

2021 HOUSE HUMAN SERVICES

HB 1466

2021 HOUSE STANDING COMMITTEE MINUTES

Human Services Committee Pioneer Room, State Capitol

HB 1466
2/3/2021

A bill relating to establishing four year old program grants; relating to the definition of four year old program; relating to early childhood education grants; and to provide a statement of legislative intent.

Vice Chair Rohr opened the hearing at 2:50 p.m.

Representatives	Attendance
Representative Robin Weisz	P
Representative Karen M. Rohr	P
Representative Mike Beltz	P
Representative Chuck Damschen	P
Representative Bill Devlin	P
Representative Gretchen Dobervich	P
Representative Clayton Fegley	P
Representative Dwight Kiefert	P
Representative Todd Porter	P
Representative Matthew Ruby	P
Representative Mary Schneider	P
Representative Kathy Skroch	P
Representative Bill Tveit	P
Representative Greg Westlind	P

Discussion Topics:

- Child care center
- Alabama model
- Early childhood program & services
- Drop-in care
- Support coaches

Rep. Robin Weisz, District 14 (2:50) introduced the bill, testified in favor, and submitted testimony #5263.

Howard Stephenson, Utah Senator (Ret.) (3:39) testified in favor.

Jessica Thomasson, Executive Policy Director Department of Human Services (4:06) testified in favor and submitted testimony #5245.

Tara Fuhrer, Department Public Instruction Office of Early Learning (4:18) submitted testimony #6974.

House Human Services Committee

HB 1466

02/03/2021

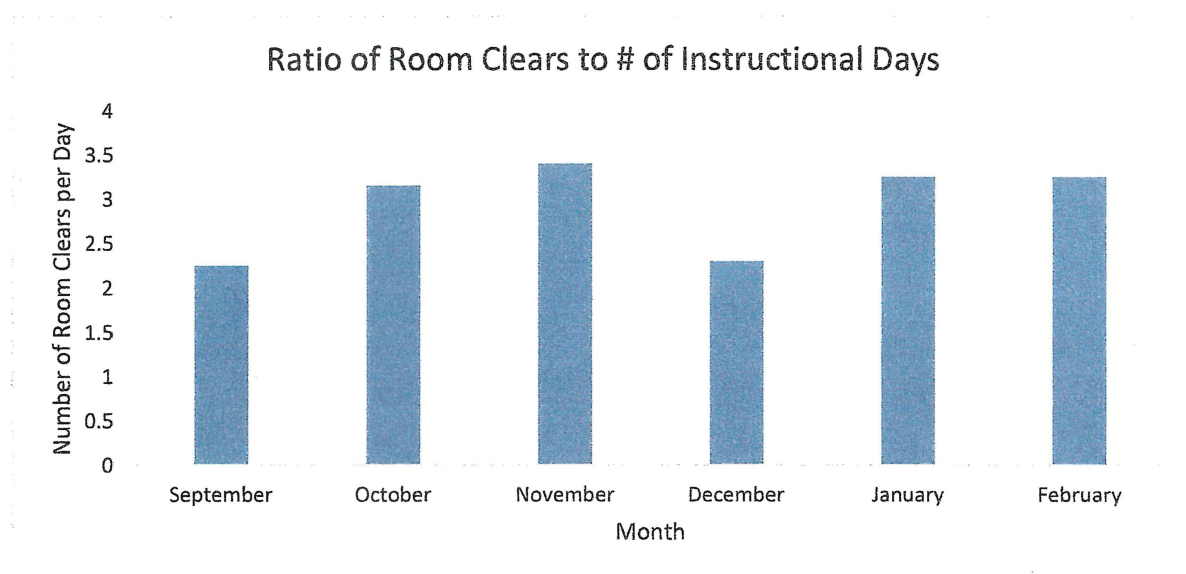
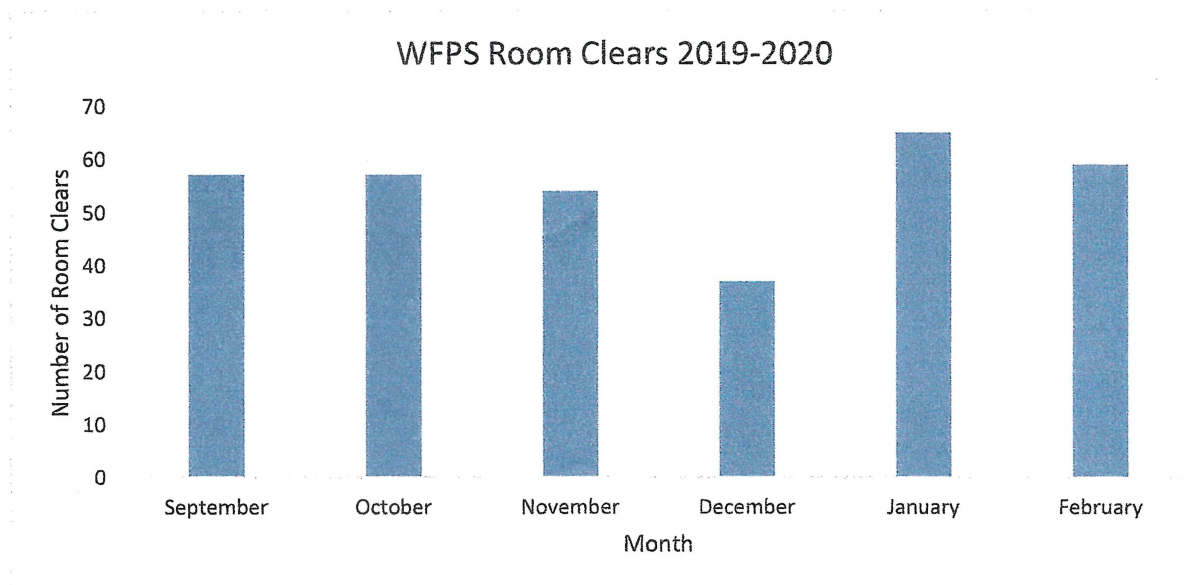
Page 2

