

The Alabama Department of Early Childhood Education

Office of School Readiness, Alabama First Class Pre-K Webinar

2020/2021 New Classroom Funding Application

Presenters:

Barbara Cooper, Ph.D., Director Office of School Readiness

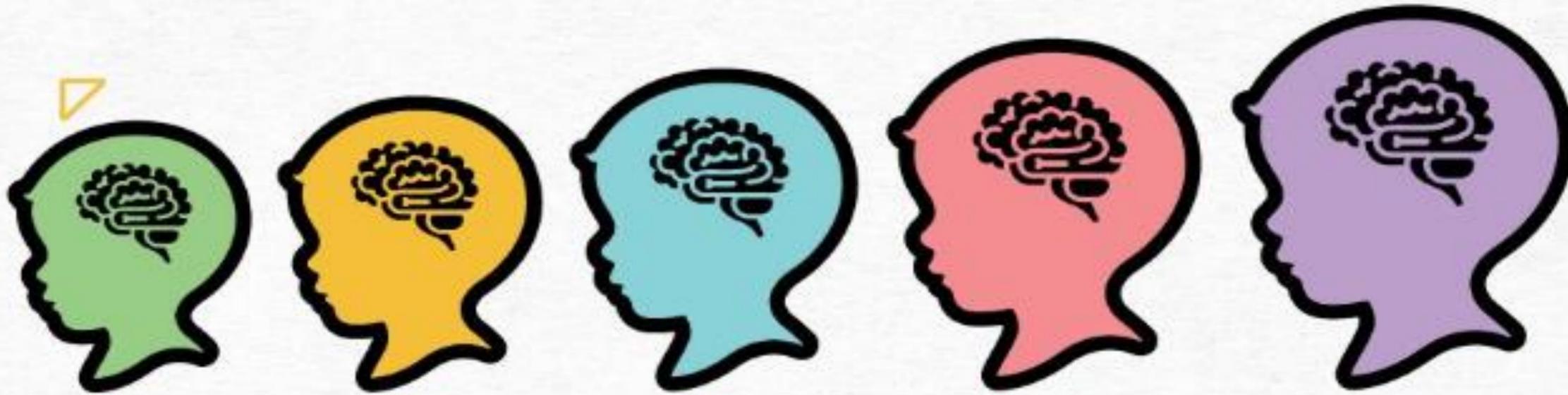
Allison Muhlendorf, Executive Director, ASRA



ALABAMA DEPARTMENT OF
Early Childhood
Education



Over *one million* new neural connections are formed *every second* in the first few years.



***95% of a child's brain
develops from birth
through age 5.***

Early Years of Life Matter

Nobel Prize winner Professor James Heckman's work with a consortium of economists, psychologists, statisticians, and neuroscientists shows that **early childhood development** directly influences economic, health and social outcomes for individuals and society.



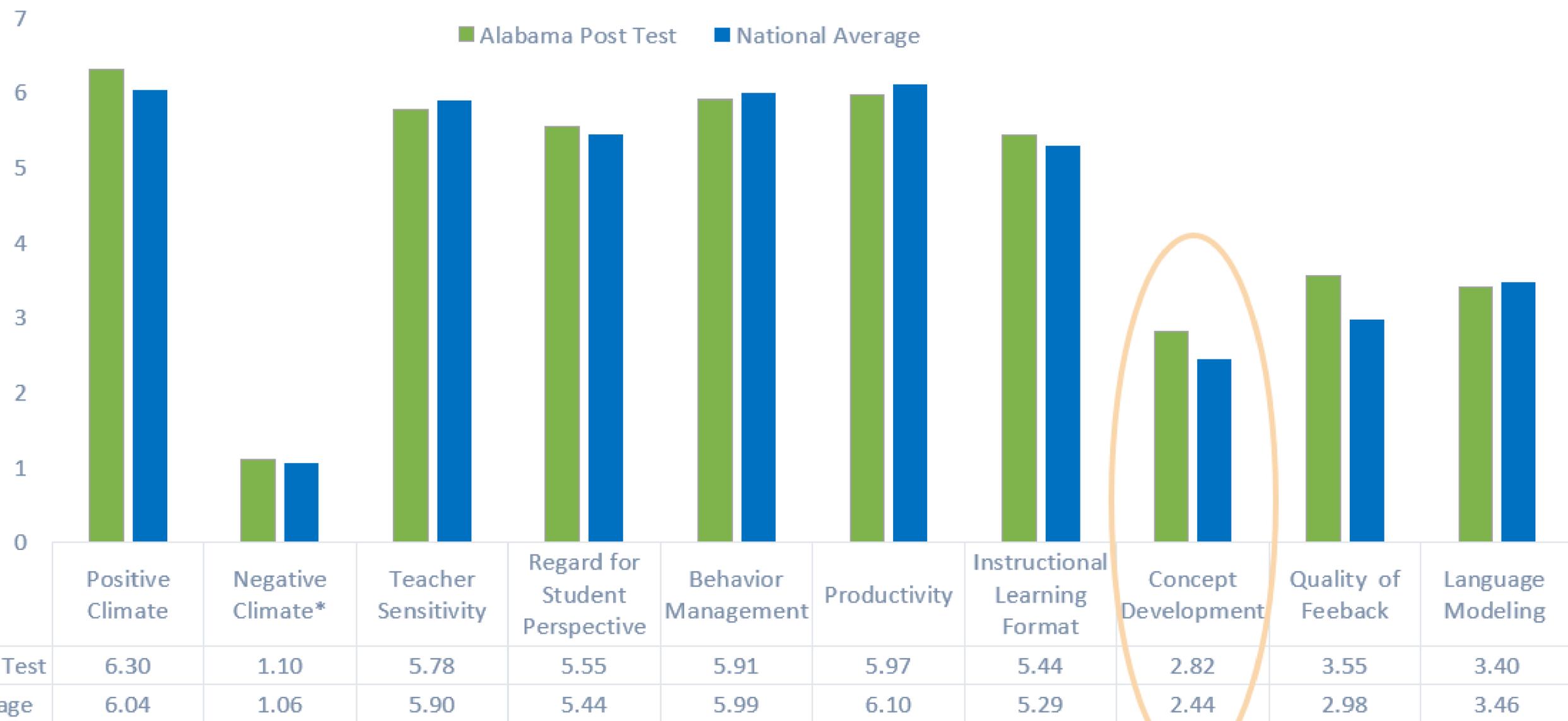
ALABAMA FIRST CLASS PRE-K FRAMEWORK

Equity Focused



Alabama Department of Early Childhood Education

Quality of Teacher-Child Interactions in First Class Pre-K Classrooms, 2019 *CLASS (Classroom Assessment Scoring System)*



*Want lower score

Overall Summary of Impacts of First Class Pre-K

Children who attend First Class Pre-K are:

More likely to be:

Ready for Kindergarten

Proficient in reading

Proficient in math

Less likely to be:

Retained in grade

Chronically absent

Less likely to:

Need special education

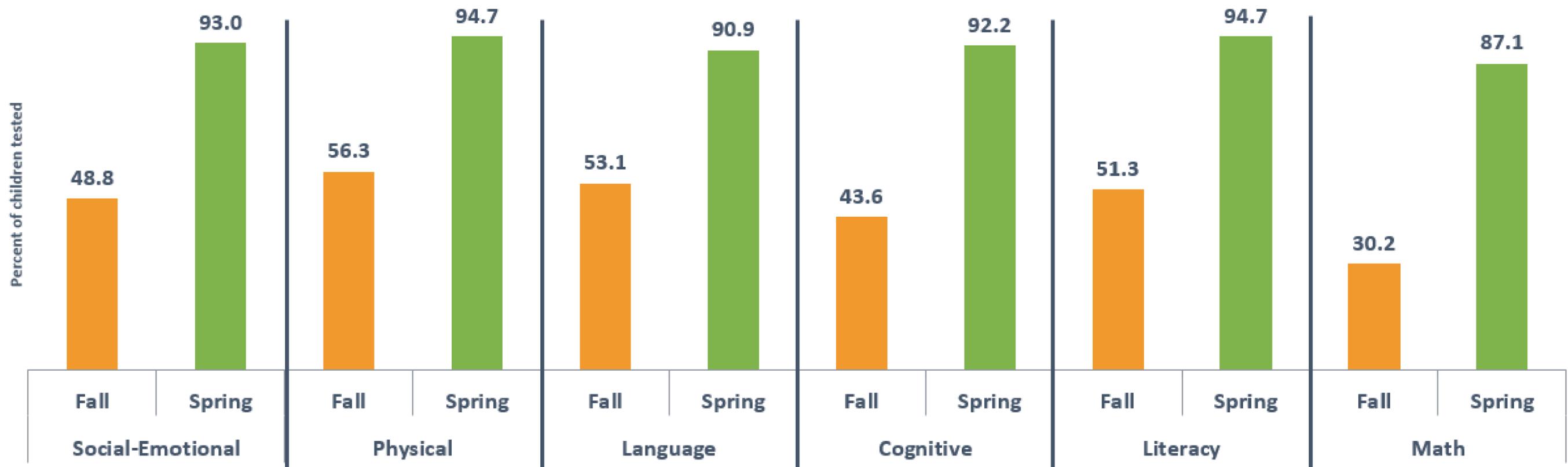
Have disciplinary issues

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Exceeding Developmental Expectations

Roughly half or fewer children arrived in First Class Pre-K meeting development and learning predictors of school success. By the end of the year, nearly all were meeting or exceeding expectations.

Percent of Children Meeting or Exceeding Widely Held Expectations for Development and Learning
First Class Pre-K, Entry (Fall 2018) versus Exit (Spring 2019)
(Teaching Strategies GOLD)

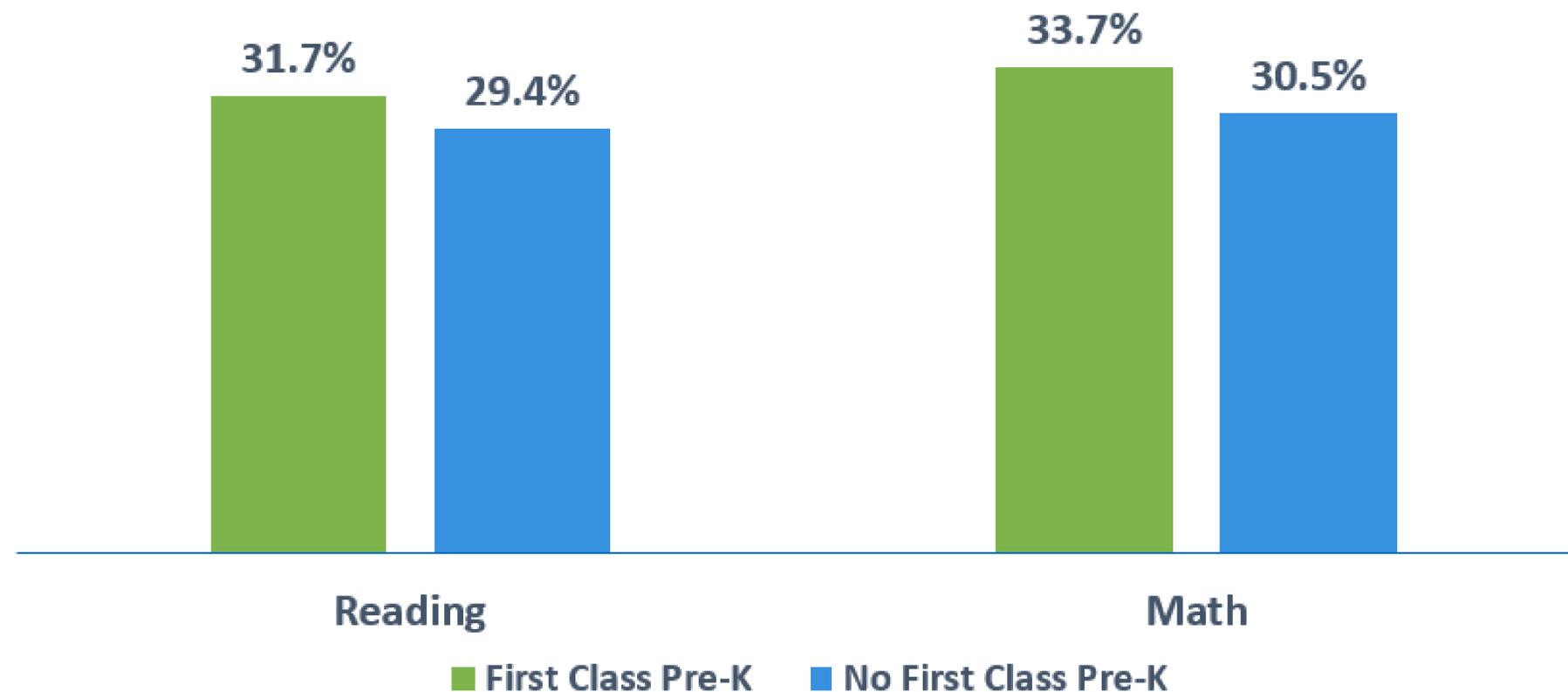


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Impact: Reading and Math Proficiency for Low Income Students

Low income children who attended First Class Pre-K were more likely to be proficient in reading and math than were those who did not attend.

