accreditation**

If you are an accredited site by NAC, NAEYC or SACS, please send accreditation documentation to OSR within 30 days of your program start date. OSR encourages all sites to pursue accreditation from appropriate organizations.

## **PA 4.9 Transportation**

Transportation services are not provided by OSR. However, individual sites that choose to provide transportation must adhere to local transportation guidelines, laws, and DHR Minimum Standards (i.e. safety belts/car seats)...

## **PA 4.10 Child Abuse and Neglect Reporting and Investigations**

It is required by law for anyone associated with the OSR First Class Pre-K program to report suspected abuse or neglect. Please see full text of Alabama's Mandatory Child Abuse and Neglect reporting law in Appendix P.

The pre-K provider must notify OSR anytime there is an open abuse or neglect investigation involving the OSR First Class Pre-K classroom and resolution is completed.

OSR will temporarily suspend all First Class Programs that are suspended by DHR for the length of time that it takes the program to be reinstated by DHR.

## **PA 5 Recruitment and Enrollment Process**

### **PA 5.1 Equal Access**

The recruitment process for the OSR program must be open and nondiscriminatory. Children cannot be denied participation on the basis of income, race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (TITLE IX of the Educational Amendments of 1972 and Title 11 of the Vocational Education Amendments of 1976); or disability (Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990) in educational programs. Income may not be used as a consideration for enrollment unless a program is federally mandated to do so.

There must be a wide distribution of recruitment notices in English and Spanish (where appropriate). The notices should state that a **random selection drawing** will be used to choose the children in the OSR pre-K classroom unless otherwise mandated by Federal law. Random selection means that every child in the population has an equal chance of being selected. Criteria such as gender, race, socio-economic status, academic ability etc. may NOT be used in drawing the children. For example, classrooms should not be limited to 9 boys and 9 girls. The random selection drawing should be done in a public forum.

Random selection may be based on the percentage of funds provided by the OSR grant. For example, if the grant funds represent 50% of the total cost for actual class operations, then 50% of the children will be randomly selected (9 out of 18.) Monitors can assist in reviewing the budget to calculate this number. It is strongly recommended to use random selection exclusively if possible. A class of children with culturally, socio-economic, and gender diversity that is open equally to all Alabama children whose parents choose for them to participate is the ideal model of delivery.

### **PA 5.2 Recruitment**

Notices for recruitment MUST be posted at least one month in advance of the recruitment date in locations such as childcare centers, pediatrician offices, health departments, Children Policy Council meetings, and newspapers. Recruitment posters and or flyers will be provided to programs by OSR.

Recruitment notices MUST include: (a) date, time, location and required information needed for application, (b) nondiscriminatory and equal opportunity statements, and (c) the date and time of the random selection drawing.

**Suggested timeline of recruitment events for EXISTING classrooms:**

- February: Programs should place recruitment notices around the community (program & First Class Monitors & Coaches)
- April 1 – 30: Programs will accept the Family Information Form (application) from parents. Parents should also provide a copy of their most recent utility bill to as proof of Alabama residency.
- May - Programs will hold a random selection drawing and notify parents of their child's enrollment status

**Newly selected sites will be notified of their timeline during the grant award process.**

**NOTE-** if your classroom is located in a center that currently has a program for 3-year-old children, those children MAY NOT automatically be placed in the OSR First Class Pre-K classroom unless your program is federally mandated. Those children must submit Family Information Forms and be placed in the random selection drawing like all other children from the community who submit applications. However, you may use the process described in paragraph 3 of section PA 5.1.

### **PA 5.3 Waiting Lists**

Recruitment for the classroom should continue throughout the year in order to maintain enrollment and a comprehensive waiting list. Family Information Forms must be maintained on site for all children who are not attending the program due to a lack of space.

### **PA 5.4 Maintaining OSR Enrollment**

If a child withdraws from the classroom or has to be dismissed from the classroom after April 1<sup>st</sup>, the program may choose not to replace that child and have fewer than 18 children enrolled for the remainder of the school year.

### **PA 5.5 Including Children with Special Needs**

OSR supports diversity in First Class Pre-K classrooms. However, OSR funds cannot be used to create special education pre-K classrooms. It is strongly recommended that OSR classrooms carefully consider and plan for children with disabilities to ensure that resources are in place in the First Class Pre-K classroom. Programs are encouraged to consult with their local education agency (LEA) special education staff for resources available through the federal Office of Special Education Programs (OSEP.)

## **THE ALABAMA PRE-K CLASSROOM**

### **CR 1 Learning Environment**

First Class Pre-K providers are expected to provide a learning environment which is at minimum clean, safe, and conducive to high quality learning. OSR staff will conduct an assessment of the environment and make recommendations for improvement as needed.

Pre-K providers shall maintain appropriate equipment, materials and supplies for each pre-K classroom (see Appendix S.) Classroom furniture is required at the beginning of the school year.

#### **CR 1.1 Purchase of Equipment, Materials, and Supplies**

It is expected that each First Class classroom will provide a high quality learning environment which includes appropriate classroom equipment, materials and supplies. First Class funds may be used for purchase of equipment, materials and supplies for the classroom. Single item purchases over \$300 must be pre-approved by the First Class Monitor and a copy of purchases should be provided to the OSR Monitor. Documentation of single-

item purchases over \$300 must be provided to the OSR Monitor using the Classroom Inventory and Purchase List (Appendix O).

## **CR 1.2 Ownership of Equipment**

If a new classroom purchases equipment using First Class funds from OSR and is in existence for less than two years, the program will be responsible for reimbursing OSR for the equipment.

## **CR 2 Classroom Delivery**

### **CR 2.1 Space**

Each classroom shall have licensed space for 18 children, which includes a minimum of 35 square feet per child and 60 square feet per child on the playground.

### **CR 2.2 Teacher Student Ratio and Classroom Make-Up**

Enrollment of 18 children in all OSR classrooms is expected. This provides a 9 to 1 teacher:child ratio. Head Start classrooms may have no more than 20 children in their classroom which will insure a 10:1 ratio, however, they may request permission from Head Start to remain at 18. Head Start Classrooms must submit an OSR Waiver Request Form to request to increase their class size over 18 children (Appendix H).

Two adults (lead teacher, auxiliary teacher, and/or substitute) must be present at all times, with the exception of the rest time. If either teacher is absent, the First Class program MUST provide a substitute. OSR funds may be used for substitute teachers. The OSR First Class lead or auxiliary teacher may not be taken out of the OSR classroom to fulfill any other role or duty in the school, Head Start Center or childcare center. Programs will be fined \$500 for each instance. Recurring violations will result in a program being defunded.

### **CR 2.3 Classroom Size Waivers Granted for Children with Diagnosed Disabilities , Significant Developmental Delays and/or Significant Behavior Challenges**

Beginning in the 2014-2015 school year, classrooms are allowed to begin the year with 16 children. However, classrooms are expected to either have 18 children enrolled by September 30<sup>th</sup> or have 16 children enrolled with two **approved** waivers. If the initial classroom make-up using a random selection drawing includes children with diagnosed disabilities, significant developmental delays or significant behavior challenges, programs may choose to observe those children for the first few weeks to determine if a waiver application is warranted. This waiver would allow the classroom to have fewer children as long as that child remains in the class. If the waiver is not approved, the program would be expected to add an additional child to the classroom, from the waiting list, if there is one.

Please see Appendix H for the waiver request form. This form should be completed and sent to the First Class Regional Manager.

If a child is identified as having a diagnosed disability, significant developmental delay or significant behavior challenges after the school year begins and another child drops out of pre-K or is dismissed from pre-K, the teacher may request a waiver to decrease the classroom size. Documentation must include a meeting with the parents to provide them information to direct them to the local education agency that is responsible for the identification and evaluation of children with special needs. For contact information to local special education coordinators contact the Alabama State Department of Education at 334.242.9700 or [www.alsde.edu](http://www.alsde.edu).

## **CR 2.4 Children with an Individualized Education Plan (IEP)**

Children with diagnosed disabilities and significant special needs should receive services and staffing in accordance with their IEP (see Section CF 1.3.). OSR teachers should have a copy of all IEPs for the children in their classroom. OSR teachers should attend all IEP meetings if possible.

## **CR 2.5 Administration of Medication**

First Class Pre-K providers must adhere to state licensing standards and federal and/or state law when administering medication to children (e.g. the Baby Douglas Law).

## **CR 2.6 Classroom Equipment, Materials and Supplies**

Each classroom is expected to provide developmentally appropriate furnishings, decorations, manipulatives and activities. A list of required equipment, materials, and supplies can be found in Appendix S.

## **CR 2.7 Outdoor Play Area**

Age appropriate, fenced-in, playground should be made available each day. Other opportunities for outside activities are encouraged (ex. tricycle trail, green space, gardens, etc.). Playgrounds should have a minimum of 60 square feet per child. Please see Gross Motor section of the Classroom Guidelines below for additional information.

## **CR 3 Instructional Services/Curriculum**

### **CR 3.1 Curriculum**

Evaluations of statewide early childhood pre-K systems indicate that the most effective programs link early learning standards with curriculum and assessment. The Alabama Office of School Readiness (OSR) has developed early learning standards for guiding First Class instructional practices. Teaching Strategies GOLD is the state assessment tool that will guide the appropriate alignment of the standards with teacher's instruction. Therefore, if teachers and administrators are choosing a curriculum, it is important that it aligns with the standards and GOLD assessment. Although OSR does not endorse any one curriculum, curriculum similar to The Creative Curriculum and the HighScope approach can support a teacher in developing strategies to assist children in mastering skills to meet OSR standards and cover the dimensions of the GOLD assessment to ensure school readiness. It is important that First Class teachers and administrators work closely with First Class Coaches and/or First Class Monitors to choose a curriculum that will help a teacher be successful. A curriculum must promote appropriate instructional practice and enhance learning and development while being consistent with the intent of the OSR First Class Framework.

### **CR 3.2 Orientation**

An on-site parent orientation for all teaching and administrative staff and families shall be provided within 20 working days of commencement of pre-K services for children. Orientation may also occur prior to the start of the school year. See Appendix L for suggested topics to cover during parent orientation.

### **CR 3.3 Other Program Components**

Breakfast, lunch, snacks, rest and supervised outdoor play are part of the First Class Pre-K program.

No part of the day may be religious in nature. A moment of silence is acceptable. Activities religious in nature must take place outside of the 6.5-hour school day.

Field trips are an important part of the educational experience. OSR recommends at least 1 off-site field trip. OSR funds may be used to pay for in-state field trips only. Programs should develop their own policies regarding field trips.

## **THE ALABAMA PRE-K CHILD AND FAMILY**

The First Class Pre-K program does not discriminate against any child or family based on race or color, national origin, religion, class, gender, disability, or income. The First Class program encourages diversity in each of its classrooms. Any First Class grant recipient found to discriminate will be immediately defunded from the First Class program.

The intent of the program is to provide state supported, high quality, voluntary pre-K for Alabama's 4-year-olds.

### **CF 1 Pre-Kindergarten Child**

#### **CF 1.1 Age Requirement**

Children must be four years of age on or before September 1, based on acceptable documentation, such as birth certificates, passports, official medical documents, or official documents from other countries. Children who are 5 years of age and are eligible for Kindergarten **may not** enroll in Alabama's First Class Pre-K program.

Children must be toilet trained upon entering the program, unless a medical condition exists that is documented by the child's physician.

#### **CF 1.2 Residency Requirement**

The child must be an Alabama resident and maintain residency while enrolled. For purposes of this program Alabama resident is defined as a child who resides in the state of Alabama, with proof of residence required (e.g. current utility bill). School systems may restrict residency to their school districts, but a written policy adopted by the local Board of Education must be in place in order to restrict enrollment.

#### **CF 1.3 Required Health Information**

Upon admission into First Class, the pre-K provider shall ensure that evidence of age-appropriate, up-to-date immunizations (blue card) or signed religious beliefs affidavits against such immunizations are maintained on-site for each child.

#### **CF 1.4 Children with Special Needs**

States and local school districts are required by federal law to educate preschool age children with special needs in typical early childhood programs alongside children who do not have special needs to the maximum extent appropriate. The Individuals with Disabilities Education Act (IDEA) requires programs to include children with disabilities in pre-K classrooms side-by-side with their typically developing peers (Appendix Q.)

### **CF 2 Parent/Family Involvement Expectations**

First Class Pre-K programs shall provide meaningful opportunities for families to be involved in their child's education. **First Class programs shall develop a comprehensive plan for family involvement** to implement strategies designed to develop partnerships with families and build reciprocal relationships that promote shared decision-making. An annual calendar specifying the ways parents may earn hours and the number of hours earned specified is due October 1<sup>st</sup> and will be reviewed by the First Class Monitor.

Parent/family participation in the OSR First Class Pre-K program is expected. Parents are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the parent orientation, completion of the ASQ-3, attending field trips, volunteering in the classroom, attending parent enrichment meetings, participating in IEP meetings and completing take-home activities. Teachers must specify the amount of time a parent will earn when working with their child on a project at home. When the project is returned to school, the teacher will document the amount of time the parent has earned and record it in the parent involvement log (see Appendix M.) Children may **not** be dismissed from OSR classrooms due to lack of parent involvement.

### **CF 2.1 Parent Programming**

The following are examples of meaningful opportunities for families to be engaged in their child's education:

1. Home visits, including home visitation programs such as HIPPPY, Parents as Teachers;
2. Formal and informal parent/teacher conferences;
3. Classroom visits and options for parents and families to participate in classroom activities;
4. Parent education;
5. Family involvement in decision making about their own child and about their child's early childhood program;
6. Opportunities to engage families outside of the regular service day.

### **CF 2.2 Parent Orientation**

All OSR programs are required to have a parent orientation meeting within the first 20 working days of the school year. However, OSR recognizes the importance of having parent orientations prior to the start of school and encourages programs to conduct them in this manner. A list of topics to discuss at this meeting is found in Appendix L. Parent attendance at orientation is mandatory and must be documented on the Parent Orientation Verification and Sign-In Sheet (Appendix K.)

### **CF 2.3 Parent/ Teacher Conferences**

At least two individual conferences per year between the lead teacher and parent/guardian are required. The first conference should be held after the October GOLD checkpoint but prior to December 15<sup>th</sup>. The second conference should be held after the May GOLD checkpoint and prior to May 31<sup>st</sup>. Both conferences should be documented in each child's on-site file by using the Teaching Strategies GOLD Family Conference Form.