Additional written testimony: #4984, #5225

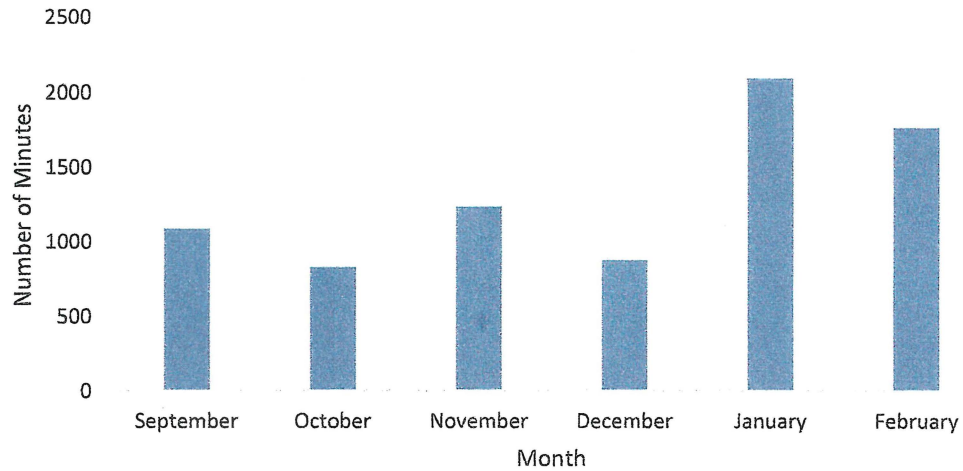
Chairman Weisz adjourned at 4:19 p.m.