Scantron, Spring 2019, Overall Proficiency for 3rd – 8th Grades

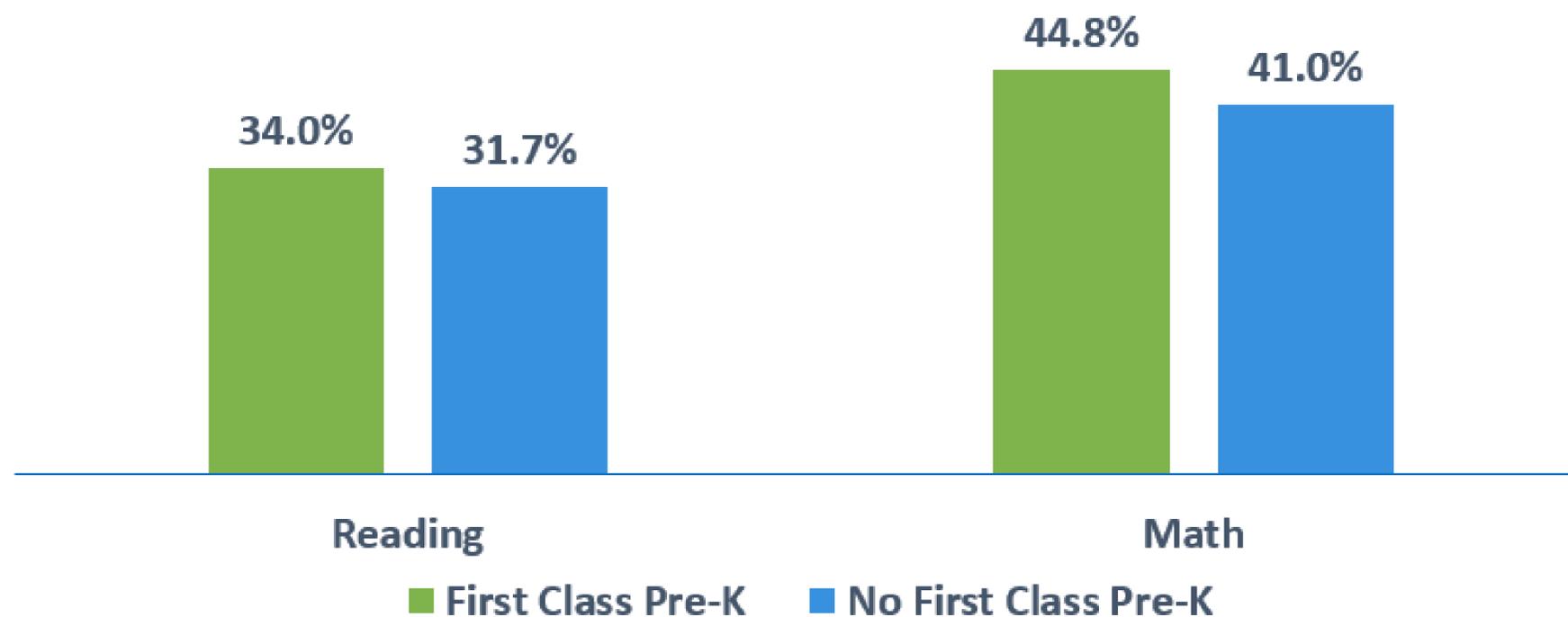


- Proficient = Level 3 or 4 on Scantron and in expected grade based on year of Kindergarten entry (never retained)
- Results statistically significant by Chi square analyses at $p < 0.0001$

Impact: 3rd Grade Reading and Math Proficiency for Low Income Students

Among Alabama's most vulnerable 3rd grade children, those who received First Class Pre-K were more likely to be proficient in reading and math compared with children who did not receive First Class Pre-K.

Scantron, Spring 2019, Proficiency at 3rd Grade

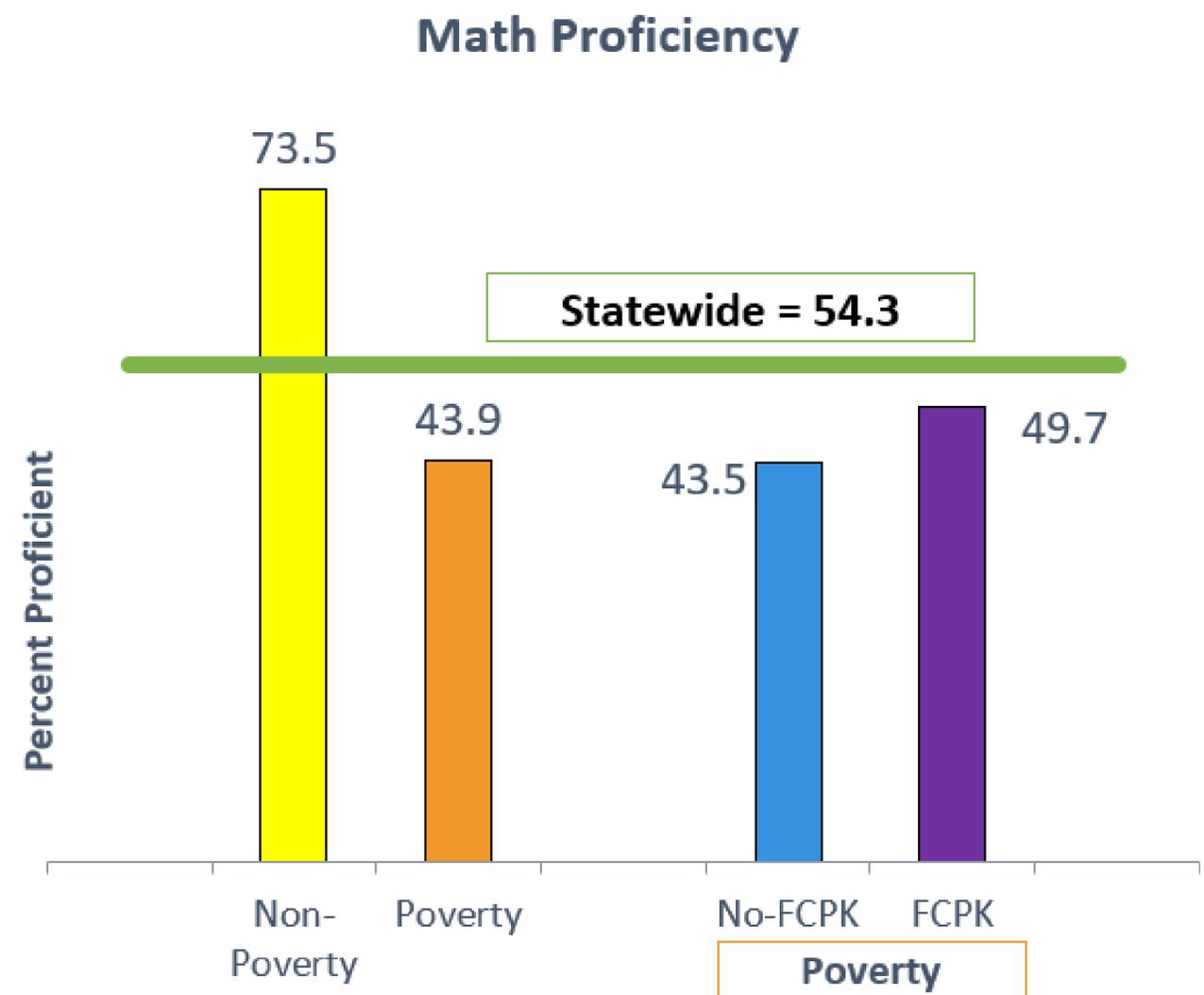
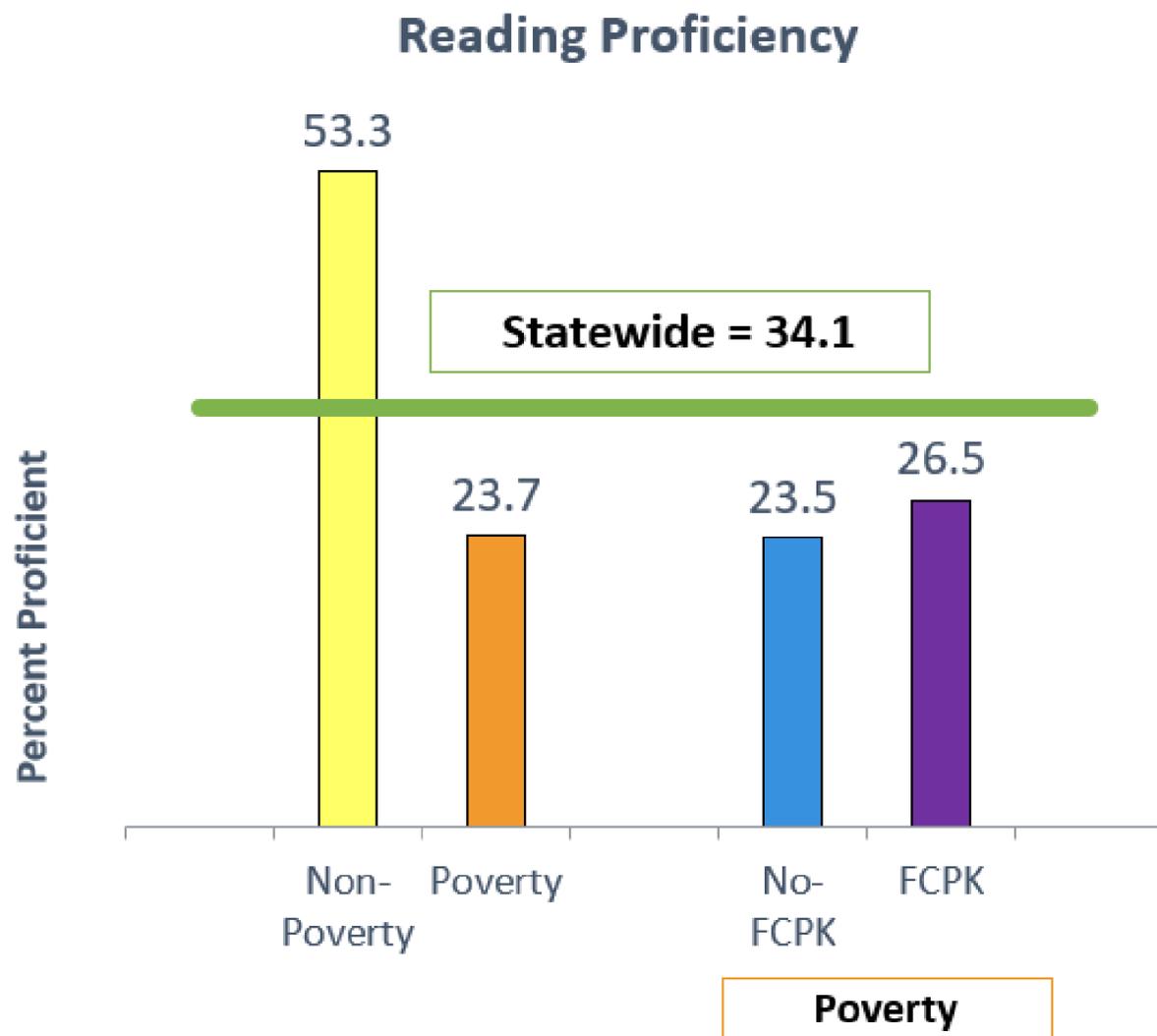


Results statistically significant by Chi square analyses at $p < 0.0005$

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3rd Grade Achievement Gap Based on Income

In both Reading and Math, we observe a **29.6 percentage point gap** in proficiency between poverty and non-poverty students. First Class Pre-K closes that gap for children in poverty.