## **CF 3 Student Attendance**

### **CF 3.1 Procedures for Student Attendance**

Pre-K providers are required to formulate written procedures for addressing issues regarding attendance and tardiness. These procedures should be shared with families during orientation. They will also be reviewed on site by the OSR Monitor. **Daily attendance records should be maintained on-site and include the dates when a child is absent and the dates/times when a child arrives late or leaves early.** The attendance procedures should specify actions to be taken by the pre-K provider if attendance issues become problematic. For example, the procedures could require a phone call to parents after three unexcused absences or tardies; a letter to parents from the director after six absences or tardies; a parent conference after eight or nine absences; referral to the First Class Coach after ten absences. The goal of the attendance policy is to assist families in establishing and maintaining regular school attendance patterns.

### CF 3.2 Chronic Attendance Issues

**Chronic tardiness** is defined as late arrival or early departure more than 2 days per week. A definition of tardiness should be developed by the provider. A five to ten minute drop off time is an acceptable part of a tardiness definition.

**Chronic absenteeism** is defined as missing more than 4 days per month without medical or other reasonable explanation. Chronic tardiness or absenteeism may also be defined by an established regular attendance pattern(s), e.g., if a child is late every Monday or absent every Tuesday or leaves early every Friday.

### CF 3.3 Dismissal Due to Chronic Tardiness or Chronic Absenteeism

Providers are required to document efforts to assist parents/guardians of children who do not attend on a regular basis, are routinely late, or routinely leave the program early in improving attendance. A meeting with the parent/guardian should occur to determine the reason(s) for the problem and identify ways to resolve the problem. Inability to resolve the problem after documented interventions should be referred for dismissal consideration. Please send a written request for dismissal to your First Class Coach. The following information should be included:

1. Number of school days so far in the year.
2. Number of days the child has been absent and/or
3. Number of days the child has been tardy.
4. Information regarding parent conferences to discuss tardiness and/or absenteeism and ways that were discussed to increase attendance and/or decrease tardiness

**The program may only dismiss the child if approval is granted and received, in writing, from the First Class Regional Manager.**

**Consecutive Absenteeism** is defined as not attending class for 10 consecutive days without a medical or other reasonable explanation. Children who are consecutively absent **must be dismissed** and removed from the OSR roster. OSR approval should be requested in writing and sent to the First Class Coach. The following information should be included in the request:

1. Dates the child was absent from the program
2. Date of documented parent meeting to discuss the absenteeism (if meeting was held)
3. Last date the child attended the program (this will be the dismissal date)

**The program may only dismiss the child if approval is granted and received, in writing, from the First Class Regional Manager.**

### CF 3.4 Attendance expectations for children receiving special education services in locations other than the First Class Pre-K classroom

Occasionally, it will be necessary for children to receive special education services outside of the pre-K classroom. They may be provided in other sites in the community such as Head Start centers and elementary schools. It is acceptable for children to be absent from the pre-K program to receive these services as long as they are in attendance for at least 75% of the school week. The pre-K teacher should have documentation from the parent or local school system stating where the services will be provided (location), the frequency of the services (number of



days per week) and the duration of the services (30 minutes, an hour etc.) The teacher should also document the actual amount of time the student will be absent to ensure that the child will be in attendance for 75% of the school week. This information, along with a copy of the child's current IEP, should be kept on file in the pre-K classroom.

#### **CF 4 Discipline, Suspension and Dismissal**

##### **CF 4.1 Student Discipline**

No employee shall use any form of corporal punishment (which includes but is not limited to paddling, striking, pulling, pushing, swatting, placing hands on, or hitting) as a method of discipline in the First Class program. **No** use of time-out will be allowed. Examples of appropriate practices include: redirection, encouragement, problem solving, effective planning, calming strategies and smooth, engaging transitions.

##### **CF 4.2 Reasons for Suspension or Dismissal of a Child from the Program**

Parents are required to sign a Notice of Receipt of the First Class Code of Student Behavior (Appendix E) upon enrollment. OSR recognizes that there is a broad range of abilities considered developmentally appropriate for 4-year-old children. Once children have an appropriate amount of time to acclimate to the classroom environment, typical differences in behavior and skills will be apparent. When a teacher notices a child has significant behavioral, developmental or health issues, individualized interventions may be necessary. Information from the parent-completed ASQ-3 combined with information from the GOLD assessment may be used to substantiate the need for a parent conference to discuss a referral to the local school system's special education program for services and supports.

**Programs must follow the procedures outlined below regarding modified attendance, suspension, or dismissal.**

##### **CF 4.3 Procedures for Modified Attendance (requires prior approval)**

In some instances it may be necessary to have a student attend a modified school day to be successful. Examples may include a child who is extremely disruptive or difficult to manage during certain parts of the day. A child may have a hard time transitioning to school in the morning so it may be suggested that he temporarily come in 30 minutes after school starts in order to miss all of the chaos that goes on with lots of children arriving at the same time. If naptime occurs at the end of the day and a child is very disruptive during that time, he may temporarily be allowed to end his day prior to naptime.

Modified attendance (i.e. less than 6.5 hours of instructional time a day) requires prior approval from the First Class Regional Manager and the First Class Special Needs Coordinator. Modified attendance should be used in conjunction with child specific interventions and documented responses to the intervention. A referral for special education testing should also be discussed with the parent and documented. Programs must contact their First Class Coach to discuss requests for modified attendance and the submission of the necessary documentation detailed below. Requests for a modified day should include the following information:

1. Specific reason(s) a modified day is being requested.
2. Interventions already implemented to help the child benefit from the program, including any immediate suspensions.
3. Information including all documentation of written correspondence and meeting notes documenting ongoing involvement with the parents, including the discussion regarding a special education referral.

4. Behavioral documentation and instructional observations of the child supporting the modified attendance request
5. Documentation of consultation with local school system special needs personnel (if the child has an active IEP,) results of implemented interventions, and status of special education referral if applicable
6. Documentation of consultation with any other outside resources (i.e. child's pediatrician, counseling services, or local school system, etc.)
7. A written schedule including the length of the child's proposed day, proposed daily schedule including times and the activities during this time period and the justification for the proposed schedule
8. A written plan describing how the child's attendance will be increased over time to the typical 6.5 hour day.

The First Class Coach will consult with the First Class Regional Manager and the First Class Special Needs Coordinator for approval.

#### **CF 4.4. Procedures for Immediate Suspension**

An immediate suspension for up to two (2) days can be made in **emergency** situations any time the pre-K provider determines a child is causing harm to himself/herself or others; or, a child is unable to successfully participate in program activities (e.g. a child may exhibit behaviors that require a teacher to be one on one with him/her.)

**Programs can implement immediate suspension (up to two days each) on a maximum of three occasions per child.** No prior OSR approval is needed; however, the program's First Class Coach must be notified, the day the suspension occurs, using the Suspension Notification Form (Appendix J) that such action has been taken.

If all three immediate suspensions have been used and a child is a danger to self, peers, or staff; the child may be sent home for the day with a plan for the child's successful return. Use the following procedure:

1. Contact your First Class Coach the same day. Your First Class Coach will follow up with the teacher to consider accommodations such as a modified attendance, extended suspension, or dismissal.
2. Prepare all documentation of behaviors and strategies used to address concerns. The documentation must state the behavior, how often the behavior occurs, the interventions used, and the child's response to the interventions.
3. Schedule a conference with the child's parent during the two days the child is suspended, to discuss strategies and options. Document the conference, including parent's signature.

#### **CF 4.5. Procedures for Extended Suspension (requires prior approval)**

An extended suspension (i.e., more than two days and/or after more than three incidents of immediate suspension) requires prior approval from the First Class Regional Manager and the First Class Special Needs Coordinator. Examples of instances where this may be appropriate include but are not limited to: a program needing to wait for onsite intervention from local special education personnel or the OSR Special Needs Coordinator, waiting for a child to have a medication adjustment with a physician, or waiting to meet with parents to develop a plan for the child to be successful in the OSR classroom.

The following information is needed to request an extended suspension and should be sent to the First Class Coach:

1. Reason(s) extended suspension is being requested and the length of the extended suspension.

2. Interventions attempted to help the child benefit from the program, including all immediate suspension information
3. Documentation of written correspondence and meeting notes showing ongoing involvement with the parents, including the parent's signature
4. Documentation of behavioral and instructional observations of the child supporting the extended suspension request
5. Documentation of consultation with local school system special needs personnel if the child has an active IEP, results of application of interventions, and status of special education referral if applicable
6. Documentation of consultation with any other outside resources (i.e. child's pediatrician, counseling services, etc.).

All extended suspension requests including supporting documentation should be sent to the First Class Coach who will consult with the First Class Regional Manager and the First Class Special Needs Coordinator. **Final approval for extended suspension requests will be made in writing by the First Class Regional Manager and the First Class Special Needs Coordinator within 5 working days.**

#### **CF 4.6 Procedures for Dismissal (requires prior approval)**

It is the intent of OSR that no child is dismissed from the First Class program unless absolutely necessary. Once a child has been enrolled, he/she cannot be dismissed from the pre-K program unless one of the following occurs: chronically disruptive, documented habitual pattern of behavior, repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the other students to learn; and/or causing harm to himself/herself or others, involves three (3) or more incidents of aggression that could cause serious injury and significant property damage or destruction.

These incidents will be considered in the determination to approve dismissal but **do not** guarantee an automatic dismissal....

Pre-K providers must submit the following information to their First Class Coach:

1. Reason(s) dismissal is being requested
2. Attempted interventions to help the child benefit from the program, including any suspension information
3. All documentation of written correspondence and meeting notes showing ongoing involvement with the parents, including parent signatures
4. Behavioral and instructional observations of the child supporting the requested dismissal
5. All documentation of consultation with local school system special needs personnel if there is an active IEP, results of application of suggested interventions, and status of special education referral if applicable
6. Documentation of consultation with any other outside resources (i.e. child's pediatrician, counseling services, etc.)

All dismissal requests including supporting documentation should be sent to the First Class Coach who will consult with the First Class Regional Manager and the First Class Special Needs Coordinator. **Final approval for dismissal requests will be made in writing by both the First Class Special Needs Coordinator and the First Class Regional Manager within 10 working days.**

## **THE ALABAMA PRE-K TEACHING TEAM**

### **TS 1 Lead Teachers**

#### **TS 1.1 Days of Service**

All lead teachers are funded for 187 days of service (180 days of classroom instructional services provided to children and 7 days of pre/post planning and/or staff training). The teacher is expected to work and be compensated based on 7.5 hours of work per day which includes 6.5 hours of instruction and 1 hour of planning with the auxiliary teacher

*Note: If a First Class provider requires teachers to work more than 187 days, the provider cannot use First Class program funds for this expense. If a First Class teacher is required to work more than 7.5 hours per day, the teacher must be paid using non-OSR funds.*

In cases where the governor declares a state of emergency in your county, OSR teachers are to be paid for days out of school using OSR funds and missed school days do not have to be made up.

#### **TS 1.2 Age Requirement**

All lead teachers must be at least 21 years of age or older.

#### **TS 1.3 Education Requirements**

Lead teachers must have at least one of the following:

- Human Environmental Science Degree with a concentration in Early Childhood Development or Child Development.
- Early Childhood Education degree (B.S., B.A., or M.A./M.S.) with P-3 teacher certification.
- Special Education degree in Early Childhood with a minimum of 18 credit hours in early childhood/child development coursework, and teacher certification.

Note: Teacher certification is only required for teachers employed in public schools.

Waivers are no longer granted for teachers without the above credentials, effective August, 2011. Official transcripts on all NEW lead teachers must be submitted to OSR no later than October 1, 2014. Transcripts must be official and mailed to OSR from the actual institution. All degrees must be from an institution that has received regional accreditation.

#### **TS 1.4 Lead Teacher Salary**

Lead teacher salaries must be based upon the OSR Teacher Salary Schedule for non-public school teachers (see Appendix A), and upon the State Department of Education Teacher Salary Schedule for public school teachers (Appendix A). The aforementioned is the base salary and does not include benefits.

Programs are responsible for paying teacher salaries out of local funds until First Class funds are distributed to the program.

### **TS 2 Auxiliary Teachers**

#### **TS 2.1 Days of Service**

All auxiliary teachers are funded for 187 days of service (180 days of classroom instructional services provided to children and 7 days of pre/post planning and/or staff training). All auxiliary teachers are expected to work and be compensated for a 7.5 hour work day to include 6.5 hours of instruction and 1 hour of planning in coordination with the lead teacher.

*Note: If a First Class provider requires auxiliary teachers to work more than 187 days, the provider cannot use First Class program funds for this expense. If a First Class teacher is required to work more than 7.5 hours per day, the teacher must be paid using non-OSR funds.*

In cases where the governor declares a state of emergency in your county, OSR teachers are to be paid for days out of school using OSR funds and missed school days do not have to be made up.

## **TS 2.2. Employment Requirements**

An auxiliary teacher must meet all of the following minimum requirements:

- Be at least 19 years of age.
- Possess a high school diploma or GED.
- Possess a Child Development Associate credential (CDA) OR at least 9 credit hours of college coursework in the field of Early Childhood Education or Child Development from a regionally accredited institution.
- Possess appropriate experience (at least 12 *months*) working in early childhood or experience in other OSR approved settings.

Official transcripts of college coursework or a copy of the Child Development Associate (CDA) Credential for all **NEW** auxiliary teachers must be submitted to OSR no later than October 1, 2014. Transcripts must be officially mailed to OSR from the actual institution. All college coursework must be from an institution that has received regional accreditation.

## **TS 2.3. Auxiliary Salary**

A minimum salary for auxiliary teachers is indicated on the OSR Salary Scale Appendix A). The aforementioned is the base salary and does not include benefits.

Programs are responsible for paying teacher salaries out of local funds until First Class funds are distributed to the program.

## **TS 3. General Personnel Requirements**

### **TS 3.1 Criminal Background Checks**

All First Class program personnel must have a satisfactory criminal background check, Child Abuse and Neglect (CAN) background check and fingerprinting, with documentation on file with their employer. Providers must mail an official copy of approval or the criminal background application to OSR 30 days after the program begins or the teacher(s) is hired. Criminal background checks are required of all First Class program personnel including substitute teachers.

Volunteer parents may not be left in the classroom unsupervised by classroom personnel. If First Class personnel are convicted of criminal behavior after employment in the First Class classroom, the grantee must inform OSR promptly.

### **TS 3.2 Employees**

All First Class program personnel are employees of the pre-K provider, not OSR or the State of Alabama. First Class Pre-K personnel may not occupy more than one position during the 7.5 hour day (e.g. director and teacher; director and auxiliary teacher).