2016-2017 ACT-Aspire

Alabama Department of Early Childhood Education

Gains in Developmental Skills

The largest gain in percent meeting or exceeding by the end of the First Class Pre-K year was for math skills.

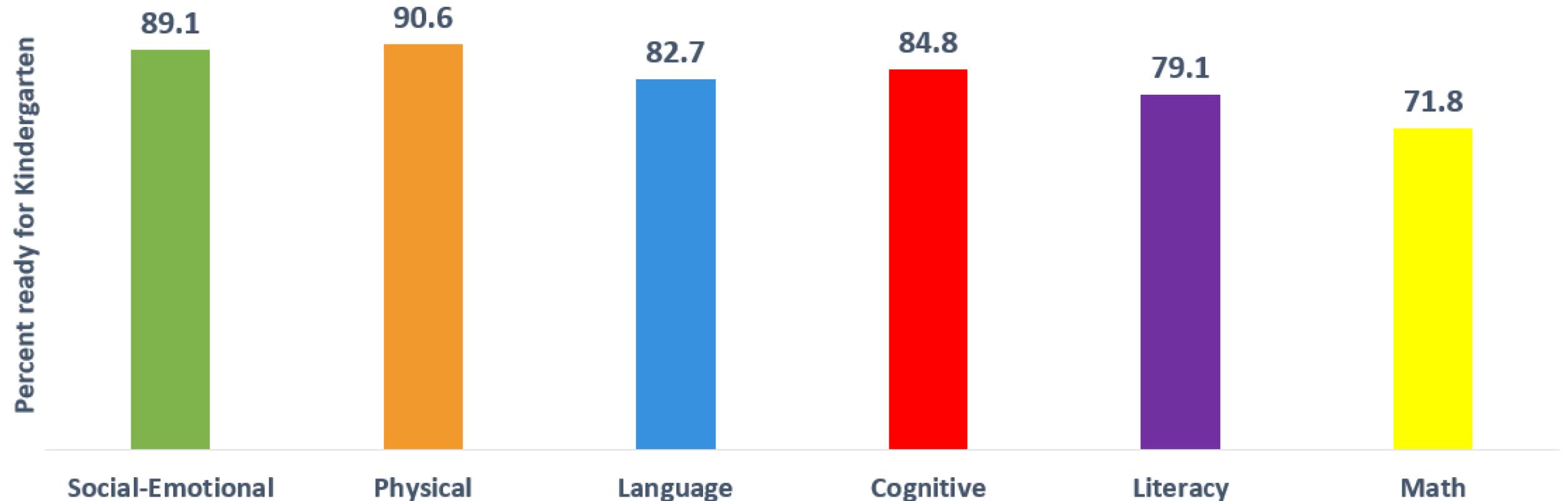
Teaching Strategies GOLD, Fall 2018 and Spring 2019

Skill	Fall Percent Meet/Exceed	Spring Percent Meet/Exceed	Percentage Point Gains, Fall to Spring
Social-emotional	48.4	93.0	44.2
Physical	56.3	94.7	38.4
Language	53.1	90.9	37.8
Cognitive	43.6	92.2	48.6
Literacy	51.3	94.7	44.4
★ Math	30.2	87.1	56.9 ★

Kindergarten Readiness: At First Class Pre-K Graduation

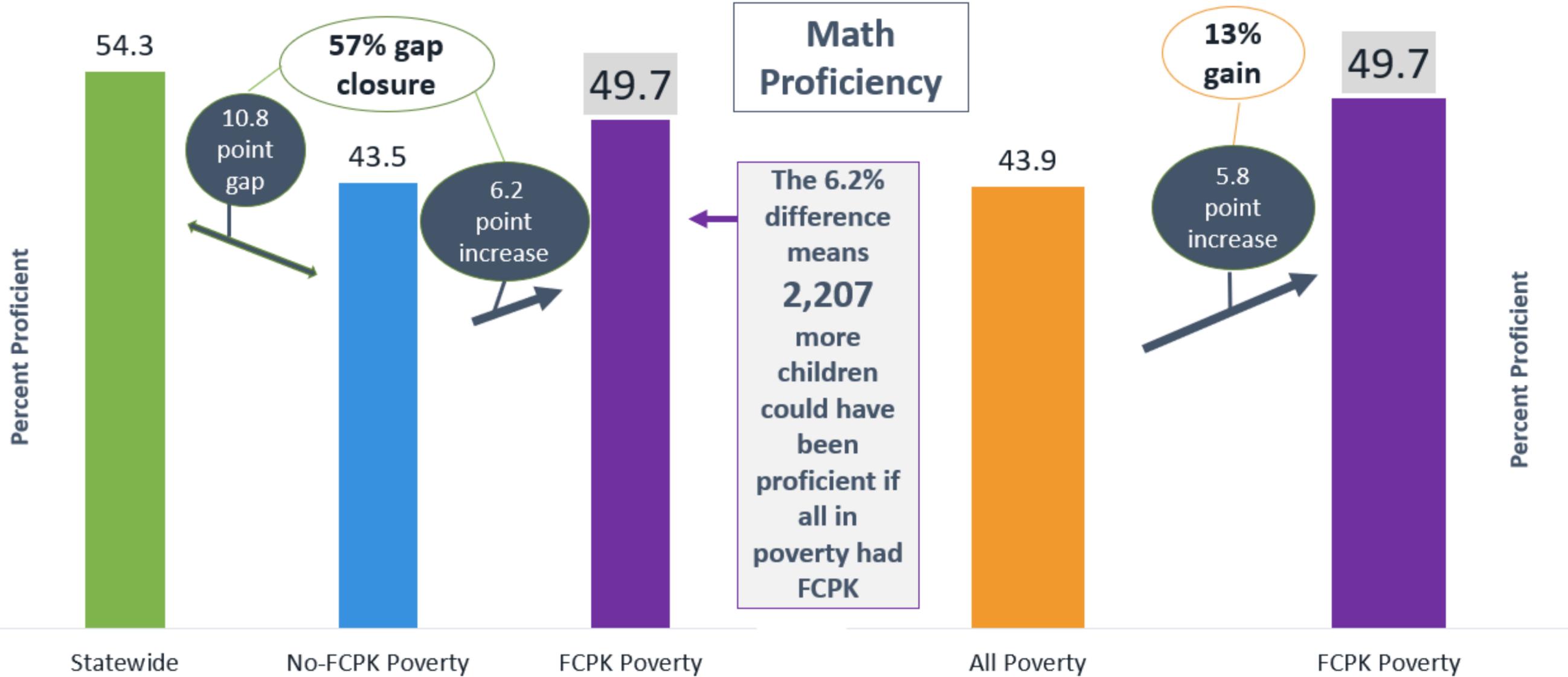
By the end of the year, the majority of children in First Class Pre-K tested “ready” for Kindergarten in each domain.

Kindergarten Readiness by Developmental Skill Area
First Class Pre-K, Spring 2019



Alabama Department of Early Childhood Education

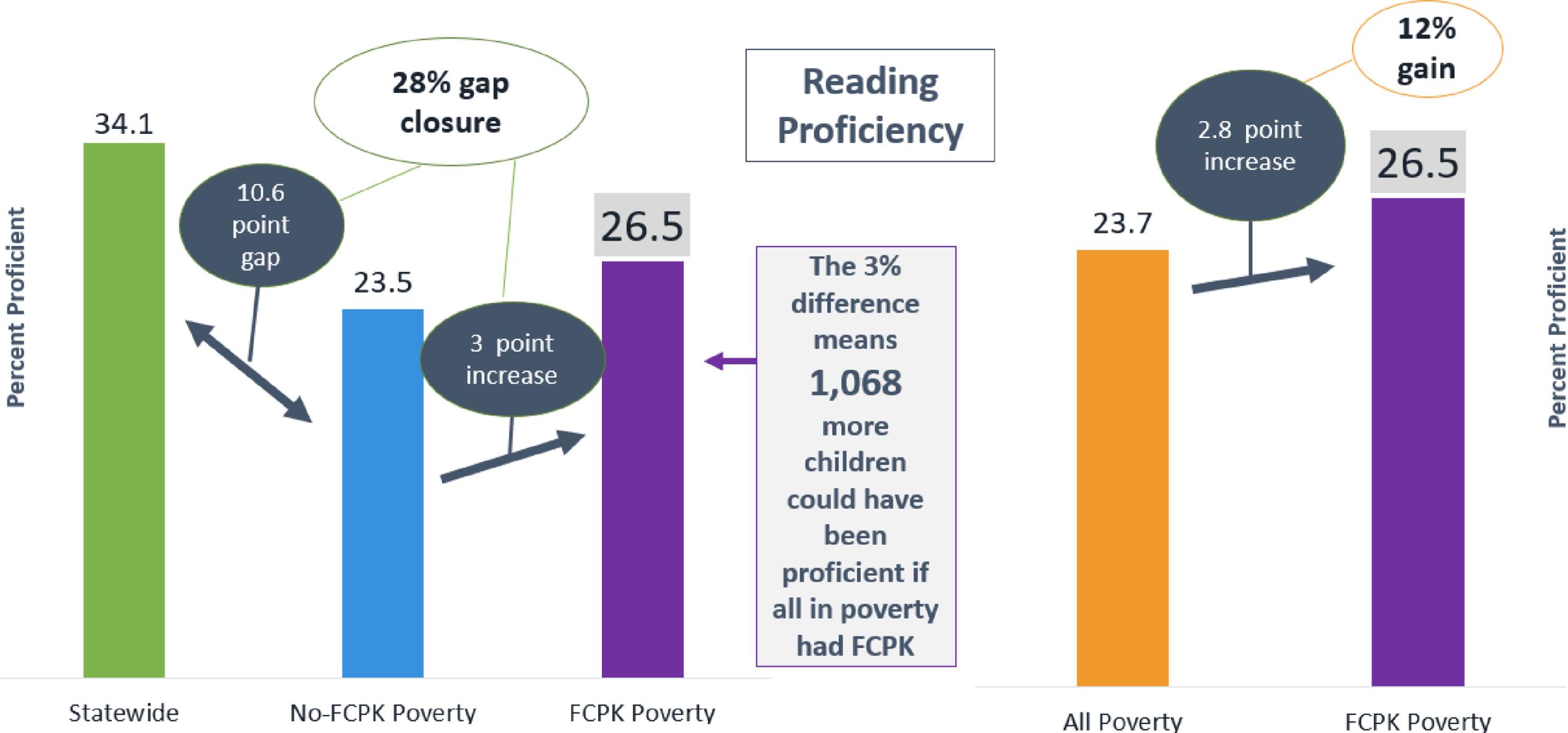
Impact: Narrowing the 3rd Grade Achievement Gap in Math for Low Income Students



2016-2017 ACT-Aspire

Alabama Department of Early Childhood Education

Impact: Narrowing the 3rd Grade Achievement Gap in Reading for Low Income Students

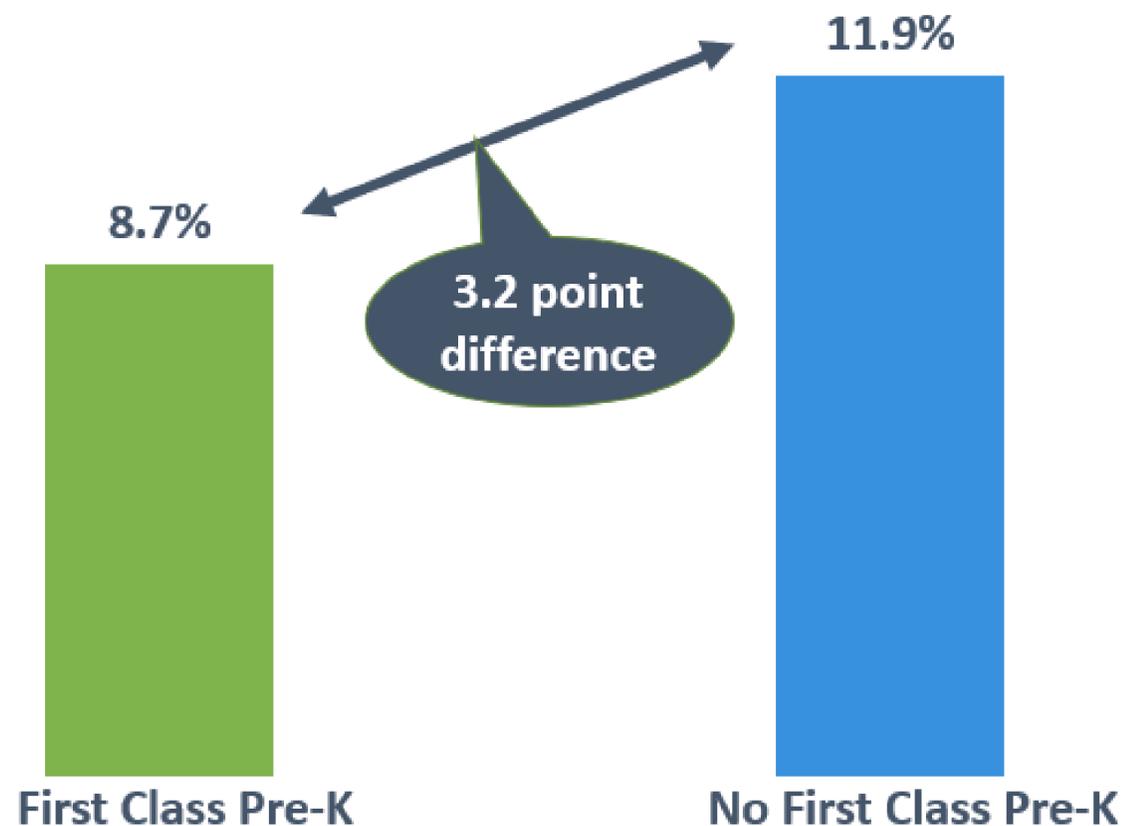


2016-2017 ACT-Aspire

Impact: Grade Retention for All Students

Children who received First Class Pre-K are less likely to be retained in grade than children who did not attend.

Percent Children Retained At Least Once in K -7th Grade, as of Fall 2019



The 3.2 percentage point difference represents a $\frac{1}{4}$ reduction in retention.

The difference means that **13,763** fewer children would have been retained if all in these grades had received FCPK.

Reducing retention =
Fewer “extra years” →
cost savings

Estimated potential cost savings of
\$126,798,519.

Results statistically significant by Chi square analyses at $p < 0.0001$

Impact: Chronic Absenteeism for All Students

Children who attended First Class Pre-K are less likely to be chronically absent overall and consistently across grades.

Percentage Chronically Absent, Overall 3rd-8th Grades, 2018-2019 school year



Results statistically significant by Chi square analyses at $p < 0.0001$

Percentage Chronically Absent by Grade, 2018-2019 school year

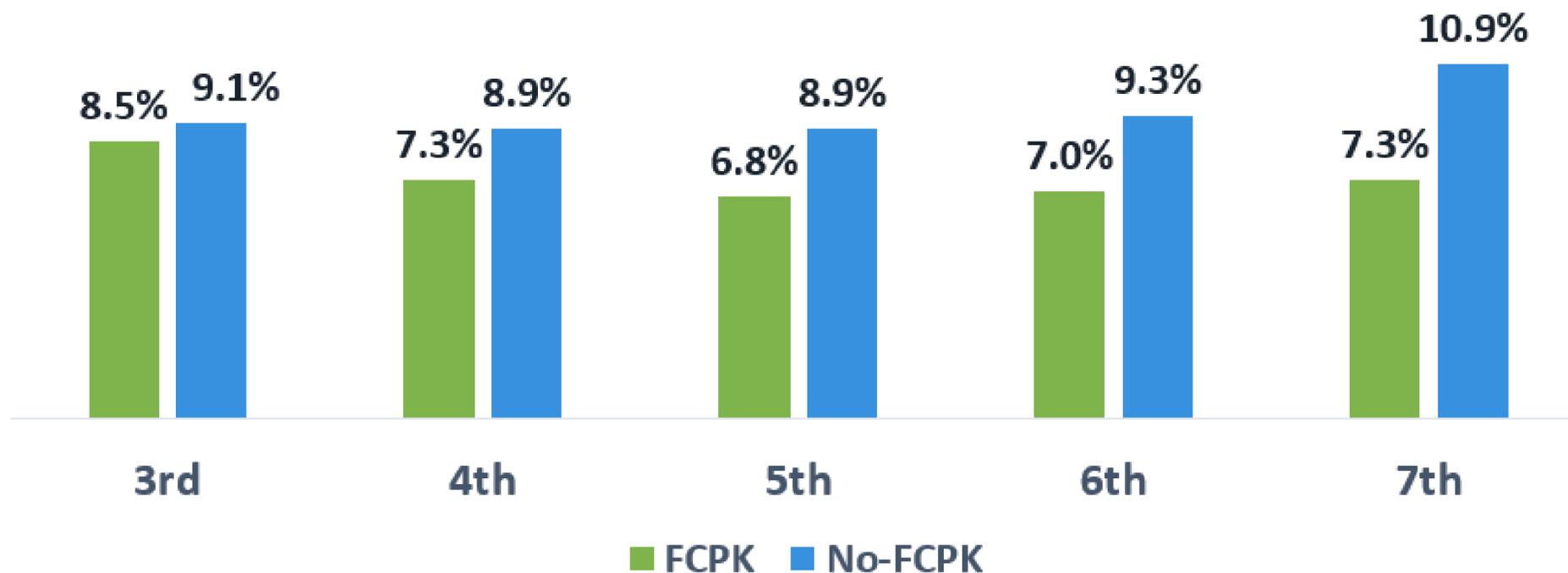


Chronically absent students missed 15 or more days per year

Impact: Attendance for Low Income Students

Alabama First Class Pre-K children consistently over time and across grades miss fewer days of school. Low income children who received First Class Pre-K are less likely to be chronically absent.

Percentage of Low Income Children who were Chronically Absent by Grade, 2015-2016 school year



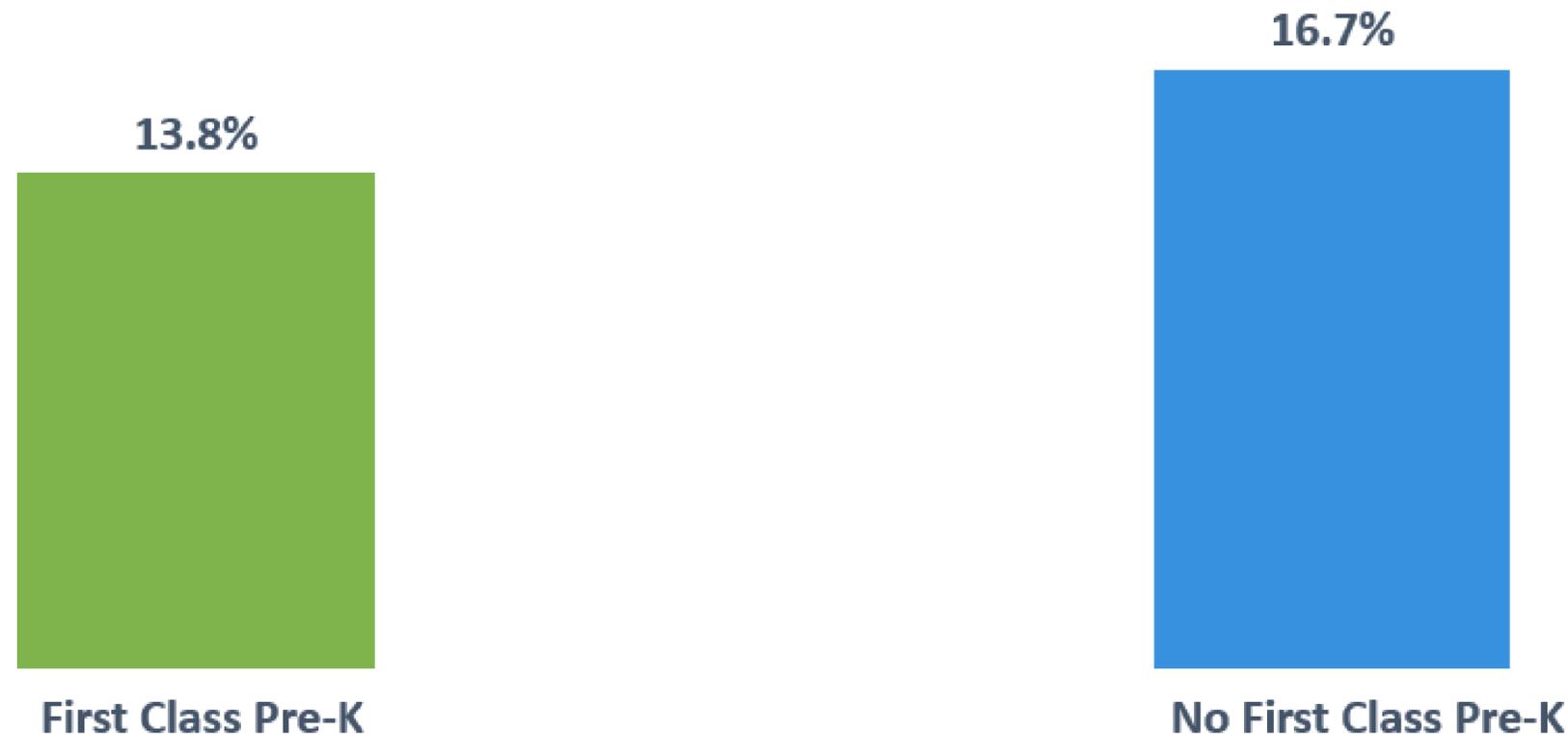
These differences result in an estimated \$5,403,655 in cumulative "lost cost" avoided

Chronically absent students missed 18 or more days per year

Impact: Special Education for All Students

Children who received First Class Pre-K are less likely to need special education services than children who did not attend.

Percent of Children with Individualized Education Program within Past Two Years, Grades 3rd – 8th, as of Fall 2019



Results statistically significant by Chi square analyses at $p < 0.0001$

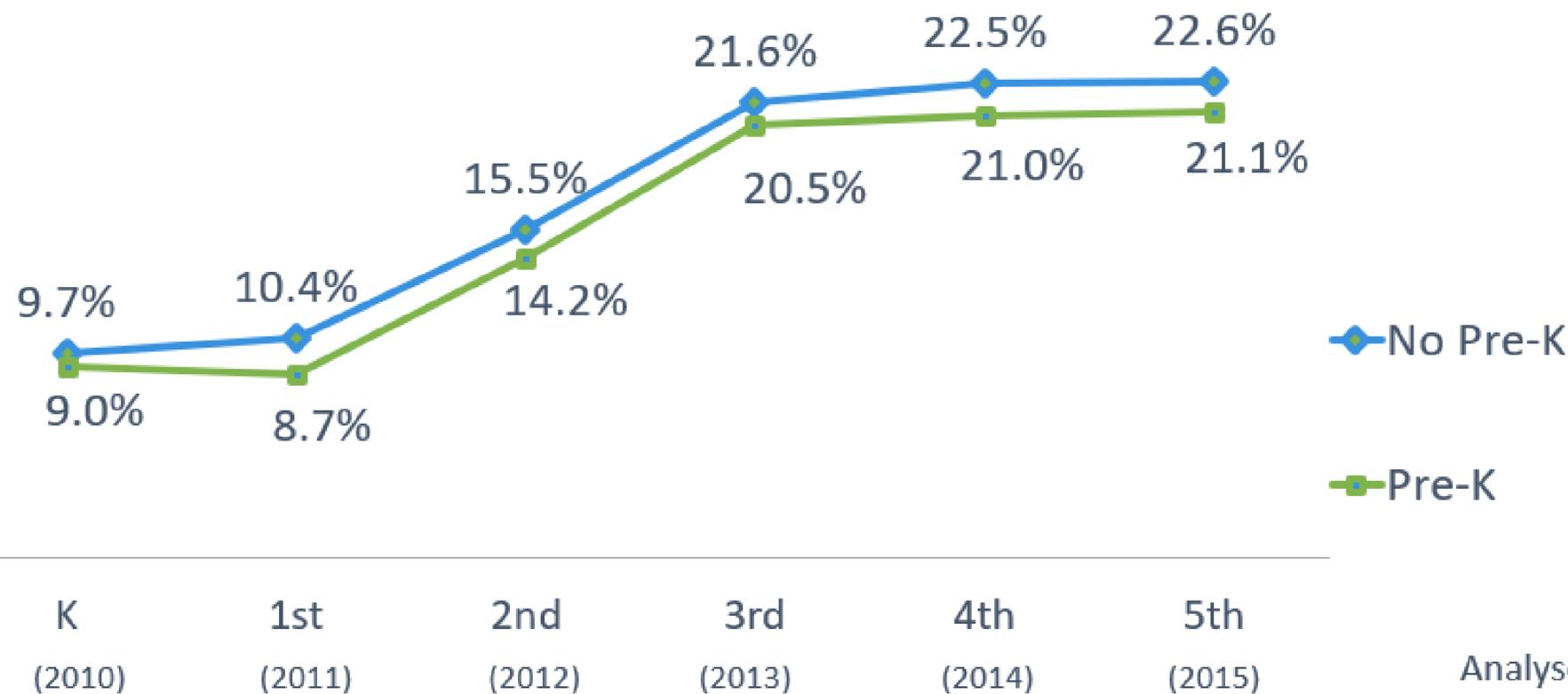
Does not include IEP for gifted exceptionality

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Impact: Special Education for All Students

In an analysis of children who began Kindergarten in 2010, at each grade children who received First Class Pre-K needed special education services at lower percentages compared with children who did not receive First Class Pre-K.