### **TS 3.3. Substitutes**

The First Class provider shall ensure that a substitute lead teacher and/or substitute auxiliary teacher is present and working when the regular teacher(s) are absent, whether due to illness, required training or personal leave, etc. Long-term substitutes (i.e., lead teacher on maternity leave or extended leave longer than 3 weeks) should meet lead teacher requirements. Each site is responsible for compensating all substitutes. OSR funds may be used to pay substitute teachers.

Criminal background checks are required for all substitute teachers. Official copies of background checks must be submitted to OSR for long-term substitutes.

## **TS 4 Professional Development Requirements**

### **TS 4.1. Importance of Professional Development**

In order to maintain quality teaching standards, annual professional development is required for all staff directly associated with the First Class program. The OSR staff will work with a variety of providers to develop and deliver professional development for high quality pre-K.

### **TS 4.2. Attendance at OSR Trainings**

All levels of administrative, teaching and support staff are required to attend training offered or approved by the OSR. Lead teachers must attend a minimum of 15 hours of OSR sponsored training each year plus 15 additional hours of training offered by local or regional programs, for a **total of 30** training hours. Auxiliary teachers must attend a minimum of 10 hours of OSR sponsored training each year plus 10 additional hours training offered by local or regional programs for a **total of 20** hours.

Because professional development is an important component of quality, OSR expects all sites to make training opportunities accessible to staff by paying for training, travel and substitutes from OSR funds. **“No shows” at any OSR sponsored training will be charged \$500 per class. The \$500 per class will be deducted from the next pre-K check disbursement.**

Teachers who are certified and employed by school systems who are using EDUCATEAlabama are required to participate in EDUCATEAlabama.

Online professional development opportunities approved by OSR may also serve as professional development hours. First Class Coaches are the best resources to learn about professional development opportunities and expectations.

Teachers are required to document all local and OSR training attendance using STI PD. Teachers should also keep training certificates onsite for verification of attendance.

Attendance at the OSR sponsored pre-K conference (1 ½ days) is **mandatory** training for all lead and auxiliary teachers. If only one teacher from a class attends the conference, the program will be fined \$500. Classes that have no representation at the conference will be charged \$1,000/class.

### **TS 4.3. Training Reimbursements to Staff**

The provider shall ensure that pre-K funds are used to pay for substitute teachers and costs associated with staff travel (e.g. meals, lodging, mileage at the state mileage rate, which is currently .56) to all required state training sessions. In addition, the providers shall pay staff salaries and expenses for all required OSR trainings (up to 7 days), within **30 days** of training and/or upon receipt of invoices from teachers.

### **Instructional Support Team**

#### **IT 1 Technical Support**

The Office of School Readiness will work closely with program sites to ensure the highest possible quality pre-K programs. The First Class Regional Managers, First Class Special Needs Coordinators, First Class Coaches and First Class Monitors will work closely with directors, lead teachers and auxiliary teachers throughout the year and will be available for consultation regarding questions about the program, enrollment, approval of equipment/materials/supplies requests, training needs, and other assistance.

OSR classrooms will be assigned a First Class Coach and a First Class Monitor. First Class Coaches will support classroom teachers by providing assistance with adhering to the **Classroom Guidelines**. They will also connect teachers and administrators among First Class programs. First Class Monitors will assist OSR Directors in adhering to the **Program Guidelines** and grant compliance.

OSR will also have First Class Special Needs Coordinators that will assist programs in working with children with disabilities, developmental delays and behavior challenges. They will consult with teachers and coaches utilizing technology (e-mail, videos, photographs), phone conversations and on-site visits.

#### **IT 2 On-Site Evaluation**

##### **IT 2.1 Monitors**

First Class Monitors will work closely with OSR Directors. They will monitor and evaluate program progress during monthly planned and random on-site visits throughout the year. They will provide guidance, support and resources to insure program quality.

##### **IT 2.2 Coaches**

First Class Coaches will provide feedback, coaching and assessments through regular site visits. Evaluation data are important for the overall First Class program and serves the purposes of continuous program improvement as well as measurement of progress toward goals. First Class Coaches will work closely with classroom teachers to identify and track progress toward goals.

### **Disciplinary Action for Non-Compliance with OSR Regulations**

#### **DA 1 Suspension of Pre-K Sites**

- Disciplinary action will be imposed on pre-k sites that DO NOT meet OSR Program and/or Classroom Guidelines and stipulations by prescribed dates
- Recommendations and stipulations will be documented and shared with each site by First Class Monitors during each site visit
- Failure to comply with stipulations as mandated by the OSR Program Guidelines and given by assigned monitors may result in the recommendation of suspension.
- The assigned First Class Monitor will notify the program director, in writing, of intentions to suspend funding unless good cause is shown why such action should not be taken.

The suspension notice shall include:

- The reason(s) for the proposed suspension
- The effective date of the proposed suspension
- Information which states that the program has the opportunity to submit written material in opposition to the intended suspension and meet with the informal hearing committee

No funds will be disbursed to a program during suspension proceedings. Fund disbursement will begin when the program is reinstated or back in good standing.

## **DA 2 Informal Hearing**

- An informal hearing committee will be composed of at least three OSR administrators.
- The assigned monitor will arrange a time and place for the informal hearing. Notice of the informal hearing date and time will be sent to the program and the informal hearing committee.
- If the program does not show for a hearing, the informal hearing process will continue.
- The informal hearing committee will determine the suspension status of a program.
- The decision of the informal hearing committee regarding suspension of a site will be made within five business days after the conclusion of the informal hearing. The written decision of the informal hearing committee will be promptly transmitted via certified mail to the assigned monitor and program director.
- A program who wants to appeal the suspension must forward a notice of appeal to the assigned monitor within ten (10) days after receipt of the suspension. The appeal must be made in writing and must fully set forth the grounds for the appeal and be accompanied by all of the documentation that the program believes is relevant and supportive of its position.
- Within five (5) days after receipt of the notice of appeal, the assigned monitor will contact the OSR Associate Director who will arrange a date and time for the formal hearing

## **DA 3 Formal Hearing**

- The assigned monitor will notify the program of the date and time for the formal hearing.
- The formal hearing committee will be composed of the Commissioner of the Department of Children's Affairs (DCA), OSR Director or designee and the lead First Class Monitor or designee.
- A formal hearing will be scheduled no later than thirty (30) days after the assigned monitor has received the notice of appeal from the program.

## **DA 4 Termination of Pre-K Sites**

- The assigned monitor may recommend a site for termination.
- Funding may be terminated for any or all of the following reasons:
  1. The program has misused or lost program funds
  2. The program is no longer a licensed center.
  3. The program provides false data in submitted reports
  4. The program has failed to comply with the required guidelines and reporting requirements that are outlined in the OSR Program Guidelines



5. The program has failed to correct one or more deficiencies identified by the assigned monitor in an evaluation or documented during a site visit, in a timely manner

- The assigned First Class Monitor will notify the program, in writing, of intentions to terminate funding
- Within five (5) days of the recommendation for termination, the assigned First Class Monitor will contact the OSR Associate Director who will arrange a date and time for the formal hearing.
- A formal hearing will be scheduled within thirty (30) days of the recommendation for termination
- If the program director does not show for a formal hearing, the formal hearing process will continue.
- The OSR formal hearing committee may terminate funding.
- The decision of the formal hearing committee regarding termination of funds will be made within five (5) business days after the conclusion of the formal hearing. The written decision of the formal hearing committee will be promptly transmitted via certified mail to the assigned monitor and program.
- The decision of the formal hearing committee is final and MAY NOT be appealed.
- No funds will be disbursed to a program during termination proceedings.

#### **DA 5 Conduct of Formal Hearing**

- The presiding officer (OSR Associate Director) shall conduct a full and fair hearing, avoid delay, maintain order, and make a sufficient record of the facts and issues. To accomplish these ends, the presiding officer shall have all powers authorized by law and may make all procedural and evidentiary rulings necessary for the conduct of the hearing. The hearing shall be open to the public unless the presiding officer for cause shown, otherwise determines.
- The Alabama Department of Children's Affairs (DCA) Commissioner may immediately terminate funding in cases of child endangerment or gross negligence.
- The assigned First Class Monitor and program director are entitled to present their case by oral and/or documentary evidence, to submit rebuttal evidence and to conduct such examination and cross-examination as may be required for a full and true disclosure of all facts bearing on the issues. The issues shall be those stated in the filed notice.
- The decision of the formal hearing committee regarding suspension or termination of funds will be based on evidence provided during the hearing process and made within five (5) business days after the conclusion of the formal hearing.
- The written decision of the formal hearing committee will be promptly transmitted via certified mail to the assigned monitor and program.



Office of School Readiness.....  
First Class Pre-K  
2014-2015 Classroom Guidelines

**I. Classroom Environment**

An appropriate pre-K classroom environment is composed of more than just the physical components and materials. The social environment (schedules, responsibilities, expectations, and routines) works in tandem with the physical environment (materials, displays, learning areas, furniture, and maintenance) to create a positive and supportive learning community.

**A. Displays and Bulletin Boards should:**

1. Be placed at the children's eye level. Children should be able to see and interact with what is displayed.
2. Reflect the current theme, study or topic (i.e. Projects completed and displayed in September are not appropriate in the Spring).
3. Reflect the children's interests and their creations.
4. Provide opportunities for children to choose what they display or exhibit. Each child should have their own labeled and defined "space" for displayed work. The display of children's work should not be limited to this area.
5. Be primarily child or teacher-created materials rather than commercially purchased.
6. Include but are not limited to: charts, graphs, experience stories, teacher/child dictation, daily news, questions of the day, etc. These displays should be meaningful, timely and relevant to current and/or recent themes of study. These displays should be rotated on a regular basis. Environmental print and symbols such as logos, maps, and photos from the surrounding area and local community are suggested.

**NOTE:** *If a site has the available space and chooses to display a Word Wall, it should be a VERY simple version. All words should be accompanied by a picture. The inclusion of "sight words" on a word wall is NOT aligned with DAP.*

7. Display photographs of the children, their families and the community. "Display" can include bulletin boards, class books, digital photo frames, screen savers, etc.
8. Model correct spelling, punctuation, print conventions and handwriting.
9. Be replaced as they begin to look faded or worn. Torn posters and art should be removed and replaced with fresh items.

.....10. Use the "Less Is More" approach when creating displays.

.....11. Use pictures and symbols as well as words.

.....12. Use large upper and lower case block letters and consistent forms and colors of print.

**B. Responsibilities and Jobs**

1. Each child should be assigned a job.

2. Jobs should be rotated daily or weekly to ensure children have a chance to take different responsibilities.
3. A classroom helper/job chart should be displayed near the whole-group area and referred to daily.
4. Jobs assignments should be consistent, inclusive and fair.
5. Jobs should not be used as a reward or punishment.
6. Children should be involved in deciding which jobs are needed to make the classroom community run smoothly.
7. Children should understand the responsibilities of each job.
8. Using photographs of children performing the jobs are an appropriate way to create the job chart. Other templates or commercial photographs are acceptable.

#### C. **Picture Schedule**

1. Classrooms are required to have a picture schedule with words posted near the whole-group area.
2. Photos of the children in various activities are ideal; commercial or teacher made photos are acceptable.
3. ....Include daily activities and routines; add special events or weekly activities as appropriate.
4. ....Children should participate in monitoring the schedule (such as “moving the clothespin” to the next activity) and discussing the daily plans.

#### D. .... **Physical Environment**

1. Safety practices must meet DHR regulations.
2. Learning materials and furnishings should be well-maintained and cleaned on a regular basis. Worn rugs and furnishings should be replaced.
3. The classroom should be arranged so that there will be appropriate supervision of all areas.
4. The classroom should be clean, organized, and free from non-instructional clutter.
5. Teacher areas should be clutter free and must not intrude on children’s work space. Some classrooms, by their size and layout, may require the teacher to have a **small** desk/table for their personal/professional space. If this is necessary, teachers should be mindful of the space it occupies in the room and maintain the area in a way that sets a good example for the children.

#### E. **Learning/Free Choice Areas**

1. Areas should be identified with some sort of label or sign, clearly defined, and accessible to all children.
2. Quiet and noisy areas should be separated so they do not interfere with or distract from adjacent areas.
3. Shelves and storage bins should be labeled with words and photographs to support easy access and independent clean-up.
4. Children should be introduced to each center gradually. (see *Section II, Classroom Management*)

5. Care and clean-up of materials should be taught explicitly.
6. Start with just the minimum number of materials required and add more as appropriate..
7. Rotate and adapt materials as needed for themes, seasons and/or as children's interests change..

#### **F... Required Areas in Each Classroom**

##### **1. Cozy Area**

This area is limited to one child. This area is established in a visible but quiet area of the room. It should contain soft furnishings and books, writing materials, and quiet puzzles or games. This area can also be used for a child to regain control after misbehavior, before returning to group activities (not time out)..

##### **2. Art Area**

This area includes the materials listed below.. It should be near a water source with ample space for exploration. Materials should be stored on open shelves and containers for easy access and clean up by the children. A variety of materials should always be available!

- a. Drawing materials (minimum of 4): crayons, washable markers, pens, pencils, colored pencils, chalk and various types and sizes of papers.
- b. Tools: Glue or paste, scissors, tape/dispenser, stencils, stapler; and minimum of 3 of the following: hole punchers, rollers, brushes of different textures and sizes, sponges, cookie cutters for play dough.
- c. Paints: (minimum 4 types): finger paints, tempera paints, water colors, dot paint, paint pens, glitter paint, poster paint; double sided easel and aprons, various sized brushes.
- d. This area should include three dimensional materials (minimum of 4): play dough or clay, wood pieces, Styrofoam pieces, cardboard tubes, boxes, craft sticks, chenille strips, egg cartons, small boxes. Collage materials should also be included (minimum of 5): felt remnants, yarn/string, cotton balls, pom-poms, sequins, glitter, buttons, feathers, fabric scraps, ribbon, wallpaper samples, wiggly eyes, lace and other appropriate items.



#### **Art**

#### **Crafts**

creative, unique, original

similar (or identical) to other children's

comes from within the child

directed from the adult

open-ended, end results unknown

closed, directions-oriented, end results known

process is valued over finished product

finished product is valued over process

self-expression

copying and imitating

3. Fine Motor/Manipulatives Area

- a. Small building toys (minimum of 3): interlocking blocks, Lincoln logs, small blocks, unifix cubes, bristle blocks, tinker toys, magnetic blocks.
- b. Manipulatives (minimum of 5): strings and beads in various sizes, shapes, colors; lacing cards, pegs/peg boards, parquetry shapes, zip/snap/button toys or frames, gears with interlocking plates and connector, snap blocks, links, nuts and bolts, pop beads, snap beads, snap cubes, Mr. Potato Head, train tracks, tweezer activities.
- c. Puzzles (minimum of 5): puzzles in frames, with/without knobs, easy puzzles, puzzles without frames such as floor puzzles and jigsaw puzzles.