Percentage of Children Receiving Special Education



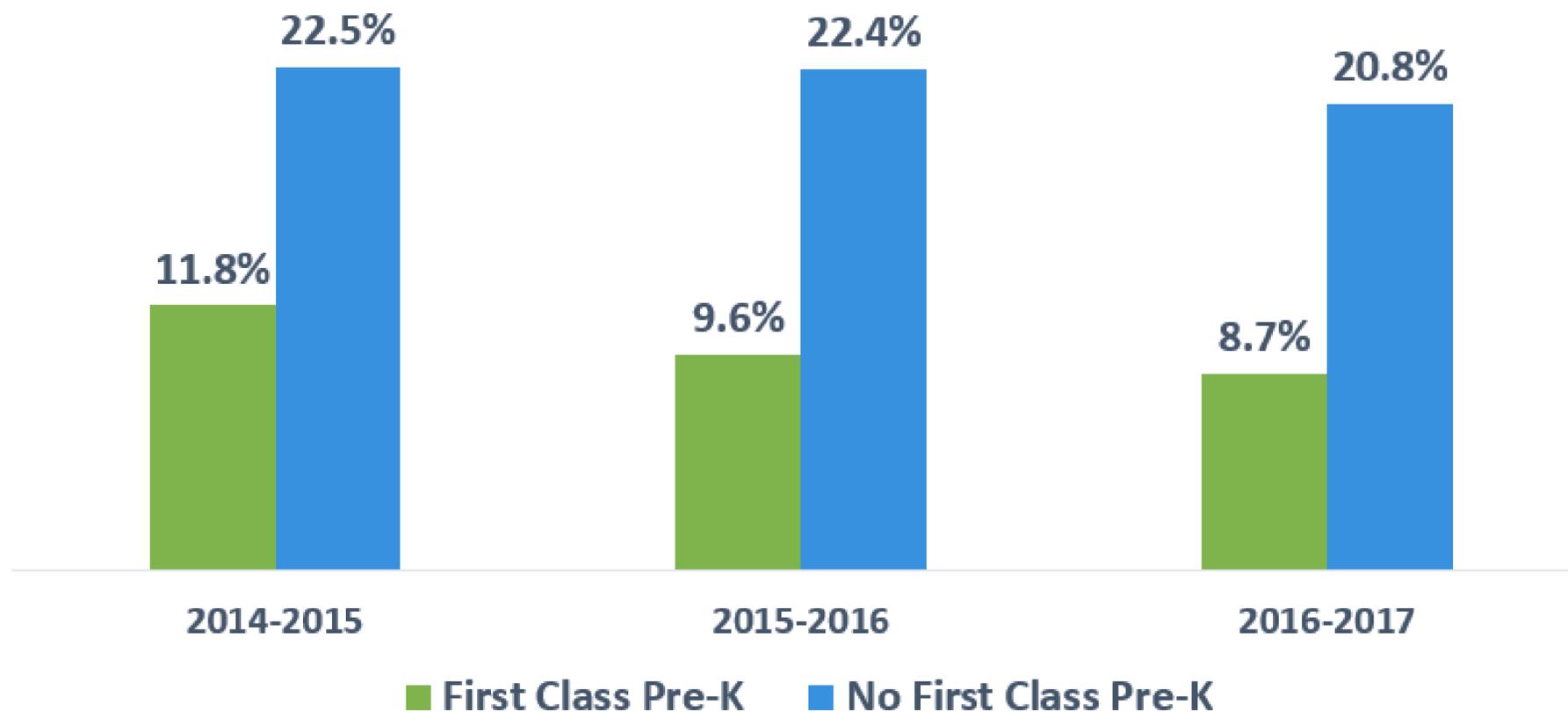
These differences result in a cost savings of **\$4,374,400** over this group's K-12 experience

Analyses through 2015-2016 school year

Impact: Disciplinary Issues

Children who attended First Class Pre-K have lower discipline rates compared to those who did not attend.

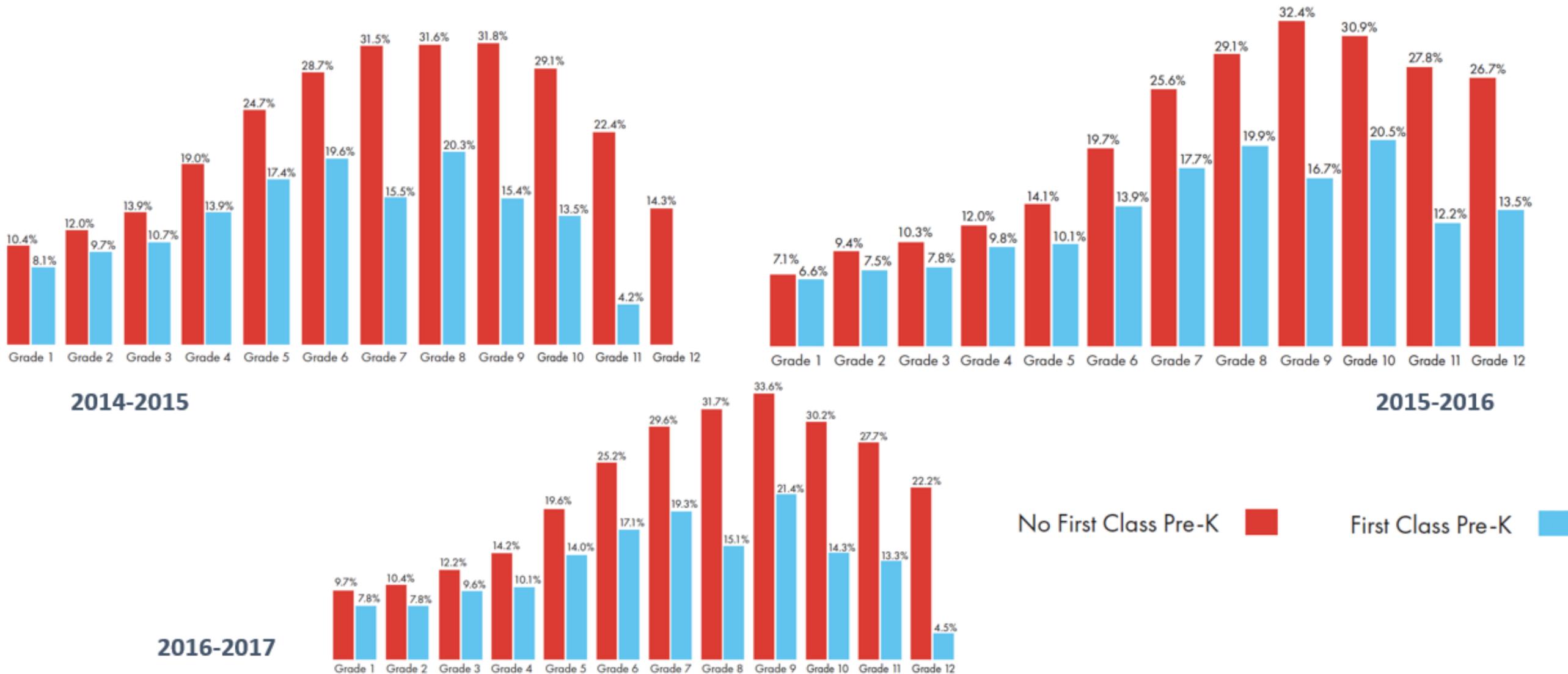
Percentage of Students with Disciplinary Infractions, Grades 1st – 12th, by School Year



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Impact: Disciplinary Issues

Children who attended First Class Pre-K are have lower discipline rates consistently across grades. The discipline rate differences are larger in middle and high school.



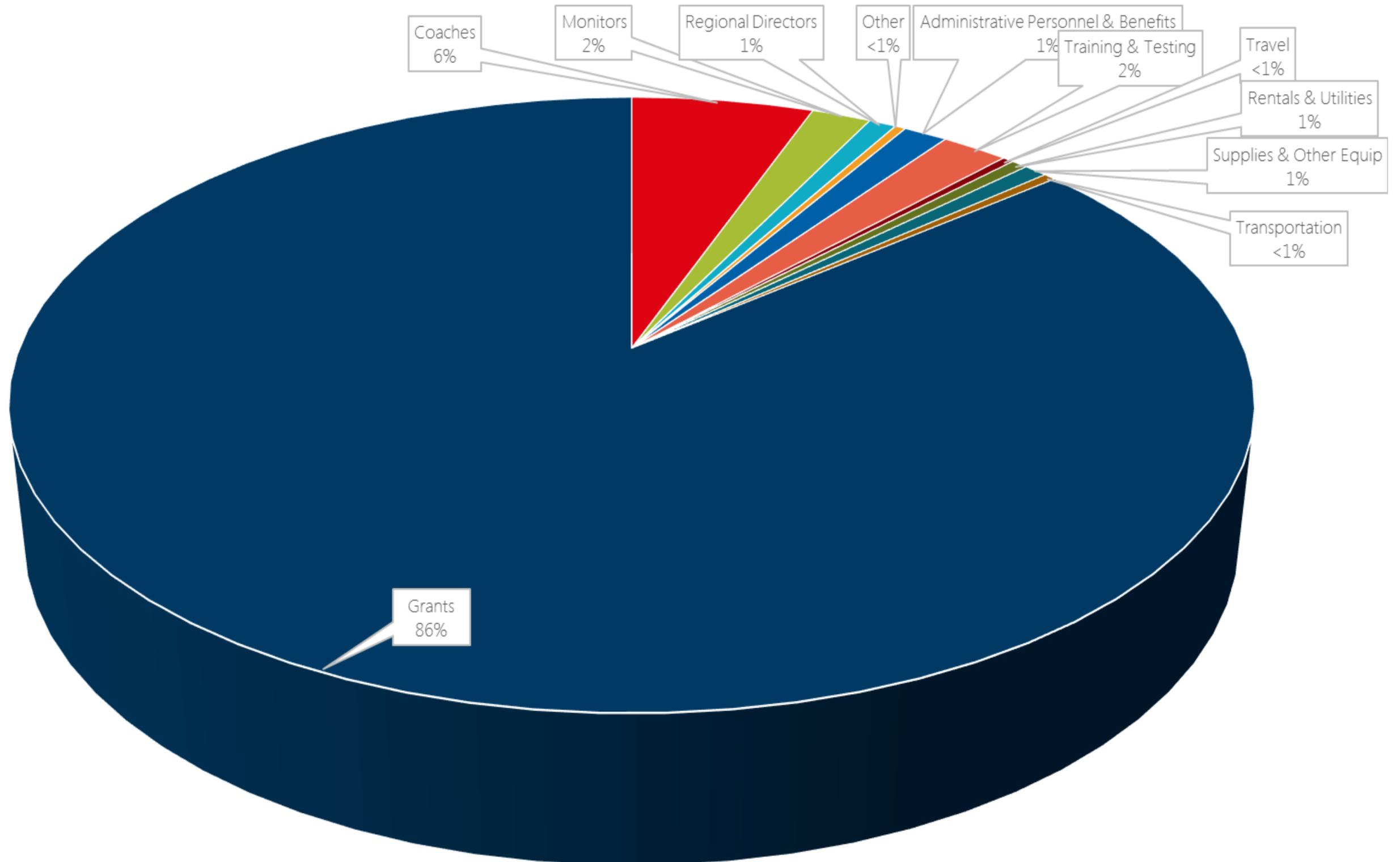
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Budget Year	State Appropriations	Number of Classrooms	Number of Students	Number of Eligible Children	Number of Teachers Employed	Percent Access
2005-2006	\$4,326,050	57	1,026	60,002	114	1.7%
2006-2007	\$5,369,898	59	2,062	60,565	118	1.8%
2007-2008	\$10,000,000	128	2,304	62,354	256	3.7%
2008-2009	\$15,490,831	185	3,330	59,803	370	5.5%
2009-2010	\$18,376,806	215	3,870	61,093	430	6%
2010-2011	\$18,376,806	217	3,906	62,104	434	6%
2011-2012	\$19,087,050	217	3,906	62,104	434	6%
2012-2013	\$19,087,050	217	3,906	59,987	434	6.5%
2013-2014	\$28,624,146	311	5,598	60,665	622	9%
2014-2015	\$38,462,050	419	7,698	59,216	838	13%
2015-2016	\$48,462,050	652	11,736	58,740	1,304	20%
2016-2017	\$64,462,050	811	14,934	59,736	1,622	25%
2017-2018	\$77,462,050	941	15,996	57,128	1,882	28%
2018-2019	\$95,962,050	1,045	18,756	58,317	2,090	32%
2019-2020	\$122,798,645	1,209	21,762	58,520	2,418	37%

Investing in Alabama's Future

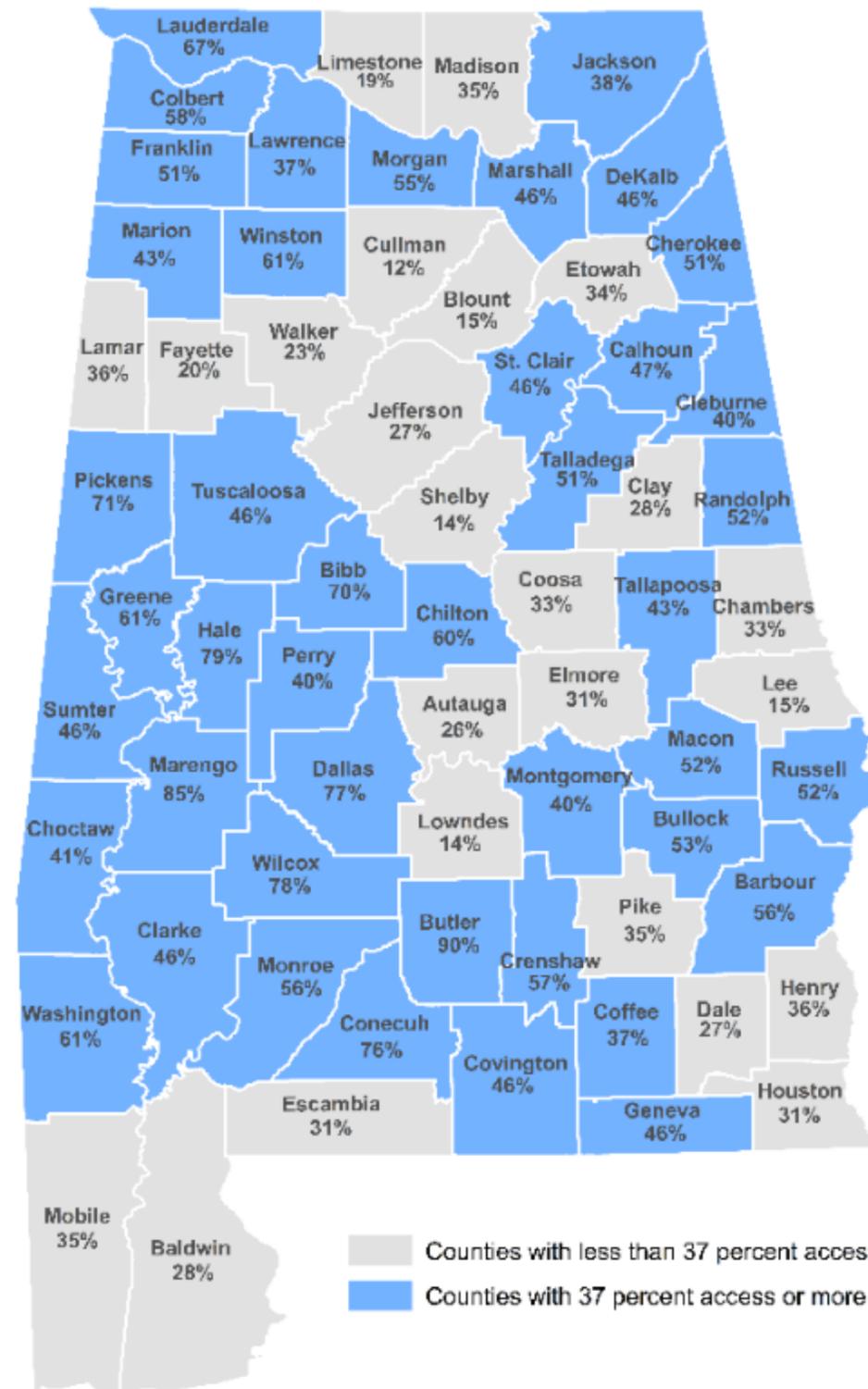
In May 2019, the Alabama Legislature approved Governor Ivey's recommended budget increase for the Alabama Department of Early Childhood Education, including the largest ever single-year expansion of First Class Pre-K.

Alabama Department of Early Childhood Education



Alabama Department of Early Childhood Education

Percentage of four-year-olds enrolled in First Class Pre-K
2019-2020



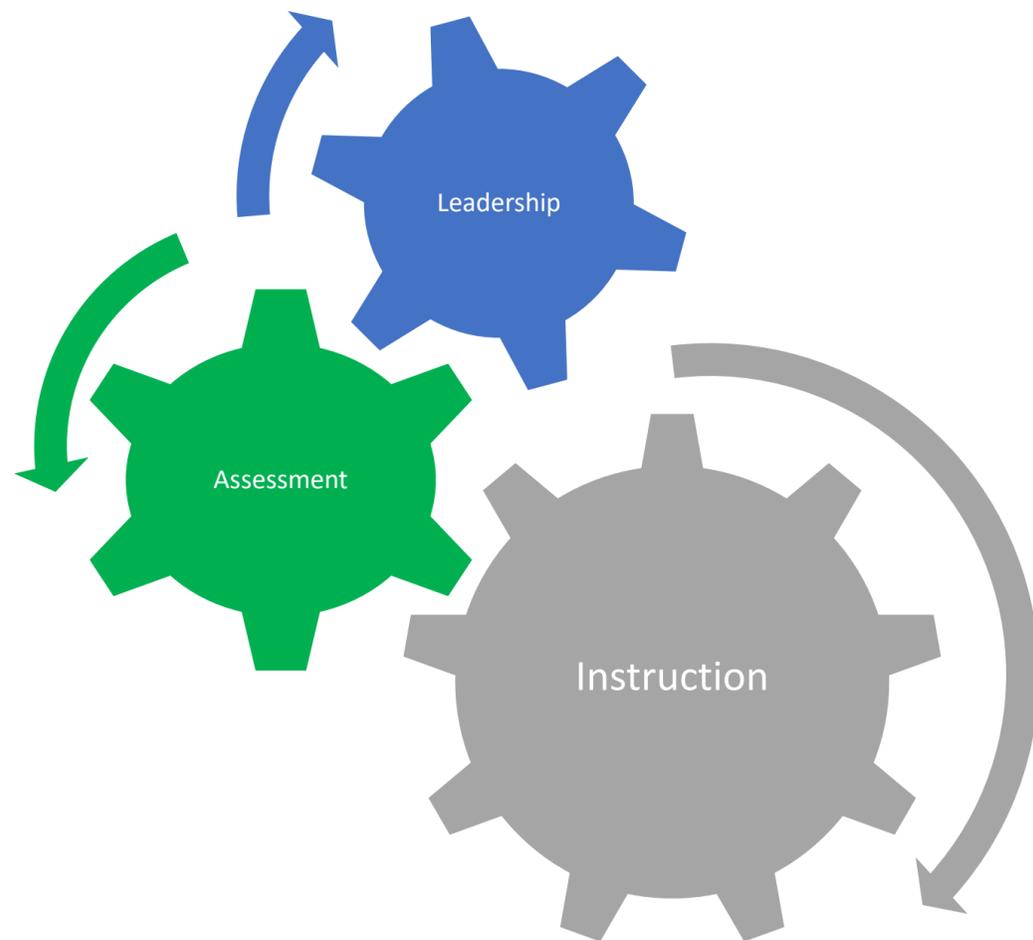
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Early Learning and Family Support: First Teacher Home Visiting

As the lead agency for home visitation in the state, DECE administers voluntary evidence-based home visiting programs that focus on school readiness, family and child health, and families in need of resources in their communities.



Alabama Department of Early Childhood Education



LEADERSHIP

- **Embrace** the Pre-K-3 early learning continuum
- **Ensure** developmentally appropriate practice
- **Participate** in a year long leadership academy and a community of practice

ASSESSMENT

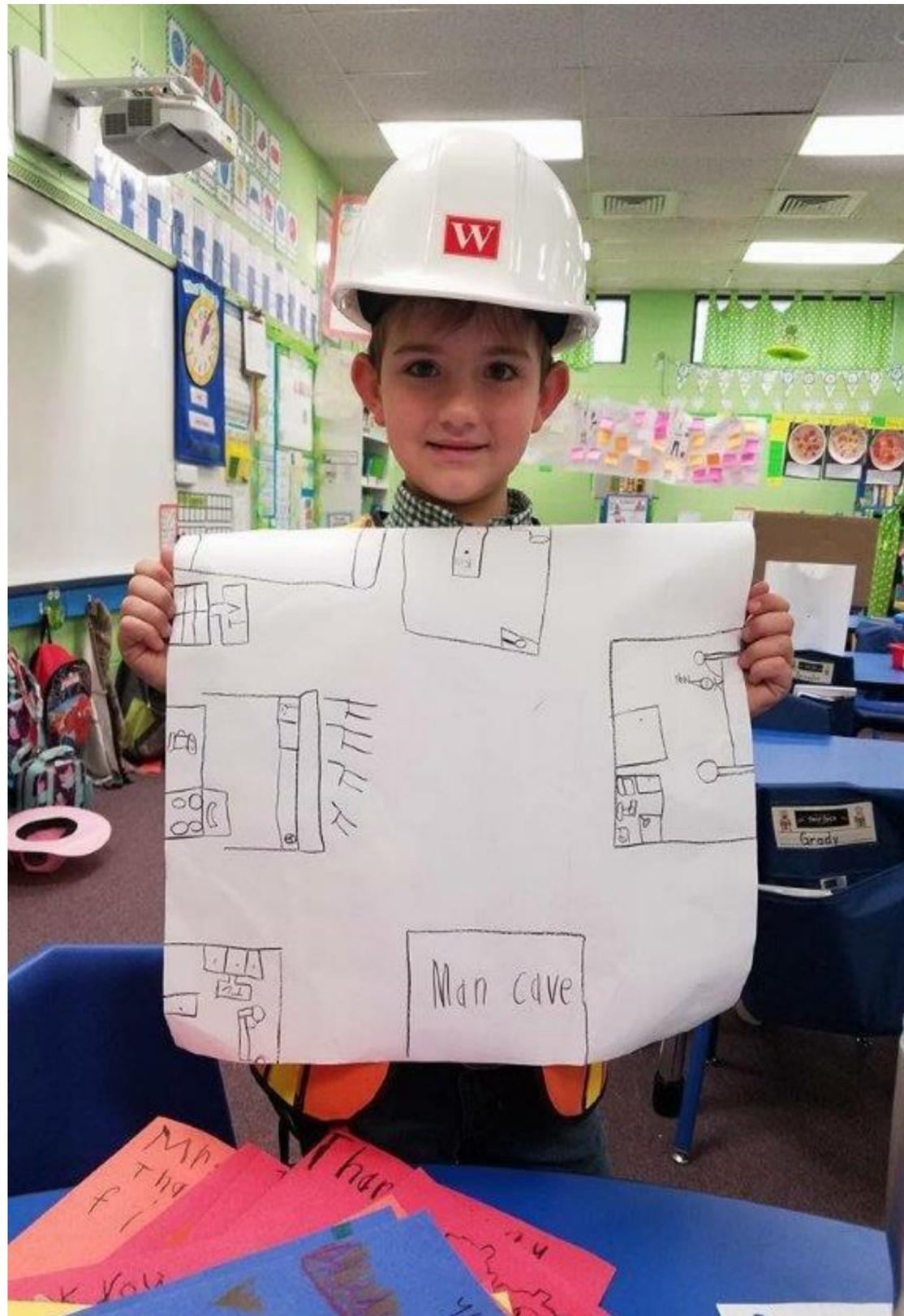
- Ongoing, observation, standard-based
- **Include all domains of development:** social emotional, language, physical, cognitive, literacy, mathematics, social studies, science and technology