4. Listening Area

- a. Include CD player/listening device, recorded stories, story CDs and headphones.
- b. This is located in a quiet area away from the music area to allow for listening.

5. Music and Movement Area

- a. Child size individual instruments: school made or purchased (set of 10 or more) and dance props such as: scarves, ribbons, hats, tutus, streamers, bells, shakers.
- b. Variety of CD's (minimum of 10)/or the equivalent of 100 songs which include music/songs from other countries, languages, and cultures.
- c. Access to a CD player/music source separate from the Listening Area.

6. Block Area

This area is meant for children to be able to build large structures. Unit blocks (one set required) and at least one of the following: large hollow or homemade blocks.

- a. Accessories—small vehicles, multi-cultural people figures, career people figures, traffic signs, animals, architectural books or other building books, graph paper, blue print paper.
- b. A large rug or carpeted area is required, with room for a minimum of 3 children to build independently; for many classrooms the large group rug is the ideal location for the Block Area.

## 7. Dramatic Play

- a. Play kitchen set with dishes, pots, pans, eating and cooking utensils, food containers, plastic food sets, measuring implements, bowls, placemats, paper napkins, and old telephones; real items are recommended.
- b. Minimum of 3 of the following: broom, mop, vacuum cleaner, ironing board/iron, stroller, grocery cart, etc.
- c. This area should have room for a minimum of 3 children to play.
- d. Dolls (multicultural), doll clothes, doll furniture, and mirror (unbreakable).
- e. Dress up clothes to include career helpers, multicultural attire, generic clothing and other costumes.
- f. Gender-specific (male and female) props such as: shoes, hats, purses, wallets, scarves, dresses, ties, jackets.
- g. Other props (minimum 3) such as: tool box/tools, workbench and safety glasses; luggage, career and work-related props, fantasy props, and theme related items such as scarves and mittens to denote seasonal play.
- h. The Dramatic Play area should include a small rug if the room is not carpeted.

*NOTE: The Dramatic Play area can be transformed into various imaginative play environments such as a beauty shop, doctor's office, pet store, campsite, etc.*

## 8. Sensory and Discovery Tables or Bins

- a. Plastic tubs or tables with covers are appropriate.
- b. Examples of materials, changed out periodically/seasonally are: sand, water, fake snow, ice, soil, colored water, plastic chips, paper shreds, seasonal /holiday objects, other appropriate materials that can be measured, poured and compared.
- c. Cups, funnels, shovels, containers, scoops, pipe cleaners, magnifiers etc. should be available.

## 9. Writing Center

- a. The writing center is separate from the art area, with a large space to allow for exploration of the materials.
- b. Tools: Pencils, markers, crayons, chalk/small chalkboards, erasers, dry erase markers and boards, clipboards, letter stamps, hole punch, tape, stapler, letter stencils, scissors, glue, keyboard and ruler.
- c. Materials: variety of paper, notepads, order forms, word cards, name cards, environmental print, catalogs, "junk mail", holiday or greeting cards such as thank you cards or invitations, envelopes.
- d. Writing materials (paper and pencils) should be available in all free play areas.

.....10. Reading Area/Library

- a. Minimum of 36 books in classroom library and/or other learning areas, representing the following genres/categories: concept books (ABC, number, shapes, rhymes, alliteration), picture books, wordless picture books, people, predictable books, animals, fantasy, realistic fiction, multicultural, fairy tales, Caldecott winners, pattern books, biography, nature/science, poetry/nursery rhymes, abilities, classics, and theme-related books.
- b. Class-made books should be created and displayed on a regular basis.
- c. Furnishings: comfortable furniture such as beanbag chairs, small chairs, pillows, small sofa, etc. This area should include a small rug.
- d. Books should be organized in baskets or bins, using stickers or other ways to identify genres/topics. Children should be taught how to replace books in the correct bin or basket. Books should be rotated on a regular basis.
- e. Minimum of one display area where books are “face out” for easy access.
- f. Library includes additional language materials: puppets, felt/flannel board story characters, stuffed animals.
- g. Appropriate books should be available in all free choice areas.

.....11. Science/Nature Area

- a. Materials in the science area should rotate with the seasons.
- b. At least one living item such as a plant, fish, hermit crab, etc. should be included.
- c. Natural object collection examples: seeds, acorns, rocks, pine cones, seashells, nuts, leaves, sticks, spices (in safety containers), soil and plants.
- d. Tools (all required): magnifiers, measuring devices, balance scales, linear measuring devices, pipettes, magnets, tubs for sink/float, plastic trays for sorting, graphing charts, paper/pencils for recording data and observations.
- e. Other activities (minimum of 4; rotate out): “feely box”, work bench and tools, puzzles, plastic insects/animals, color paddles, maps, mirrors, flashlights, prisms, ramps and balls.
- f. Teacher-directed activities should occur at least once a week.
- g. Reference books related to theme or season should be available.

12. Math Area

The following materials for the five math standards should be available:

- a. Counting /Numbers (minimum of 5): counting animals/blocks, bingo game and chips, dominoes, counting games, magnetic numerals, unifix cubes, number/numeral puzzles, clocks, number books, cash register, playing cards, etc.

- b. Patterns (minimum of 3): pattern cards and blocks, unifix cubes, beads and strings, attribute blocks, tangrams, etc.
- c. Measuring (minimum of 3): unifix cubes, chain links, wooden cubes, 1 inch tiles, digital clocks, balance scale, tape measure or ruler, etc.
- d. Geometry (minimum of 3): pattern card blocks, shape puzzles, lacing shapes, geo-boards, parquetry blocks, magnetic shapes, etc.
- e. Data and Graphing (minimum of 3): sorting trays and items to sort, measuring devices, variety of laminated graphs, "hula hoops" for Venn diagramming, paper and pencils for data recording, etc.

*Note: Some classrooms may choose to combine the math and the manipulative areas due to space limitations. This is acceptable as long as all the required materials for both areas are in place.*

## **II. Classroom Community**

A well-managed and inclusive classroom supports constructive and positive relationships, and discourages inappropriate behaviors. The goal is to help children develop self-regulation and autonomy. Creating this environment is a shared responsibility of the lead teacher, assistant teacher, director and all staff members (food service, custodial, special area teachers, volunteers, pre-service teachers, etc.) who work with the pre-K child in the OSR First Class classroom.

### **A. Families and Communities**

- 1. Opportunities for volunteer and enrichment workshops should be offered on a regular basis.
- 2. Regular school-home communication (i.e. notebooks/folders, newsletters, emails, conferences, phone calls, etc.) should be provided so that educational goals of the families and teachers for the child are complementary.
- 3. Families are viewed as partners and recognized as their child's first and most important teacher. This includes opportunities for parental input into education.
- 4. Staff show respect for diversity within and among families.
- 5. Teachers serve as an early education resource for the community.

### **B. Building A Classroom Community**

- 1. Children are gradually introduced to the learning areas and routines (see *Section I, Learning Areas*).
- 2. Children should learn to communicate appropriately and work through peer conflicts.
- 3. Staff should be aware of and prevent, if possible, potential conflicts over materials and supplies.
- 4. Staff should be aware of personality and/or family issues in the classroom.
- 5. Classroom rules are developed as a community (not posted before the children enter the classroom) and displayed in the classroom for reference.



6. Teachers and staff should engage all children in clean-up, transitions, celebrations, and other cooperative and community building activities.
7. Children/families are invited to contribute materials to the classroom learning areas (books, nature items, "trash to treasure" for art area, etc.).
8. Accomplishments should be validated by promoting self-efficacy and confidence in children's strengths... ("You figured out that puzzle by yourself!") rather than adult external approval ("I like the way you put the puzzle together.").

### **C. Cooperation Among Teachers**

1. Lead and Auxiliary teachers share instructional responsibilities, child supervision, and other classroom duties. Lead and Auxiliary teachers **MUST** interact with the children during Learning/Free Choice time and Gross Motor time to facilitate children's play.
2. Lead and Auxiliary teachers work together on GOLD observations and documentation.
3. Lead and Auxiliary teachers model cooperation and collaboration throughout the day..
4. Lead and Auxiliary teachers **MUST** sit with children during meals and snacks to facilitate appropriate conversation, respect, social skills and to model manners and healthy nutritional habits.
5. Lead and Auxiliary teachers engage in at least one extended conversation with each child every day.

### **D. Transitions**

1. Teachers should minimize wait time.
2. Teachers should conduct transitions (hand washing, water break, bathroom, etc.) in small groups or individually when possible.
3. Transitions are learning opportunities.. Teachers should use songs, games, finger plays and other activities to extend learning.
4. Teachers should give children notice about transitions by establishing predictable routines and consistent signals..
5. Teachers should minimize the need for unnecessary transitions throughout the day..

## **III. Discipline and Behavior Management**

- A. Teachers should support and redirect children as they learn to solve their own problems.. Teachers and staff will model how to solve conflicts in the classrooms by:
  1. Acknowledging conflict and the children's feelings.
  2. Allowing each child to speak and explain his/her perspectives.
  3. Helping children arrive at a solution..

- B. Behavior charts, “stoplights”, stickers, candy, and other extrinsic rewards are not appropriate in the OSR classroom and shall not be used as a means to maintain control.
- C. Teacher-imposed time-out/isolation/threats/closing centers and/or withdrawal of playtime (indoor or outdoor) should not to be used to maintain control of the classroom.
- D. No form of physical or mental punishment is permitted.
- E. The cozy area should be available for children to calm down and regain control of their feelings and learn to manage their behavior. *(see Learning Areas section)*
- F. Teachers should review their daily schedule, routines and lesson plans if chronic behavior problems are exhibited.
- G. Teachers should use the Teaching Strategies GOLD Social-Emotional Objectives/Dimensions to document concerns in the area of behavior and to develop a behavior plan by conferencing with the parents/family. This conference must be documented, dated, and signed by all parties. Copies of the conference form must be provided for the family and the First Class Coach.
- H. In the event that a need for immediate suspension occurs, the protocol under CF4.4 must be followed. **The suspension form MUST be sent to the First Class Coach the day of the suspension.**
- I. The First Class Coach should be involved in resolving a child’s behavior issues when needed in order to maintain a positive classroom community.
- J. In cases where negative behavior (tantrums, physical aggression, bullying, biting) is a danger to the student or others, then the family and other appropriate professionals (the First Class special needs coordinator, program director, guidance counselor, local LEA, school nurse, and mental health professional) must be involved in developing a behavior intervention plan. If a child has an IEP in place, the IEP team should be consulted to develop a behavior plan.
- K. If inappropriate and negative behavior persists, the teachers and director will consult the OSR First Class Pre-K Program Guidelines for further steps. The First Class Coach and First Class special needs coordinator and OSR management team **MUST** be consulted and involved in trying to resolve the situation **BEFORE** a child can be dismissed from the program as per OSR Program Guidelines. Final approval for dismissal requests will be made in writing by both the First Class special needs coordinator and the First Class regional manager....

#### IV. Planning , Teaching, and Learning

Planning for instruction includes creating a daily schedule, daily lesson plans, short term lesson plans, (weekly/monthly themes and lessons), and long term lesson plans (themes or studies for the year).... The interests, curiosity, and needs of the children should be taken into consideration when developing classroom plans. Developing lessons and free choice activities around themes or studies, maximizes learning in a meaningful context based on the NAEYC Developmentally Appropriate Practice.

**Note: *Weekly lesson plans are required in all OSR classrooms... The lesson planning format that the teacher chooses will be approved by the First Class Coach at the beginning of the school year... All plans will be based on the Alabama Pre-K Standards and Teaching Strategies GOLD objectives and dimensions. Teachers are required to reference these in all lesson plans.***

A. Establishing a Daily Schedule..

1. A written schedule, including times, should be posted in the room for visitors to view.
2. The daily schedule should be flexible to allow for children's interests and needs.
3. Schedules should reflect a balance of groupings: whole groups, small groups, free choice, and gross motor activities.
  - a. Whole groups may last up to 20 minutes and should occur throughout the day.
  - b. Small groups should occur at least once per day and last up to 20 minutes.
  - c. Free choice must be uninterrupted and should last for at least 1 hour 10 minutes (NOT including time used to "clean up"). **Both teachers are expected to move around the classroom interacting and engaging with the children during this time.**
  - d. At least two planned, developmentally appropriate Read Aloud's must be scheduled each day. Teachers should consider this to be a time to introduce vocabulary, encourage discussion, and foster an appreciation of quality children's literature.
  - e. Music and Movement should be planned and occurring daily.
  - f. A science activity should be planned and occurring weekly.
  - g. The schedule should be adhered to as closely as possible.
  - h. The OSR Coach will be available to assist in developing the daily schedule.
  - i. The schedule will be approved by the OSR Coach at the beginning of the year.
  - j. The OSR Coach should be notified of any schedule changes.

B. Planning for Instruction Weekly/Daily Lesson Plans will include the following:

1. A theme or study topic.
  - a. The big idea or topic to be investigated in depth.
  - b. The length of time dedicated to this theme depends on the topic and the interests of the children.
2. Schedule for instruction. The schedule should be aligned with the daily classroom schedule.
  - a. Instructional group—whole group, small group or free choice area.
  - b. Learning objective—what is the purpose of the lesson; what should the children know or be able to do as a result of the lesson.
3. Potential Materials/Books/Music/Resources necessary to effectively teach the lesson.
4. Assessment/GOLD- how learning will be evaluated.
5. Teachers must document the Alabama Pre-K Standards/GOLD alignment objectives in their lesson plans.

(NOTE: worksheets/workbooks are not appropriate evaluations of learning; see *Worksheet Section*)

C. Small Group Instruction (required)

1. There should be no more than 6 children in a group.
2. Teachers should allow time for children to explore materials...
3. Lessons should be planned in advance and based on children's needs... Activities should be purposeful. (crafts, other generic activities, worksheets and dittos are not appropriate for small group lessons). Small group instruction must be included on Lesson Plans.
4. Lessons and activities should target and focus on specific skills and concepts and include an evaluation of learning.
5. Groups should be flexible and dynamic (i.e., children should not remain in the same small group for all lessons, NO Blue Birds, Red Birds, Yellow Birds).
6. The amount of time spent in small group should be flexible. The time spent in small group may increase as the year progresses. It is reasonable that a small group may last 5-8 minutes at the beginning of the year and increase up to 20 minutes by the end of the year. Small group time should not exceed 20 minutes.
7. Small groups may be taught as a part of free choice time; however, **free choice time then must be extended so that ALL children will receive the full 1 hour and 10 minutes of access to learning centers.**
8. Worksheets/workbooks or coloring sheets are NOT allowed as part of the lesson or assessment of learning (see *Worksheet Section*) unless it is "open-ended."
9. Lined paper should not be used to teach handwriting...

D. Whole Group Instruction (required)

1. Whole groups may last up to 20 minutes and should occur multiple times daily.
2. One group meeting should include daily news/morning message.
3. Whole Groups should include opportunities for children to share, discuss, and learn respect for others.
4. Whole Groups should include music, movement and finger plays.
5. Whole Groups should include daily jobs discussion.

E. Technology

1. Personal electronics device use (in the classroom) is limited to 15 minutes per day for each child.
2. Teachers should monitor the use of electronics and ensure children are using them appropriately and purposefully.
3. Opportunities for using computer labs (located away from the classroom) should be limited to one

... time per week for 30 minutes.

4. Children should be redirected to other activities rather than waiting on the electronics to be available. Teachers should develop a way to ensure that all children have a turn to use technology.
5. All videos, applications of technology hardware and software (computers, iPads, iPods, Smart Boards, etc.) should be carefully selected to support state pre-K standards and Teaching Strategies GOLD objectives and dimensions.

#### F. Handwriting

1. Formal, rote handwriting instruction and letter formation in large or small groups (tracing or copying) is not appropriate in the pre-K classroom. Lined paper should not be used.
2. Explicit instruction should be provided to an individual child as a response to their interest.
3. Signing In should be a daily part of the arrival process. The process should be a progression of skills from recognizing their picture, recognizing their written name, tracing their name, copying their name, to writing their name by the end of the year.
4. Child-created stories, writing, and dictation should be exhibited to encourage writing.
5. The classroom should be a print-rich environment with alphabet charts, writing models, morning messages, daily news, and other examples of the purposes of writing.

### The Difference Between “Writing” and “Handwriting”

#### Writing (Appropriate)

Developmental spelling refers to children being encouraged to write through their own way while moving through progressive stages of learning how to spell. It is encouraging young children’s attempt to use what they already know about letters and sounds to write words. Research indicates that encouraging developmental spelling is highly effective in promoting children’s understanding of the relationship between letters and sounds. Example: “ct” for the word cat.

This can be modeled and encouraged by engaging children in dictating stories, letters, messages, and charts while also assisting children in their own efforts to write.

#### Handwriting (Inappropriate)

Tracing letters, words and sentences in order to improve penmanship. Using lined paper. Stressing the importance of correct letter formation.

#### G. Worksheets

1. Coloring sheets or coloring books ARE NOT appropriate and SHOULD NOT be available in the OSR pre-k classroom.

2. Photocopied worksheets which require a child to match items (i.e. upper-lower case, rhymes, etc.), fill-in the blanks, trace or write repeated shapes, letters, or numerals, use lines for handwriting, or any similar activity that demands one correct answer, ARE NOT to be used.
3. Open-ended worksheets, i.e. data collection, graphs, recording sheets where children can document their thinking, create their own ideas, and solve problems are appropriate.

#### H. Assessment of Learning

1. Assessment should be a part of all lessons.
2. Assessments should be developmentally appropriate. For example, work samples such as writing, drawings, and art, constructions, demonstrations, observations and other assessments according to Teaching Strategies GOLD.
3. Worksheets are not appropriate assessments.
4. Assessments are ongoing, formative and used to plan for instruction individually, in small groups and in whole groups.

### V. Gross Motor/Outdoor Play

Daily activities should include many opportunities for young children to develop competence and confidence in their gross motor skills. While children develop many of their physical capabilities through play they also need planned movement activities with verbal and modeled instruction and structured physical skill development opportunities. The OSR First Place classroom schedule is required to include 60 minutes of gross motor activity. This 60 minutes may be broken into smaller segments of time within the day.

#### A. Playgrounds (Based on NAEYC and DHR safety standards)

1. The play environment should include equipment that is age and developmentally appropriate.
2. The play environment should provide a minimum of 60 square feet for each child. This shall be for all 18 children at one time (DHR).
3. The play environment should be enclosed by a fence or wall at least four feet in height. The fence or wall shall be free from sharp protruding edges. Gates to the area shall be secured.
4. The play area should be well drained.
5. There should be semiprivate areas where children can play alone or with a friend.
6. Activities should be provided such as dramatic play, block building, manipulative play, or art activities.
7. Children should be able to explore the natural environment, including a variety of natural and manufactured surfaces, and areas with natural materials such as nonpoisonous plants, shrubs, and trees.

8. Children with disabilities should be able to fully participate in the outdoor curriculum and activities (NAEYC).
9. The outdoor play area should be arranged so that staff can supervise children by sight and sound.
10. There should be an area for children to have large motor experience such as running, climbing, balancing, riding, jumping, crawling, scooting or swinging.
11. Sandboxes are allowed if they allow for drainage, are covered when not in use, and are cleaned of all foreign matter on a regular basis. Staff must replace sand as often as is necessary to keep the sand clean and free of debris.
12. Concrete or asphalt shall not be used under outdoor playground equipment except wheel toys.
13. Playground equipment which is not designed to be portable should be securely anchored so that it cannot be tipped over by an adult or child.
14. Tripping hazards should be removed.
15. Wooden equipment should be regularly checked for sharp areas and splintering wood that could cause cuts or splinters.
16. Metal equipment should be checked regularly for rust. If rust is visible it must be removed immediately.
17. All broken toys and equipment should be removed and replaced immediately.
18. Playground shall not be shared with younger or older children at time of play.
19. Equipment needed to meet Developmental Skills: Climbing and sliding structures, tricycles and paths to ride on, water and sand play equipment, art materials, structures or materials for imaginative play, natural features to experience the seasons, various sizes of balls, wheeled vehicles to push or pull, walking board, crawl through equipment, toys for digging.

#### **B. Indoor play**

1. When gross motor activities cannot occur outdoors due to weather conditions the required 60 minutes of gross motor shall occur indoors.
2. Indoor play should be structured so that the staff can supervise the children by sight and sound.
3. Indoor play activities should be planned to provide opportunities for active play and movement that supports the development of gross motor skills. The staff should plan a variety of activities addressing the varying physical development abilities of children.
4. Suggested equipment for indoor play includes but is not limited to the following: balance beam, hoops, jump ropes, bean bags, ring toss, scooter boards, foam bats and balls, tricycles, various size

balls, etc.

5. Music and Movement activities provide appropriate opportunities for gross motor play. There are many movement CD's and DVD's available. There are also appropriate sources via the internet (Cosmic Kids Yoga, Brain Breaks, etc.) Music and Movement should not be used for the entire 60 minutes of Gross Motor.
6. Any games should encourage cooperation versus competition.



| <b><u>Implementation Timeline for High Quality Pre-K</u></b> | <b>2015</b>   |   | <b>2016</b>   |  | <b>2017</b>   |  | <b>2018</b>   |  |
|--|---|---|---|--|---|--|---|--|
|  | <b>Activity</b>   | <b>Role</b>   | <b>Activity</b>   | <b>Role</b>  | <b>Activity</b>   | <b>Role</b>  | <b>Activity</b>   | <b>Role</b>  |
| <b>January</b>   | Higher Education/ Superintendent Summit   | Commissioner of Children's Affairs; Executive Director, Alabama School Readiness Alliance (ASRA)        | Higher Education/ Superintendent Summit   | Commissioner of Children's Affairs; Executive Director, Alabama School Readiness Alliance (ASRA) | Higher Education/ Superintendent Summit   | Commissioner of Children's Affairs; Executive Director, Alabama School Readiness Alliance (ASRA) | Higher Education/ Superintendent Summit   | Commissioner of Children's Affairs; Executive Director, Alabama School Readiness Alliance (ASRA) |
|  | Request for Proposals (RFP) for Cohort 1 of Federal subgrants                   | Assistant Director, DCA   | Request for Proposals (RFP) for Cohort 2 of Federal subgrants                   | Assistant Director, DCA  | Request for Proposals (RFP) for Cohort 2 of Federal subgrants                   | Assistant Director, DCA  | Request for Proposals (RFP) for Cohort 2 of Federal subgrants                   | Assistant Director, DCA  |
|  | RFP for additional State funded programs  | Assistant Director, DCA   | Annual Pre-K Conference   | All DCA Staff; All subgrantee teachers and directors   | Annual Pre-K Conference   | All DCA Staff; All subgrantee teachers and directors   | Annual Pre-K Conference   | All DCA Staff; All subgrantee teachers and directors   |
|  | Implement Family Involvement Professional Development with all teachers         | First Class Pre-K Monitors; Alabama Partnership for Children; Professional Development Specialists, DCA | Teaching Strategies GOLD Checkpoint data complete                               | Subgrantee teachers  | Teaching Strategies GOLD Checkpoint data complete                               | Subgrantee teachers  | Teaching Strategies GOLD Checkpoint data complete                               | Subgrantee teachers  |
|  | Recruit GOLD KEA Kindergarten Teachers  | Assistant Director, DCA; Professional Development Specialists   | Subgrantee teacher mentoring - Cohort 1   | First Class Pre-K Coaches  | Subgrantee teacher mentoring - Cohort 1   | First Class Pre-K Coaches  | Subgrantee teacher mentoring - Cohort 1   | First Class Pre-K Coaches  |
|  |   |   | Subgrantee documentation assistance and approval - Cohort 1                     | First Class Pre-K Monitors   | Subgrantee documentation assistance and approval - Cohort 1                     | First Class Pre-K Monitors   | Subgrantee documentation assistance and approval - Cohort 1                     | First Class Pre-K Monitors   |
| <b>February</b>  | RFP closes  | Assistant Director, DCA   | RFP closes  | Assistant Director, DCA  | RFP closes  | Assistant Director, DCA  | RFP closes  | Assistant Director, DCA  |
|  | Grant Review begins   | Outside Readers; DCA Staff  | Grant Review begins   | Outside Readers; DCA Staff   | Grant Review begins   | Outside Readers; DCA Staff   | Grant Review begins   | Outside Readers; DCA Staff   |
|  | Teaching Strategies GOLD professional development for higher education partners | DCA Professional Development Specialists  | Teaching Strategies GOLD professional development for higher education partners | DCA Professional Development Specialists   | Teaching Strategies GOLD professional development for higher education partners | DCA Professional Development Specialists   | Teaching Strategies GOLD professional development for higher education partners | DCA Professional Development Specialists   |
|  | Recruit GOLD KEA Kindergarten Teachers  | Assistant Director, DCA; Professional Development Specialists   | Recruit GOLD KEA Kindergarten Teachers  | Assistant Director, DCA; Professional Development Specialists                                    | Recruit GOLD KEA Kindergarten Teachers  | Assistant Director, DCA; Professional Development Specialists                                    | Recruit GOLD KEA Kindergarten Teachers  | Assistant Director, DCA; Professional Development Specialists                                    |
|  | CLASS training for higher education partners                                    | DCA Professional Development Specialists  | CLASS training for higher education partners                                    | DCA Professional Development Specialists   | CLASS training for higher education partners                                    | DCA Professional Development Specialists   | CLASS training for higher education partners                                    | DCA Professional Development Specialists   |
|  | Site visits for selection of subgrantees begin                                  | DCA Field Staff (Coaches, Monitors, Regional Managers)  | Site visits for selection of subgrantees begin                                  | DCA Field Staff (Coaches, Monitors, Regional Managers)   | Site visits for selection of subgrantees begin                                  | DCA Field Staff (Coaches, Monitors, Regional Managers)   | Site visits for selection of subgrantees begin                                  | DCA Field Staff (Coaches, Monitors, Regional Managers)   |