INSTRUCTION

- **Align** and coordinate standards
- Use **consistent instructional approaches** across grades
- **Family engagement**
- Horizontal and vertical **team meetings**
- Active participatory learning approach, project-based learning
- **Builds on the success** of Alabama First Class Pre-K

Language Essentials for Teachers of Reading and Spelling (LETRS)

- **Recommit** to ensure that every child reads on grade level by the end of 3rd grade
- **Intensive learning experience** for Alabama P-3 teachers, coaches, administrators, and college and university professors
- **290 educators** who voluntarily chose to further their knowledge and skills by participating in the LETRS opportunity: 123 (coaches, administrators, professors), 124 K-3 teachers, and 43 Pre-K teachers.
- **132 educators on the LETRS waitlist**
- 8 educators who would like to receive additional training to become an Alabama Facilitator of LETRS in Summer 2019



“Alabama needs a comprehensive approach of collaboration that improves education from Pre-K to the workforce. That’s the goal of Strong Start, Strong Finish.

Every child deserves a strong start to their educational experience.

Developmentally-appropriate policies will strengthen and support education from Pre-K through the third grade. This impacts a child’s social, emotional, and cognitive development.

- Governor Kay Ivey

”

FOUNDANT Grant Management System

Starting the Application Process



ALABAMA DEPARTMENT OF
Early Childhood
Education

Funding Amounts:

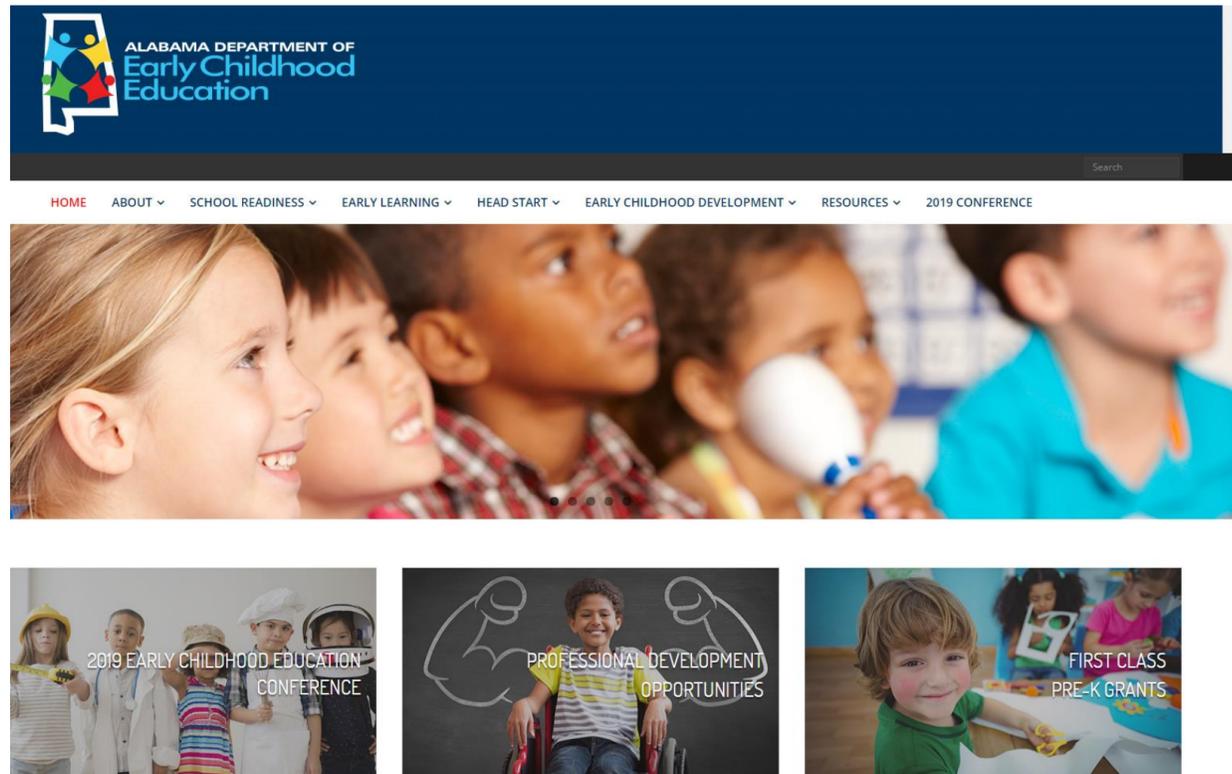
First Class Pre-K funds are awarded on a per-classroom basis as follows:

- New Classroom Set Up (1 year only)
 - Up to \$120,000
- Tiered Funding (annual funding amount depends on free and reduced lunch population)
 - Annual Funding Amount of \$86,904 for those with less than 50% free and reduced lunch population
 - Funding Amount of \$89,712 per year for free and reduced lunch population of 51-60%
 - \$92,520 for free and reduced lunch population of 61-75%
 - \$95,328 for free and reduced lunch population of 76-90%
 - \$100,008 for greater than 90% free and reduced lunch population
- Excellence Funding (3 year renewal cycle)
 - Up to \$50,400 per year for increasing quality through teacher pay, professional development, classroom environment etc.

Please note funding amounts include a per student allocation. If full enrollment is not maintained, reduced funding will apply.

Finding the Online Application

- Visit our website: children.alabama.gov



- Click on First Class Pre-K Funding Applications

Accessing Your Grant Information



Logon Page

Creating a new account will not link you to existing applications

Email Address*

The Email Address* field is required.

Password*

The Password* field is required.

[Log On](#)

[Create New Account](#)

[Forgot your Password?](#)

← Password reset

Applicant Dashboard

  Apply  Fax to File

Applicant Dashboard

  Public Profile

Applicant:

Tammy Gibson
tammy.gibson@ece.alabama.gov
334-353-2721
P.O. Box 302755
Montgomery, Alabama 36130 Houston



Organization:

Alabama Department Of Early Childhood Education
00-0000000
334-353-2700
P.O. Box 302755
Montgomery, Alabama 36130 Houston

[Contact Email History](#)

 If your organization information does not appear correct, please contact the funder. Thank you.



Process: Exceptional Grant (Non Classroom)

Application	Draft	07/30/2018
Decision	Undecided	

[Edit Application](#)

Application Page – Options & Preview

[Preview](#) [Send to GrantHub](#) [i](#)

2020-21 First Class Funding

Accepting Submissions from 12/23/2019 to 03/13/2020

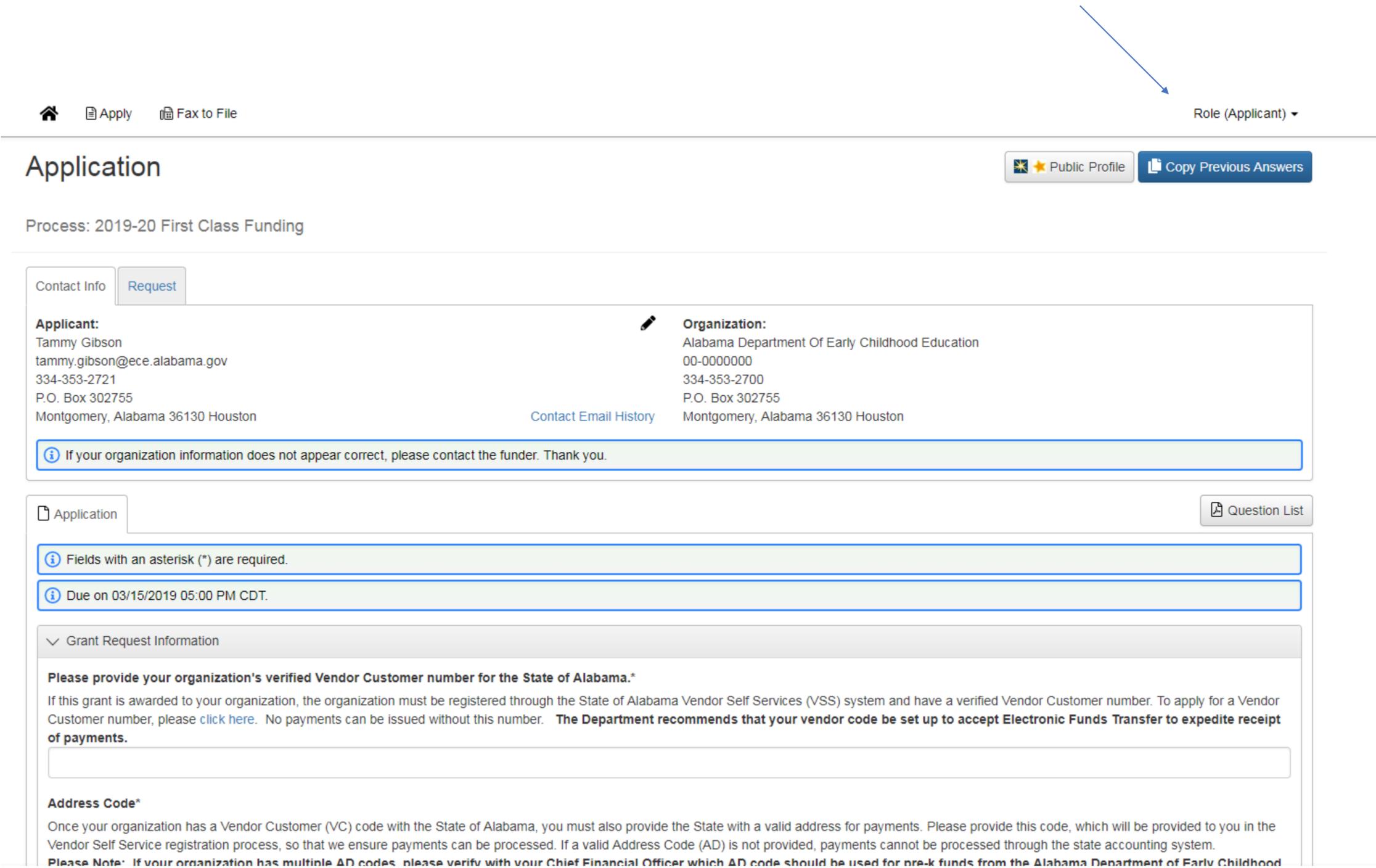
[Apply](#)

Application process for First Class Pre-K Funding for those classrooms which have not previously received any funds from the Department of Early Childhood Education Office of School Readiness.

Head Start classrooms, conversions and renewals will be done on a separate application. THIS APPLICATION PROCESS WILL CLOSE MARCH 20TH, 2020 AT 5:00 P.M.

[Preview](#) [Send to GrantHub](#) [i](#)

Copy Feature....