|              |   |   |   |   |   |   |   |   |
|--------------|---|---|---|---|---|---|---|---|
| <b>March</b> | Grant award announcement for Cohort 1   | Commissioner of Children's Affairs; Governor of Alabama       | Grant award announcement for Cohort 1   | Commissioner of Children's Affairs; Governor of Alabama       | Grant award announcement for Cohort 1   | Commissioner of Children's Affairs; Governor of Alabama       | Grant award announcement for Cohort 1   | Commissioner of Children's Affairs; Governor of Alabama       |
|              | Recruit GOLD KEA Kindergarten Teachers  | Assistant Director, DCA; Professional Development Specialists | Recruit GOLD KEA Kindergarten Teachers  | Assistant Director, DCA; Professional Development Specialists | Recruit GOLD KEA Kindergarten Teachers  | Assistant Director, DCA; Professional Development Specialists | Recruit GOLD KEA Kindergarten Teachers  | Assistant Director, DCA; Professional Development Specialists |
|              | Begin Training for GOLD KEA   | Professional Development Specialists                          | Begin Training for GOLD KEA   | Professional Development Specialists                          | Begin Training for GOLD KEA   | Professional Development Specialists                          | Begin Training for GOLD KEA   | Professional Development Specialists                          |
|              | Initial contact with Subgrantees  | Regional Managers   | Initial contact with Subgrantees  | Regional Managers   | Initial contact with Subgrantees  | Regional Managers   | Initial contact with Subgrantees  | Regional Managers   |
|              | Subgrantee documentation assistance and approval                                  | First Class Pre-K Monitors                                    | Subgrantee documentation assistance and approval                                  | First Class Pre-K Monitors                                    | Subgrantee documentation assistance and approval                                  | First Class Pre-K Monitors                                    | Subgrantee documentation assistance and approval                                  | First Class Pre-K Monitors                                    |
| <b>April</b> | Guidelines training for Cohort 1  | Regional Managers   | Guidelines training for Cohort 1  | Regional Managers   | Guidelines training for Cohort 1  | Regional Managers   | Guidelines training for Cohort 1  | Regional Managers   |
|              | GOLD KEA Training   | Professional Development Specialists                          | GOLD KEA Training   | Professional Development Specialists                          | GOLD KEA Training   | Professional Development Specialists                          | GOLD KEA Training   | Professional Development Specialists                          |
|              | New DCA staff candidate interviews  | Regional Managers   | New DCA staff candidate interviews  | Regional Managers   | New DCA staff candidate interviews  | Regional Managers   | New DCA staff candidate interviews  | Regional Managers   |
|              | Site planning   | Regional Managers, First Class Pre-K Coaches and Monitors     | Site planning   | Regional Managers, First Class Pre-K Coaches and Monitors     | Site planning   | Regional Managers, First Class Pre-K Coaches and Monitors     | Site planning   | Regional Managers, First Class Pre-K Coaches and Monitors     |
|              | Support sites in advertising for Lead and Auxiliary Teacher positions             | Regional Managers, First Class Pre-K Coaches and Monitors     | Support sites in advertising for Lead and Auxiliary Teacher positions             | Regional Managers, First Class Pre-K Coaches and Monitors     | Support sites in advertising for Lead and Auxiliary Teacher positions             | Regional Managers, First Class Pre-K Coaches and Monitors     | Support sites in advertising for Lead and Auxiliary Teacher positions             | Regional Managers, First Class Pre-K Coaches and Monitors     |
|              | Subgrantee documentation assistance and approval                                  | First Class Pre-K Monitors                                    | Subgrantee documentation assistance and approval                                  | First Class Pre-K Monitors                                    | Subgrantee documentation assistance and approval                                  | First Class Pre-K Monitors                                    | Subgrantee documentation assistance and approval                                  | First Class Pre-K Monitors                                    |
| <b>May</b>   | New DCA staff selected  | Regional Managers   | New DCA staff selected  | Regional Managers   | New DCA staff selected  | Regional Managers   | New DCA staff selected  | Regional Managers   |
|              | Continue to support sites in advertising for Lead and Auxiliary Teacher positions | Regional Managers, First Class Pre-K Coaches and Monitors     | Continue to support sites in advertising for Lead and Auxiliary Teacher positions | Regional Managers, First Class Pre-K Coaches and Monitors     | Continue to support sites in advertising for Lead and Auxiliary Teacher positions | Regional Managers, First Class Pre-K Coaches and Monitors     | Continue to support sites in advertising for Lead and Auxiliary Teacher positions | Regional Managers, First Class Pre-K Coaches and Monitors     |
|              | GOLD KEA Training   | Professional Development Specialists                          | GOLD KEA Training   | Professional Development Specialists                          | GOLD KEA Training   | Professional Development Specialists                          | GOLD KEA Training   | Professional Development Specialists                          |
|              | Review orders for classroom equipment and materials                               | First Class Pre-K Monitors                                    | Review orders for classroom equipment and materials                               | First Class Pre-K Monitors                                    | Review orders for classroom equipment and materials                               | First Class Pre-K Monitors                                    | Review orders for classroom equipment and materials                               | First Class Pre-K Monitors                                    |
|              | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                     | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                     | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                     | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                     |
|              | Subgrantee documentation assistance and approval                                  | First Class Pre-K Monitors                                    | Subgrantee documentation assistance and approval                                  | First Class Pre-K Monitors                                    | Subgrantee documentation assistance and approval                                  | First Class Pre-K Monitors                                    | Subgrantee documentation assistance and approval                                  | First Class Pre-K Monitors                                    |

|                  |   |   |   |   |   |   |   |   |
|------------------|---|---|---|---|---|---|---|---|
| <b>June</b>      | Grant Award announcement for state funded programs                    | Commissioner of Children's Affairs; Governor of Alabama     | Grant Award announcement for state funded programs                    | Commissioner of Children's Affairs; Governor of Alabama     | Grant Award announcement for state funded programs                    | Commissioner of Children's Affairs; Governor of Alabama     | Grant Award announcement for state funded programs                    | Commissioner of Children's Affairs; Governor of Alabama     |
|                  | Teacher Training  | Professional Development Specialists                        | Teacher Training  | Professional Development Specialists                        | Teacher Training  | Professional Development Specialists                        | Teacher Training  | Professional Development Specialists                        |
|                  | Support sites in advertising for Lead and Auxiliary Teacher positions | Regional Managers, First Class Pre-K Coaches and Monitors   | Support sites in advertising for Lead and Auxiliary Teacher positions | Regional Managers, First Class Pre-K Coaches and Monitors   | Support sites in advertising for Lead and Auxiliary Teacher positions | Regional Managers, First Class Pre-K Coaches and Monitors   | Support sites in advertising for Lead and Auxiliary Teacher positions | Regional Managers, First Class Pre-K Coaches and Monitors   |
|                  | Classroom set up  | Subgrantee teachers; First Class Pre-K Coaches and Monitors | Classroom set up  | Subgrantee teachers; First Class Pre-K Coaches and Monitors | Classroom set up  | Subgrantee teachers; First Class Pre-K Coaches and Monitors | Classroom set up  | Subgrantee teachers; First Class Pre-K Coaches and Monitors |
| <b>July</b>      | New teacher training  | Professional Development Specialists                        | New teacher training  | Professional Development Specialists                        | New teacher training  | Professional Development Specialists                        | New teacher training  | Professional Development Specialists                        |
|                  | Classroom set up  | Subgrantee teachers; First Class Pre-K Coaches and Monitors | Classroom set up  | Subgrantee teachers; First Class Pre-K Coaches and Monitors | Classroom set up  | Subgrantee teachers; First Class Pre-K Coaches and Monitors | Classroom set up  | Subgrantee teachers; First Class Pre-K Coaches and Monitors |
| <b>August</b>    | New teacher training  | Professional Development Specialists                        | New teacher training  | Professional Development Specialists                        | New teacher training  | Professional Development Specialists                        | New teacher training  | Professional Development Specialists                        |
|                  | New classrooms open   | Subgrantees   | New classrooms open   | Subgrantees   | New classrooms open   | Subgrantees   | New classrooms open   | Subgrantees   |
|                  | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                   | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                   | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                   | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                   |
|                  | Subgrantee documentation assistance and approval                      | First Class Pre-K Monitors                                  | Subgrantee documentation assistance and approval                      | First Class Pre-K Monitors                                  | Subgrantee documentation assistance and approval                      | First Class Pre-K Monitors                                  | Subgrantee documentation assistance and approval                      | First Class Pre-K Monitors                                  |
| <b>September</b> | Teaching Strategies GOLD training Cohort 1                            | Professional Development Specialists                        | Teaching Strategies GOLD training Cohort 1                            | Professional Development Specialists                        | Teaching Strategies GOLD training Cohort 1                            | Professional Development Specialists                        | Teaching Strategies GOLD training Cohort 1                            | Professional Development Specialists                        |
|                  | Support Kindergarten teachers using GOLD as KEA                       | Professional Development Specialists                        | Support Kindergarten teachers using GOLD as KEA                       | Professional Development Specialists                        | Support Kindergarten teachers using GOLD as KEA                       | Professional Development Specialists                        | Support Kindergarten teachers using GOLD as KEA                       | Professional Development Specialists                        |
|                  | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                   | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                   | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                   | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                   |
|                  | Subgrantee documentation assistance and approval                      | First Class Pre-K Monitors                                  | Subgrantee documentation assistance and approval                      | First Class Pre-K Monitors                                  | Subgrantee documentation assistance and approval                      | First Class Pre-K Monitors                                  | Subgrantee documentation assistance and approval                      | First Class Pre-K Monitors                                  |
| <b>October</b>   | DCA Staff Assessment training   | Professional Development Specialists                        | DCA Staff Assessment training   | Professional Development Specialists                        | DCA Staff Assessment training   | Professional Development Specialists                        | DCA Staff Assessment training   | Professional Development Specialists                        |
|                  | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                   | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                   | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                   | Subgrantee teacher mentoring  | First Class Pre-K Coaches                                   |
|                  | Support Kindergarten teachers using GOLD as KEA                       | Professional Development Specialists                        | Support Kindergarten teachers using GOLD as KEA                       | Professional Development Specialists                        | Support Kindergarten teachers using GOLD as KEA                       | Professional Development Specialists                        | Support Kindergarten teachers using GOLD as KEA                       | Professional Development Specialists                        |
|                  | Subgrantee documentation assistance and approval                      | First Class Pre-K Monitors                                  | Subgrantee documentation assistance and approval                      | First Class Pre-K Monitors                                  | Subgrantee documentation assistance and approval                      | First Class Pre-K Monitors                                  | Subgrantee documentation assistance and approval                      | First Class Pre-K Monitors                                  |
|                  | Teaching Strategies GOLD (Pre-K and KEA) Checkpoint data due          | Subgrantee teachers   | Teaching Strategies GOLD (Pre-K and KEA) Checkpoint data due          | Subgrantee teachers   | Teaching Strategies GOLD (Pre-K and KEA) Checkpoint data due          | Subgrantee teachers   | Teaching Strategies GOLD (Pre-K and KEA) Checkpoint data due          | Subgrantee teachers   |

|                 |  |                                      |  |                                      |  |                                      |  |                                      |
|-----------------|--|--------------------------------------|--|--------------------------------------|--|--------------------------------------|--|--------------------------------------|
| <b>November</b> | DCA Staff Assessment training                    | Professional Development Specialists | DCA Staff Assessment training                    | Professional Development Specialists | DCA Staff Assessment training                    | Professional Development Specialists | DCA Staff Assessment training                    | Professional Development Specialists |
|                 | Subgrantee teacher mentoring                     | First Class Pre-K Coaches            | Subgrantee teacher mentoring                     | First Class Pre-K Coaches            | Subgrantee teacher mentoring                     | First Class Pre-K Coaches            | Subgrantee teacher mentoring                     | First Class Pre-K Coaches            |
|                 | Subgrantee documentation assistance and approval | First Class Pre-K Monitors           | Subgrantee documentation assistance and approval | First Class Pre-K Monitors           | Subgrantee documentation assistance and approval | First Class Pre-K Monitors           | Subgrantee documentation assistance and approval | First Class Pre-K Monitors           |
| <b>December</b> | Subgrantee teacher mentoring                     | First Class Pre-K Coaches            | Subgrantee teacher mentoring                     | First Class Pre-K Coaches            | Subgrantee teacher mentoring                     | First Class Pre-K Coaches            | Subgrantee teacher mentoring                     | First Class Pre-K Coaches            |
|                 | Subgrantee documentation assistance and approval | First Class Pre-K Monitors           | Subgrantee documentation assistance and approval | First Class Pre-K Monitors           | Subgrantee documentation assistance and approval | First Class Pre-K Monitors           | Subgrantee documentation assistance and approval | First Class Pre-K Monitors           |

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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**Preschool Development Grant  
Year One – 2015**

**Total Requested: \$17,500,000**

**A. Personnel Total Requested: \$ 539,952.00**

| Position/Title | Salary/month | units/% Effort/ Months | Amount Requested |
|----------------|--------------|------------------------|------------------|
| Coach          | \$4,499.60   | 7/100 /12              | \$ 377,966.40    |
| Monitor        | \$4,499.60   | 3/100 /12              | \$ 161,985.60    |

**Justification:**

Seven additional Alabama First Class Pre-K Coaches and three additional First Pre-K Class Monitors are needed annually to expand access to High Quality Pre-K with the addition of 100 new classrooms in High-Need Communities. First Class Pre-K Coaches and Monitors (1 coach per 15 classrooms and 1 monitor per 33 classrooms) are essential components of the Alabama First Class Pre-K program. They provide on-site support and monitoring to ensure the continued quality of all Alabama First Class Pre-K classrooms and instructional practices.

**B. Fringe Benefits Total Requested: \$ 239,029.60**

| Position/Title | Fringe/Month | % Fringe Months | Amount Requested |
|----------------|--------------|-----------------|------------------|
| Coach          | \$ 1,991.92  | 7/100/12        | \$ 167,320.72    |
| Monitor        | \$ 1,991.92  | 3/100/12        | \$ 71,708.88     |

**Justification:**

The fringe benefits are calculated for each position to include health insurance(\$108,900.00), retirement (\$82,949.92), FICA (38,237.14), and Medicare (\$8,942.56).

**C. Travel Total Requested: \$ 70,250.00**

| Description         | Amount            | Units               | # Units | Amount Requested |
|---------------------|-------------------|---------------------|---------|------------------|
| Per Diem            | \$ 11.25          | day                 | 200     | \$ 2,250.00      |
| Overnight Per Diem  | \$ 75.00 each day | night               | 240     | \$ 18,000.00     |
| Out of State Travel | actual expenses   | conference/training | 20      | \$ 50,000.00     |

**Justification:**

First Class Pre-K Monitors and Coaches travel to sites a minimum of four days per week throughout the year. Conferences, professional development activities and training programs require overnight and/or out-of-state travel for meetings such as NAEYC professional development trainings, regional training for teachers and program directors, national conferences, the annual Alabama OSR Pre-K Conference, and technical training on program improvement activities, software, and assessment.

**D. Equipment Total Requested: \$ 150,000.00**

| Description | Amount   | Units   | # Units | Amount Requested |
|-------------|----------|---------|---------|------------------|
| Automobile  | \$15,000 | one car | 10      | \$ 150,000.00    |

*Justification:*

Extensive travel is required of First Class Pre-K Coaches and Monitors as they visit each site frequently to support teachers and monitor programs for quality. First Class Pre-K Coaches and Monitors travel a minimum four days each week and need dependable transportation. Analysis of costs and benefits indicate that for travel in Alabama, providing a State vehicle and fuel to personnel results in savings of \$2,000 - \$3,000 per year when compared to the current federal reimbursement rate of \$.56 per mile using private vehicles.

**E. Supplies Total Requested: \$ 126,000.00**

| Description   | Amount  | Units              | # Units | Amount Requested |
|---|---------|--------------------|---------|------------------|
| Laptop, iPad, phone, expendable                         | \$6,000 | each person        | 10      | \$60,000.00      |
| Office supplies   |         |                    |         |                  |
| Consumable supplies for regional and statewide meetings | \$10    | per person/meeting | 600     | \$ 6,000.00      |
| Gasoline/fuel for travel                                | \$6,000 | per car            | 10      | \$60,000.00      |

*Justification:*

New First Class Pre-K Coaches and Monitors will be provided needed technology and office supplies to assist teachers and program directors, to communicate effectively, to collaborate with partner agencies and staff, to perform general office operations, and to maintain records and data for program operations. Fuel for program-provided vehicles enable First Class Pre-K Coaches and Monitors to travel as needed for on-site support and monitoring for quality. Up to \$500 per month per Coach and Monitor is budgeted for each of the twelve months of Year Four. Regional and statewide meetings provide networking opportunities, training of trainers, and data analysis in a group setting. All-day meetings and evening meetings often necessitate meals for participants.

**F. Contractual Total Requested: \$ 15,454,251.00**

| Description  | Amount           | Amount Requested |
|--|------------------|------------------|
| Subgrantees for 70 program sites                               | \$ 10,500,000.00 | \$ 10,500,000.00 |
| Subgrantees for 30 sites for improvement to reach high quality | \$ 2,000,000.00  | \$ 2,000,000.00  |
| University of Alabama at Birmingham                            | \$ 250,000.00    | \$ 250,000.00    |
| Alabama Partnership for Children                               | \$ 150,000.00    | \$ 150,000.00    |
| Professional Development/Consulting                            | \$ 875,001.00    | \$ 875,001.00    |
| TEACH Scholarships   | \$ 1,200,000.00  | \$ 1,200,000.00  |
| Research and Development                                       | \$ 500,000.00    | \$ 500,000.00    |
| Data Plan/Phone/IT Service                                     | \$ 15,000.00     | \$ 15,000.00     |

*Justification:*

Seventy subgrantees will be awarded \$150,000 for each new High-Quality Pre-K classroom to expand access to High-Quality Pre-K in High-Need Communities. Thirty subgrantees will be awarded up to \$66,666 for each classroom enhanced to meet High-Quality Pre-K standards, providing additional access for High-Quality Pre-K programs for High-Need Communities. The contractual award to The University of Alabama in Birmingham is for the development and implementation of a longitudinal data study of Alabama First Class Pre-K program outcomes. The

contract award to the Alabama Partnership for Children is to provide high quality professional development for First Class Coaches and Monitors at new sites and at existing sites on how best to access to comprehensive support services for students and families. Additional high quality professional development is being negotiated and will be delivered for First Class Pre-K teachers, support staff, program directors, Coaches, and Monitors through a variety of delivery methods, on a variety of topics, and from a variety of providers including: Teaching Strategies GOLD, CLASS, ECERS, annual Pre-K Conference, Higher Education Summit, QRIS, and Teaching Strategies GOLD KEA. Other topics and professional development will be added as needs are identified by individual programs, teachers, Coaches, and Monitors. Providing TEACH scholarships will help develop the teaching workforce and will help to meet the need for additional qualified early childhood educators in Alabama. Activities included in program research and development include data collection and analysis for program oversight, outreach and decision-making, development of data reporting procedures, identification of promising new practices for inclusion in future training, alignment of curriculum and student assessment results with K-12 programs and birth-to-age-five partners, technical assistance with grant reports and data submission, oversight of program operations to ensure compliance with existing laws and regulations, and assistance with program evaluation activities.

| <b>G. Other</b>  |             | <b>Total Requested:</b> |         | <b>\$ 110,781.00</b> |
|--|-------------|-------------------------|---------|----------------------|
| Description  | Amount      | Units                   | # Units | Amount Requested     |
| Technology upgrades for webinars, virtual meetings, training, demonstrations | \$95,750.00 | 1                       |         | \$95,750.00          |
| Training room furnishing to accommodate more trainees                        | \$20,031.00 | 1                       |         | \$20,031.00          |

*Justification:*

OSR has sufficient meeting space to host training and professional development activities for program participants. However, additional furnishings, upgraded technology and enhanced capabilities for virtual meetings, webinars, and virtual technical training will allow for the participation by a greater number of teachers, monitors, coaches and staff without the need for travel time and expense. The ability to save webinars and virtual meetings will allow for repeated use of training and technical assistance to be viewed and used by new programs and for review or use on-site at a later date.

| <b>H. Indirect Total Requested:</b> |               | <b>\$ 779,737.40</b> |                  |
|-------------------------------------|---------------|----------------------|------------------|
| Total Indirect Costs                | Amount        | Indirect             | Amount Requested |
| Negotiated Indirect Costs           | \$ 779,737.40 | 11.62%               | \$ 779,737.40    |

*Justification:*

The department has a negotiated indirect cost rate agreement of 11.62%.



**Year Two – 2016**

**Total Requested: \$17,500,000**

**A. Personnel Total Requested:**

**\$ 539,952.00**

| Position/Title | Salary/month | units/% Effort/ Months | Amount Requested |
|----------------|--------------|------------------------|------------------|
| Coach          | \$4,499.60   | 7/100 /12              | \$ 377,966.40    |
| Monitor        | \$4,499.60   | 3/100 /12              | \$ 161,985.60    |

**Justification:**

Seven additional Alabama First Class Pre-K Coaches and three additional First Pre-K Class Monitors are needed annually to expand access to High Quality Pre-K with the addition of 100 new classrooms in High-Need Communities. First Class Pre-K Coaches and Monitors (1 coach per 15 classrooms and 1 monitor per 33 classrooms) are essential components of the Alabama First Class Pre-K program. They provide on-site support and monitoring to ensure the continued quality of all Alabama First Class Pre-K classrooms and instructional practices.

**B. Fringe Benefits Total Requested:**

**\$ 239,029.60**

| Position/Title | Fringe/Month | % Fringe Months | Amount Requested |
|----------------|--------------|-----------------|------------------|
| Coach          | \$ 1,991.92  | 7/100/12        | \$ 167,320.72    |
| Monitor        | \$ 1,991.92  | 3/100/12        | \$ 71,708.88     |

**Justification:**

The fringe benefits are calculated for each position to include health insurance(\$108,900.00), retirement (\$82,949.92), FICA (38,237.14), and Medicare (\$8,942.56).

**C. Travel Total Requested:**

**\$ 70,250.00**

| Description         | Amount            | Units               | # Units | Amount Requested |
|---------------------|-------------------|---------------------|---------|------------------|
| Per Diem            | \$ 11.25          | day                 | 200     | \$ 2,250.00      |
| Overnight Per Diem  | \$ 75.00 each day | night               | 240     | \$ 18,000.00     |
| Out of State Travel | actual expenses   | conference/training | 20      | \$ 50,000.00     |

**Justification:**

First Class Pre-K Monitors and Coaches travel to sites a minimum of four days per week throughout the year. Conferences, professional development activities and training programs require overnight and/or out-of-state travel for meetings such as NAEYC professional development trainings, regional training for teachers and program directors, national conferences, the annual Alabama OSR Pre-K Conference, and technical training on program improvement activities, software, and assessment.

**D. Equipment**

**Total Requested:**

**\$ 150,000.00**

| Description | Amount   | Units   | # Units | Amount Requested |
|-------------|----------|---------|---------|------------------|
| Automobile  | \$15,000 | one car | 10      | \$ 150,000.00    |

**Justification:**

Extensive travel is required of First Class Pre-K Coaches and Monitors as they visit each site frequently to support teachers and monitor programs for quality. First Class Pre-K Coaches and Monitors travel a minimum four days each week and need dependable transportation. Analysis of costs and benefits indicate that for travel in Alabama, providing a State vehicle and fuel to personnel results in savings of \$2,000 - \$3,000 per year when compared to the current federal reimbursement rate of \$.56 per mile using private vehicles.

| <b>E. Supplies Total Requested:</b>                     |         |                    |         | <b>\$ 146,000.00</b> |
|---|---------|--------------------|---------|----------------------|
| Description   | Amount  | Units              | # Units | Amount Requested     |
| Laptop, iPad, phone, expendable                         | \$6,000 | each person        | 10      | \$60,000.00          |
| Office supplies   |         |                    |         |                      |
| Consumable supplies for regional and statewide meetings | \$10    | per person/meeting | 600     | \$ 6,000.00          |
| Gasoline/fuel for travel                                | \$6,000 | per car            | 10      | \$60,000.00          |
| Care repairs/tires                                      | \$2,000 | per car            | 10      | \$20,000.00          |

*Justification:*

New First Class Pre-K Coaches and Monitors will be provided needed technology and office supplies to assist teachers and program directors, to communicate effectively, to collaborate with partner agencies and staff, to perform general office operations, and to maintain records and data for program operations. Fuel for program-provided vehicles enable First Class Pre-K Coaches and Monitors to travel as needed for on-site support and monitoring for quality. Up to \$500 per month per Coach and Monitor is budgeted for each of the twelve months of Year Four. Regional and statewide meetings provide networking opportunities, training of trainers, and data analysis in a group setting. All-day meetings and evening meetings often necessitate meals for participants.

| <b>F. Contractual Total Requested:</b>                         |                  |  | <b>\$ 15,535,032.00</b> |
|--|------------------|--|-------------------------|
| Description  | Amount           |  | Amount Requested        |
| Subgrantees for 70 program sites                               | \$ 10,500,000.00 |  | \$ 10,500,000.00        |
| Subgrantees for 30 sites for improvement to reach high quality | \$ 2,000,000.00  |  | \$ 2,000,000.00         |
| University of Alabama at Birmingham                            | \$ 250,000.00    |  | \$ 250,000.00           |
| Alabama Partnership for Children                               | \$ 150,000.00    |  | \$ 150,000.00           |
| Professional Development/Consulting                            | \$ 879,251.00    |  | \$ 879,251.00           |
| TEACH Scholarships   | \$ 1,200,000.00  |  | \$ 1,200,000.00         |
| Research and Development                                       | \$ 540,781.00    |  | \$ 540,781.00           |

*Justification:*

Seventy subgrantees will be awarded \$150,000 for each new High-Quality Pre-K classroom to expand access to High-Quality Pre-K in High-Need Communities. Thirty subgrantees will be awarded up to \$66,666 for each classroom enhanced to meet High-Quality Pre-K standards, providing additional access for High-Quality Pre-K programs for High-Need Communities. The contractual award to The University of Alabama in Birmingham is for the development and implementation of a longitudinal data study of Alabama First Class Pre-K program outcomes. The contract award to the Alabama Partnership for Children is to provide high quality professional development for First Class Coaches and Monitors.

at new sites and at existing sites on how best to access to comprehensive support services for students and families. Additional high quality professional development is being negotiated and will be delivered for First Class Pre-K teachers, support staff, program directors, Coaches, and Monitors through a variety of delivery methods, on a variety of topics, and from a variety of providers including: Teaching Strategies GOLD, CLASS, ECERS, annual Pre-K Conference, Higher Education Summit, QRIS, and Teaching Strategies GOLD KEA. Other topics and professional development will be added as needs are identified by individual programs, teachers, Coaches, and Monitors. Providing TEACH scholarships will help develop the teaching workforce and will help to meet the need for additional qualified early childhood educators in Alabama. Activities included in program research and development include data collection and analysis for program oversight, outreach and decision-making, development of data reporting procedures, identification of promising new practices for inclusion in future training, alignment of curriculum and student assessment results with K-12 programs and birth-to-age-five partners, technical assistance with grant reports and data submission, oversight of program operations to ensure compliance with existing laws and regulations, and assistance with program evaluation activities.

| <b>G. Other</b>   |             | <b>Total Requested:</b> |         | <b>\$ 15,000.00</b> |
|---|-------------|-------------------------|---------|---------------------|
| Description   | Amount      | Units                   | # Units | Amount Requested    |
| Technology upgrades for webinars, virtual meetings, training, demonstrations, accommodate more trainees | \$15,000.00 | 1                       |         | \$15,000.00         |

*Justification:*

OSR has sufficient meeting space to host training and professional development activities for program participants. However, annual upgraded technology and enhanced capabilities for virtual meetings, webinars, and virtual technical training will allow for the participation by a greater number of teachers, monitors, coaches and staff without the need for travel time and expense. The ability to save webinars and virtual meetings will allow for repeated use of training and technical assistance to be viewed and used by new programs and for review or use on-site at a later date.

| <b>H. Indirect Total Requested:</b> |               | <b>\$ 779,737.40</b> |                  |
|-------------------------------------|---------------|----------------------|------------------|
| Total Indirect Costs                | Amount        | Indirect             | Amount Requested |
| Negotiated Indirect Costs           | \$ 779,737.40 | 11.62%               | \$ 779,737.40    |

*Justification:*

The department has a negotiated indirect cost rate agreement of 11.62%

**Year Three – 2017****Total Requested: \$17,500,000****A. Personnel Total Requested: \$ 539,952.00**

| Position/Title | Salary/month | units/% Effort/ Months | Amount Requested |
|----------------|--------------|------------------------|------------------|
| Coach          | \$4,499.60   | 7/100 /12              | \$ 377,966.40    |
| Monitor        | \$4,499.60   | 3/100 /12              | \$ 161,985.60    |

**Justification:**

Seven additional Alabama First Class Pre-K Coaches and three additional First Pre-K Class Monitors are needed annually to expand access to High Quality Pre-K with the addition of 100 new classrooms in High-Need Communities. First Class Pre-K Coaches and Monitors (1 coach per 15 classrooms and 1 monitor per 33 classrooms) are essential components of the Alabama First Class Pre-K program. They provide on-site support and monitoring to ensure the continued quality of all Alabama First Class Pre-K classrooms and instructional practices.

**B. Fringe Benefits Total Requested: \$ 239,029.60**

| Position/Title | Fringe/Month | % Fringe Months | Amount Requested |
|----------------|--------------|-----------------|------------------|
| Coach          | \$ 1,991.92  | 7/100/12        | \$ 167,320.72    |
| Monitor        | \$ 1,991.92  | 3/100/12        | \$ 71,708.88     |

**Justification:**

The fringe benefits are calculated for each position to include health insurance(\$108,900.00), retirement (\$82,949.92), FICA (38,237.14), and Medicare (\$8,942.56).

**C. Travel Total Requested: \$ 70,250.00**

| Description         | Amount            | Units               | # Units | Amount Requested |
|---------------------|-------------------|---------------------|---------|------------------|
| Per Diem            | \$ 11.25          | day                 | 200     | \$ 2,250.00      |
| Overnight Per Diem  | \$ 75.00 each day | night               | 240     | \$ 18,000.00     |
| Out of State Travel | actual expenses   | conference/training | 20      | \$ 50,000.00     |

**Justification:**

First Class Pre-K Monitors and Coaches travel to sites a minimum of four days per week throughout the year. Conferences, professional development activities and training programs require overnight and/or out-of-state travel for meetings such as NAEYC professional development trainings, regional training for teachers and program directors, national conferences, the annual Alabama OSR Pre-K Conference, and technical training on program improvement activities, software, and assessment.