The screenshot shows a web application interface for an application process. At the top, there are navigation links: a home icon, 'Apply', and 'Fax to File'. On the right, there is a 'Role (Applicant)' dropdown menu. Below the navigation, the main heading is 'Application'. To the right of the heading are two buttons: 'Public Profile' and 'Copy Previous Answers'. The 'Copy Previous Answers' button is highlighted with a blue arrow pointing to it from the top right. Below the heading, the process is identified as 'Process: 2019-2020 First Class Funding'. The main content area has two tabs: 'Contact Info' and 'Request'. Under 'Contact Info', there are two columns of information: 'Applicant' and 'Organization'. The 'Applicant' information includes the name 'Tammy Gibson', email 'tammy.gibson@ece.alabama.gov', phone '334-353-2721', and address 'P.O. Box 302755, Montgomery, Alabama 36130 Houston'. The 'Organization' information includes 'Alabama Department Of Early Childhood Education', ID '00-0000000', phone '334-353-2700', and address 'P.O. Box 302755, Montgomery, Alabama 36130 Houston'. There is a 'Contact Email History' link between the two columns. Below the contact information is a message box: 'If your organization information does not appear correct, please contact the funder. Thank you.' Below this, there are two more message boxes: 'Fields with an asterisk (*) are required.' and 'Due on 03/15/2019 05:00 PM CDT.' The main content area has a tab labeled 'Application' and a 'Question List' button. Below the tabs is a section titled 'Grant Request Information' with a dropdown arrow. The text in this section reads: 'Please provide your organization's verified Vendor Customer number for the State of Alabama.* If this grant is awarded to your organization, the organization must be registered through the State of Alabama Vendor Self Services (VSS) system and have a verified Vendor Customer number. To apply for a Vendor Customer number, please click here. No payments can be issued without this number. The Department recommends that your vendor code be set up to accept Electronic Funds Transfer to expedite receipt of payments.' Below this text is an empty input field. At the bottom, there is a section titled 'Address Code*' with explanatory text: 'Once your organization has a Vendor Customer (VC) code with the State of Alabama, you must also provide the State with a valid address for payments. Please provide this code, which will be provided to you in the Vendor Self Service registration process, so that we ensure payments can be processed. If a valid Address Code (AD) is not provided, payments cannot be processed through the state accounting system. Please Note: If your organization has multiple AD codes, please verify with your Chief Financial Officer which AD code should be used for pre-k funds from the Alabama Department of Early Childhood'.

Dashboard – Contact Information

  Apply  Fax to File

Applicant Dashboard

 Public Profile

Applicant:
Tammy Gibson
tammy.gibson@ece.alabama.gov
334-353-2721
P.O. Box 302755
Montgomery, Alabama 36130 Houston

[Contact Email History](#)

 **Organization:**
Alabama Department Of Early Childhood Education
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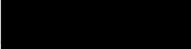
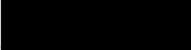
Dashboard – Process and Status

▼ Deputy Superintendent

Process: LETRS Funding Application

Application	Submitted	09/05/2018	View Application
Decision	Approved	10/17/2018	View Details

Follow Up Forms

FORM NAME	ASSIGNED TO	AWARD / INSTALLMENT	DUE DATE	STATUS	EDIT/VIEW
Follow Up: LETRS Memorandum of Understanding		Overall Award		Complete	View
FollowUp - LETRS Reimbursement Request		10/26/2018		Complete	View
FollowUp - LETRS 1st Face-to-Face Reimbursement Request		10/26/2018	01/18/2019	Assigned	Edit

Documents uploaded by Administrator

DESCRIPTION	FILE
Box Assurances	Box 001.BMP

Dashboard – Payment

Process: 2018-19 Extension Application

Application	Submitted	02/15/2018	View Application
Decision	Approved	06/08/2018	View Details

Follow Up Forms

FORM NAME	ASSIGNED TO	AWARD / INSTALLMENT	DUE DATE	STATUS	EDIT/VIEW
2018-19 Extension Memorandum of Understanding	[REDACTED]	Overall Award		Complete	View

Award Details

[Contact Info](#) | [Request](#) | [\\$ Award Details](#)

Installment Total: \$85,500.00
Amount Paid: \$28,500.00
Balance: \$57,000.00

Number of Installments: 3

> Installment Form	Due: 11/01/2018 Amount: \$28,500.00 Balance: \$0.00 Payments: 1 Follow Ups: 0
> Installment Form	Due: 03/01/2019 Amount: \$28,500.00 Balance: \$28,500.00 Payments: 0 Follow Ups: 1
> Installment Form	Due: 07/01/2019 Amount: \$28,500.00 Balance: \$28,500.00 Payments: 0 Follow Ups: 0

Electronic transfer will show payment date and amount. Mailed payments will show check number also.

[Contact Info](#) | [Request](#) | [\\$ Award Details](#)

Installment Total: \$85,500.00
Amount Paid: \$28,500.00
Balance: \$57,000.00

Number of Installments: 3

✓ Installment Form Due: 11/01/2018 | Amount: \$28,500.00 | Balance: \$0.00 | Payments: 1 | Follow Ups: 0

Number of Payments: 1 | Paid: \$28,500.00 | Balance: \$0.00

PAYMENT DATE	AMOUNT
7/2/2018	\$28,500.00

Installment Due Date*

Installment Amount*

Finding your MOU

- Select Request

Contact Info Request **\$ Award Details**

Current Status: Follow Up Submitted

STAGE	STATUS	INITIAL SUBMISSION	LAST MODIFIED
Application	Submitted	02/15/2018	06/19/2018
Evaluation 2	Closed		

STAGE	DECISION TYPE	DECISION DATE
Decision	Installment	06/08/2018

Application Follow Up FollowUp Packet Question List

Fields with an asterisk (*) are required.

▼ Purpose

This Memorandum of Understanding (MOU) document is entered into between the Department of Early Childhood Education (DECE) of the State of Alabama ("Lead Agency") and the Grantee referred to within this agreement. The purpose of this MOU is to establish a framework of collaboration as well as articulate roles and responsibilities in support of the State in its implementation of the First Class Pre-K program.

This MOU is for the period of **June 15, 2018 - September 30, 2019**. The Grantee shall administer the classroom for which this grant is awarded with all applicable rules, regulations and conditions of the Lead Agency, DECE.

Print from FollowUp Packet tab

Reading MOU/Funding Source

- Once you click on the Follow Up Packet tab, it'll come up in a PDF form. Open and the second page will provide you information on Funding...

Amount Awarded

Additional funding is forthcoming for master level teachers.

\$120,000.00

Funding Source

State Education Trust Fund

County of Classroom

Please select the county in which the classroom will be located.

Chambers

Organization Information

[Home](#) [Apply](#) [Organization History](#) [Fax to File](#)

Organization Summary

[Redacted]

[Redacted]

Organization Info | **Request History** | Contacts | Documents 0

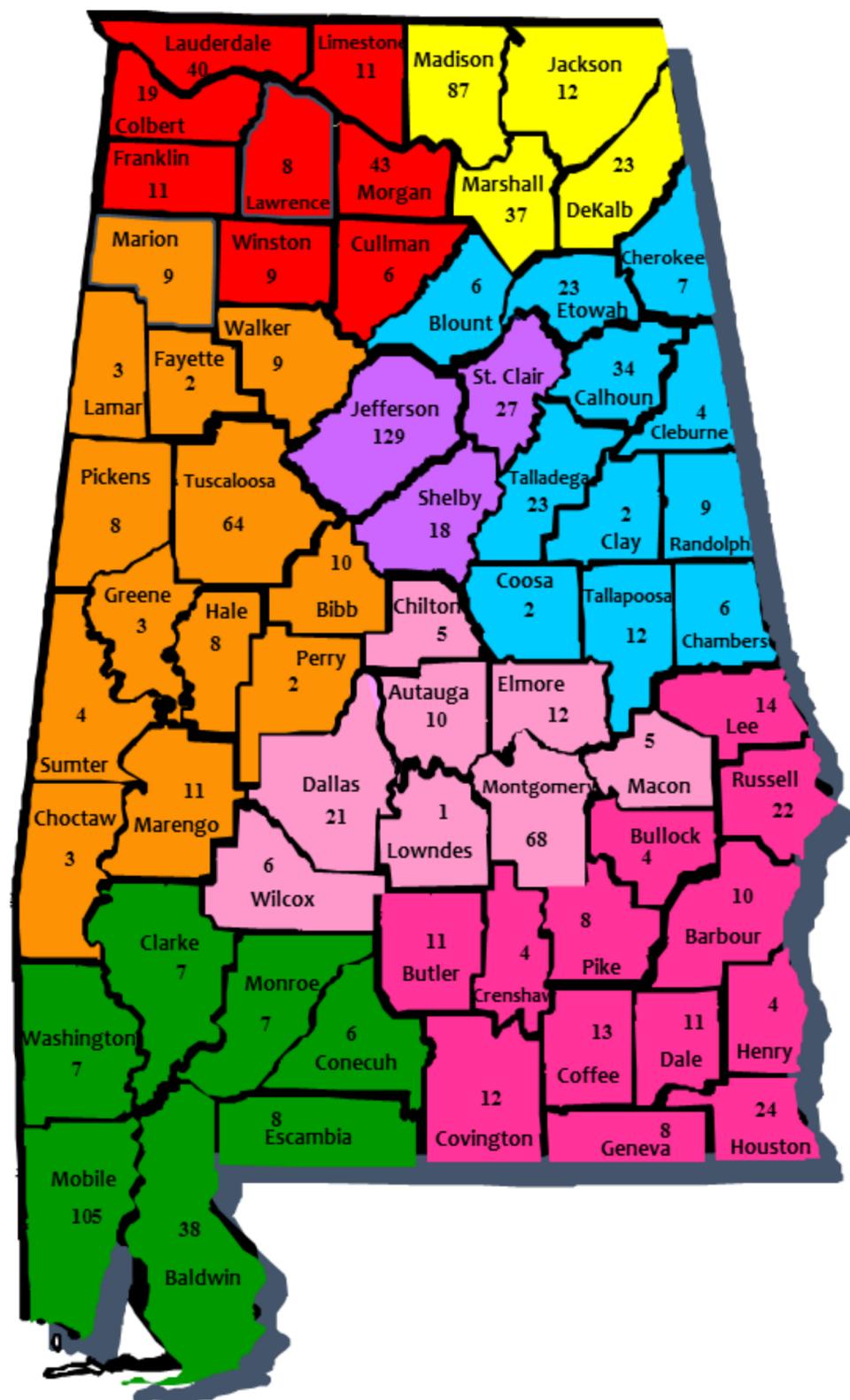


Organizational History View

Organization Info | Request History | Contacts | Documents 0

DATE	PROCESS	PROJECT	TYPE	STATUS	GRANTED	PAID
12/24/2018	Exceptional Grant (Non Classroom)	(View Request)	N/A	Application Draft	\$0.00	\$0.00

2019-2020 Classrooms and Regions



In 2019-2020, Alabama First Class Pre-K served 1,209 classrooms in all 67 counties

Regional Director Contact Information

Region 1:	Jenny Copeland	Jenny.copeland@ece.alabama.gov
Region 2:	Pam Turner	Pam.Turner@ece.alabama.gov
Region 3:	Dr. Pamela Truelove-Walker	pamela.truelovewalker@ece.alabama.gov
Region 4:	Kimberly Ford	Kimberly.ford@ece.alabama.gov
Region 5:	Stacey Turner	Stacey.turner@ece.alabama.gov
Region 6:	Andretta Albright	Andretta.Albright@ece.alabama.gov
Region 7:	Misty Blackmon	Misty.Blackmon@ece.alabama.gov
Region 8:	Gidget Haslam	gidget.haslam@ece.alabama.gov

Please use the previous slide to determine which Regional Director supports your region.

Contact Information:

Barbara J. Cooper, Ph.D.

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Tammy Gibson

Grants & Operations Manager, Personnel
Email: Tammy.gibson@ece.alabama.gov
Officer C (334) 202-1636 F (334) 353-0362

Allison Muhlendorf

Executive Director
Alabama School Readiness Alliance
P.O. Box 4433 Montgomery, AL 36103
M: [334.450.1027](tel:334.450.1027)
E: amuhlendorf@alabamaschoolreadiness.org
www.alabamaschoolreadiness.org