**D. Equipment Total Requested: \$ 150,000.00**

| Description | Amount   | Units   | # Units | Amount Requested |
|-------------|----------|---------|---------|------------------|
| Automobile  | \$15,000 | one car | 10      | \$ 150,000.00    |

**Justification:**

Extensive travel is required of First Class Pre-K Coaches and Monitors as they visit each site frequently to support teachers and monitor programs for quality. First Class Pre-K Coaches and Monitors travel a minimum four days each week and need dependable transportation. Analysis of costs and benefits indicate that for travel in Alabama, providing a State vehicle and fuel to personnel results in savings of \$2,000 - \$3,000 per year when compared to the current federal reimbursement rate of \$.56 per mile using private vehicles.

| <b>E. Supplies Total Requested:</b>                     |         |                    |         | <b>\$ 146,000.00</b> |
|---|---------|--------------------|---------|----------------------|
| Description   | Amount  | Units              | # Units | Amount Requested     |
| Laptop, iPad, phone, expendable                         | \$6,000 | each person        | 10      | \$60,000.00          |
| Office supplies   |         |                    |         |                      |
| Consumable supplies for regional and statewide meetings | \$10    | per person/meeting | 600     | \$ 6,000.00          |
| Gasoline/fuel for travel                                | \$6,000 | per car            | 10      | \$60,000.00          |
| Care repairs/tires                                      | \$2,000 | per car            | 10      | \$20,000.00          |

*Justification:*

New First Class Pre-K Coaches and Monitors will be provided needed technology and office supplies to assist teachers and program directors, to communicate effectively, to collaborate with partner agencies and staff, to perform general office operations, and to maintain records and data for program operations. Fuel for program-provided vehicles enable First Class Pre-K Coaches and Monitors to travel as needed for on-site support and monitoring for quality. Up to \$500 per month per Coach and Monitor is budgeted for each of the twelve months of Year Four. Regional and statewide meetings provide networking opportunities, training of trainers, and data analysis in a group setting. All-day meetings and evening meetings often necessitate meals for participants.

| <b>F. Contractual Total Requested:</b>                         |                  |  | <b>\$ 15,535,032.00</b> |
|--|------------------|--|-------------------------|
| Description  | Amount           |  | Amount Requested        |
| Subgrantees for 70 program sites                               | \$ 10,500,000.00 |  | \$ 10,500,000.00        |
| Subgrantees for 30 sites for improvement to reach high quality | \$ 2,000,000.00  |  | \$ 2,000,000.00         |
| University of Alabama at Birmingham                            | \$ 250,000.00    |  | \$ 250,000.00           |
| Alabama Partnership for Children                               | \$ 150,000.00    |  | \$ 150,000.00           |
| Professional Development/Consulting                            | \$ 879,251.00    |  | \$ 879,251.00           |
| TEACH Scholarships   | \$ 1,200,000.00  |  | \$ 1,200,000.00         |
| Research and Development                                       | \$ 540,781.00    |  | \$ 540,781.00           |
| Data Plan/Phone/IT Service                                     | \$ 15,000.00     |  | \$ 15,000.00            |

*Justification:*

Seventy subgrantees will be awarded \$150,000 for each new High-Quality Pre-K classroom to expand access to High-Quality Pre-K in High-Need Communities. Thirty subgrantees will be awarded up to \$66,666 for each classroom enhanced to meet High-Quality Pre-K standards, providing additional access for High-Quality Pre-K programs for High-Need Communities. The contractual award to The University of Alabama in Birmingham is for the development and implementation of a longitudinal data study of Alabama First Class Pre-K program outcomes. The

contract award to the Alabama Partnership for Children is to provide high quality professional development for First Class Coaches and Monitors at new sites and at existing sites on how best to access to comprehensive support services for students and families. Additional high quality professional development is being negotiated and will be delivered for First Class Pre-K teachers, support staff, program directors, Coaches, and Monitors through a variety of delivery methods, on a variety of topics, and from a variety of providers including: Teaching Strategies GOLD, CLASS, ECERS, annual Pre-K Conference, Higher Education Summit, QRIS, and Teaching Strategies GOLD KEA. Other topics and professional development will be added as needs are identified by individual programs, teachers, Coaches, and Monitors. Providing TEACH scholarships will help develop the teaching workforce and will help to meet the need for additional qualified early childhood educators in Alabama. Activities included in program research and development include data collection and analysis for program oversight, outreach and decision-making, development of data reporting procedures, identification of promising new practices for inclusion in future training, alignment of curriculum and student assessment results with K-12 programs and birth-to-age-five partners, technical assistance with grant reports and data submission, oversight of program operations to ensure compliance with existing laws and regulations, and assistance with program evaluation activities.

| <b>G. Other</b>  |             | <b>Total Requested:</b> |         | <b>\$ 15,000.00</b> |
|--|-------------|-------------------------|---------|---------------------|
| Description  | Amount      | Units                   | # Units | Amount Requested    |
| Technology upgrades for webinars, virtual meetings, training, demonstrations accommodate more trainees | \$15,000.00 | 1                       |         | \$15,000.00         |

*Justification:*

OSR has sufficient meeting space to host training and professional development activities for program participants. However, annual upgraded technology and enhanced capabilities for virtual meetings, webinars, and virtual technical training will allow for the participation by a greater number of teachers, monitors, coaches and staff without the need for travel time and expense. The ability to save webinars and virtual meetings will allow for repeated use of training and technical assistance to be viewed and used by new programs and for review or use on-site at a later date.

| <b>H. Indirect Total Requested:</b> |               | <b>\$ 779,737.40</b> |                  |
|-------------------------------------|---------------|----------------------|------------------|
| Total Indirect Costs                | Amount        | Indirect             | Amount Requested |
| Negotiated Indirect Costs           | \$ 779,737.40 | 11.62%               | \$ 779,737.40    |

*Justification:*

The department has a negotiated indirect cost rate agreement of 11.62%

**Year Four – 2018****Total Requested: \$17,500,000****A. Personnel Total Requested:****\$ 539,952.00**

| Position/Title | Salary/month | units/% Effort/ Months | Amount Requested |
|----------------|--------------|------------------------|------------------|
| Coach          | \$4,499.60   | 7/100 /12              | \$ 377,966.40    |
| Monitor        | \$4,499.60   | 3/100 /12              | \$ 161,985.60    |

**Justification:**

Seven additional Alabama First Class Pre-K Coaches and three additional First Pre-K Class Monitors are needed annually to expand access to High Quality Pre-K with the addition of 100 new classrooms in High-Need Communities. First Class Pre-K Coaches and Monitors (1 coach per 15 classrooms and 1 monitor per 33 classrooms) are essential components of the Alabama First Class Pre-K program. They provide on-site support and monitoring to ensure the continued quality of all Alabama First Class Pre-K classrooms and instructional practices.

**B. Fringe Benefits Total Requested:****\$ 239,029.60**

| Position/Title | Fringe/Month | % Fringe Months | Amount Requested |
|----------------|--------------|-----------------|------------------|
| Coach          | \$ 1,991.92  | 7/100/12        | \$ 167,320.72    |
| Monitor        | \$ 1,991.92  | 3/100/12        | \$ 71,708.88     |

**Justification:**

The fringe benefits are calculated for each position to include health insurance(\$108,900.00), retirement (\$82,949.92), FICA (38,237.14), and Medicare (\$8,942.56).

**C. Travel Total Requested:****\$ 70,250.00**

| Description         | Amount            | Units               | # Units | Amount Requested |
|---------------------|-------------------|---------------------|---------|------------------|
| Per Diem            | \$ 11.25          | day                 | 200     | \$ 2,250.00      |
| Overnight Per Diem  | \$ 75.00 each day | night               | 240     | \$ 18,000.00     |
| Out of State Travel | actual expenses   | conference/training | 20      | \$ 50,000.00     |

**Justification:**

First Class Pre-K Monitors and Coaches travel to sites a minimum of four days per week throughout the year. Conferences, professional development activities and training programs require overnight and/or out-of-state travel for meetings such as NAEYC professional development trainings, regional training for teachers and program directors, national conferences, the annual Alabama OSR Pre-K Conference, and technical training on program improvement activities, software, and assessment.

**D. Equipment****Total Requested:****\$ 150,000.00**

| Description | Amount   | Units   | # Units | Amount Requested |
|-------------|----------|---------|---------|------------------|
| Automobile  | \$15,000 | one car | 10      | \$ 150,000.00    |

**Justification:**

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| <b>E. Supplies Total Requested:</b>                     |         |                    |         | <b>\$ 146,000.00</b> |
|---|---------|--------------------|---------|----------------------|
| Description   | Amount  | Units              | # Units | Amount Requested     |
| Laptop, iPad, phone, expendable                         | \$6,000 | each person        | 10      | \$60,000.00          |
| Office supplies   |         |                    |         |                      |
| Consumable supplies for regional and statewide meetings | \$10    | per person/meeting | 600     | \$ 6,000.00          |
| Gasoline/fuel for travel                                | \$6,000 | per car            | 10      | \$60,000.00          |
| Care repairs/tires                                      | \$2,000 | per car            | 10      | \$20,000.00          |

*Justification:*

New First Class Pre-K Coaches and Monitors will be provided needed technology and office supplies to assist teachers and program directors, to communicate effectively, to collaborate with partner agencies and staff, to perform general office operations, and to maintain records and data for program operations. Fuel for program-provided vehicles enable First Class Pre-K Coaches and Monitors to travel as needed for on-site support and monitoring for quality. Up to \$500 per month per Coach and Monitor is budgeted for each of the twelve months of Year Four. Regional and statewide meetings provide networking opportunities, training of trainers, and data analysis in a group setting. All-day meetings and evening meetings often necessitate meals for participants.

| <b>F. Contractual Total Requested:</b>                         |                  |  | <b>\$ 15,535,032.00</b> |
|--|------------------|--|-------------------------|
| Description  | Amount           |  | Amount Requested        |
| Subgrantees for 70 program sites                               | \$ 10,500,000.00 |  | \$ 10,500,000.00        |
| Subgrantees for 30 sites for improvement to reach high quality | \$ 2,000,000.00  |  | \$ 2,000,000.00         |
| University of Alabama at Birmingham                            | \$ 250,000.00    |  | \$ 250,000.00           |
| Alabama Partnership for Children                               | \$ 150,000.00    |  | \$ 150,000.00           |
| Professional Development/Consulting                            | \$ 879,251.00    |  | \$ 879,251.00           |
| TEACH Scholarships   | \$ 1,200,000.00  |  | \$ 1,200,000.00         |
| Research and Development                                       | \$ 540,781.00    |  | \$ 540,781.00           |
| Data Plan/Phone/IT Service                                     | \$ 15,000.00     |  | \$ 15,000.00            |

*Justification:*

Seventy subgrantees will be awarded \$150,000 for each new High-Quality Pre-K classroom to expand access to High-Quality Pre-K in High-Need Communities. Thirty subgrantees will be awarded up to \$66,666 for each classroom enhanced to meet High-Quality Pre-K standards, providing additional access for High-Quality Pre-K programs for High-Need Communities. The contractual award to The University of Alabama in Birmingham is for the development and implementation of a longitudinal data study of Alabama First Class Pre-K program outcomes. The



contract award to the Alabama Partnership for Children is to provide high quality professional development for First Class Coaches and Monitors at new sites and at existing sites on how best to access to comprehensive support services for students and families. Additional high quality professional development is being negotiated and will be delivered for First Class Pre-K teachers, support staff, program directors, Coaches, and Monitors through a variety of delivery methods, on a variety of topics, and from a variety of providers including: Teaching Strategies GOLD, CLASS, ECERS, annual Pre-K Conference, Higher Education Summit, QRIS, and Teaching Strategies GOLD KEA. Other topics and professional development will be added as needs are identified by individual programs, teachers, Coaches, and Monitors. Providing TEACH scholarships will help develop the teaching workforce and will help to meet the need for additional qualified early childhood educators in Alabama. Activities included in program research and development include data collection and analysis for program oversight, outreach and decision-making, development of data reporting procedures, identification of promising new practices for inclusion in future training, alignment of curriculum and student assessment results with K-12 programs and birth-to-age-five partners, technical assistance with grant reports and data submission, oversight of program operations to ensure compliance with existing laws and regulations, and assistance with program evaluation activities.

| <b>G. Other</b>  |             | <b>Total Requested:</b> |         | <b>\$ 15,000.00</b> |
|--|-------------|-------------------------|---------|---------------------|
| Description  | Amount      | Units                   | # Units | Amount Requested    |
| Technology upgrades for webinars, virtual meetings, training, demonstrations accommodate more trainees | \$15,000.00 | 1                       |         | \$15,000.00         |

*Justification:*

OSR has sufficient meeting space to host training and professional development activities for program participants. However, annual upgraded technology and enhanced capabilities for virtual meetings, webinars, and virtual technical training will allow for the participation by a greater number of teachers, monitors, coaches and staff without the need for travel time and expense. The ability to save webinars and virtual meetings will allow for repeated use of training and technical assistance to be viewed and used by new programs and for review or use on-site at a later date.

| <b>H. Indirect Total Requested:</b> |               | <b>\$ 779,737.40</b> |                  |
|-------------------------------------|---------------|----------------------|------------------|
| Total Indirect Costs                | Amount        | Indirect             | Amount Requested |
| Negotiated Indirect Costs           | \$ 779,737.40 | 11.62%               | \$ 779,737.40    |

*Justification:*

The department has a negotiated indirect cost rate agreement of 11.62%

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Alabama Department of Children's Affairs

Applicants requesting funding for only one year should complete the column under:  
"Project Year 1." Applicants requesting funding for multi-year grants should complete all  
applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories                    | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total<br>(f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 2. Fringe Benefits                   | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 3. Travel                            | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 4. Equipment                         | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 5. Supplies                          | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 6. Contractual                       | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 7. Construction                      | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 8. Other                             | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 9. Total Direct Costs<br>(lines 1-8) | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 10. Indirect Costs*                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 11. Training Stipends                | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 12. Total Costs<br>(lines 9-11)      | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) ... Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) ... If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is  %.

(3) ... For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement?... or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

|  |   |  |
|--|---|--|
| Name of Institution/Organization<br>Alabama Department of Children's Affairs | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |  |
|--|---|--|

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

| Budget Categories                    | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total<br>(f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 2. Fringe Benefits                   | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 3. Travel                            | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 4. Equipment                         | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 5. Supplies                          | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 6. Contractual                       | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 7. Construction                      | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 8. Other                             | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 9. Total Direct Costs<br>(lines 1-8) | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 10. Indirect Costs                   | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 11. Training Stipends                | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |
| 12. Total Costs ...<br>(lines 9-11)  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00                  | 0.00         |

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

|         |             |              |            |         |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
|         | Joana       |              | Ross       |         |

Address:

|           |                                   |
|-----------|-----------------------------------|
| Street1:  | P. O. Box 302755                  |
| Street2:  | 135 South Union Street, Suite 215 |
| City:     | Montgomery                        |
| County:   |                                   |
| State:    | AL: Alabama                       |
| Zip Code: | 36130-2755                        |
| Country:  | USA: UNITED STATES                |

|                               |                             |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 334 353 2700                  |                             |

Email Address:

|                            |
|----------------------------|
| joana.ross@dea.alabama.gov |
|----------------------------|

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

|  |
|--|
|  |
|--|

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|