Tamara Krause, Committee Clerk

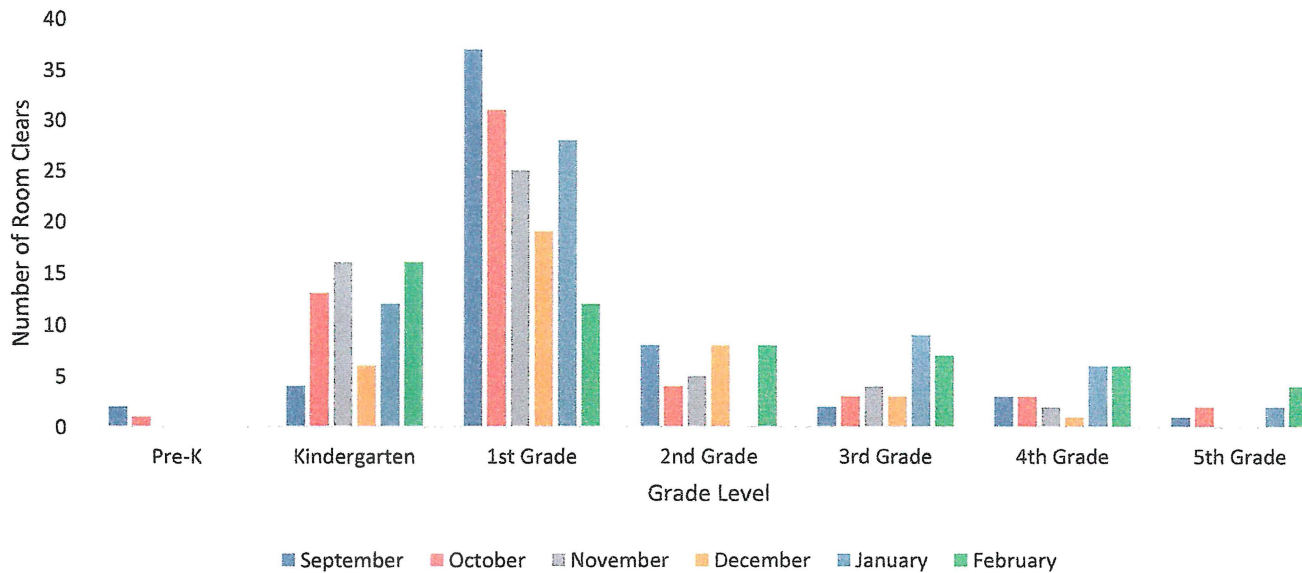
February 2020 Room Clear Update



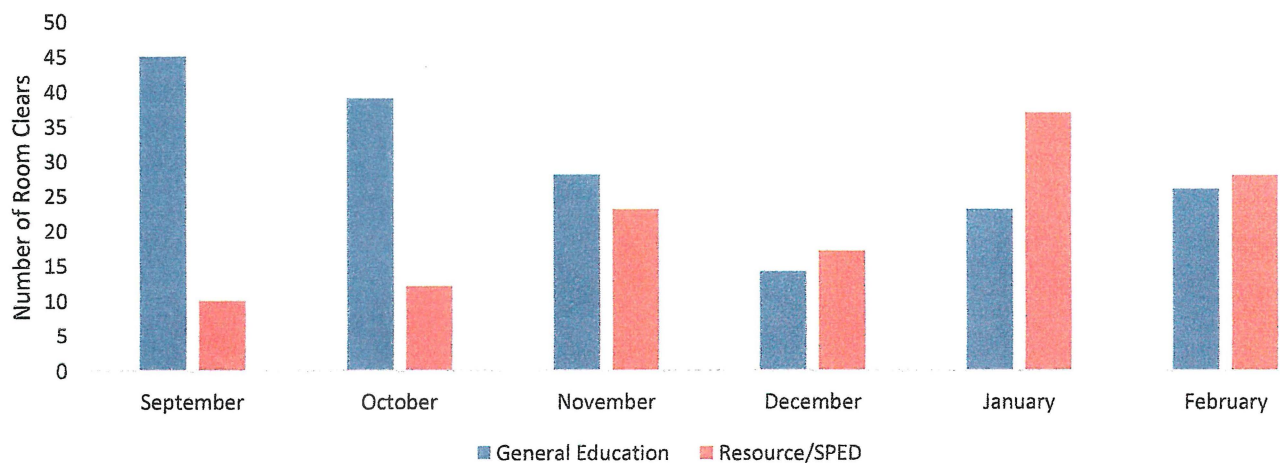
WFPS Total Duration of Room Clears Fall 2019



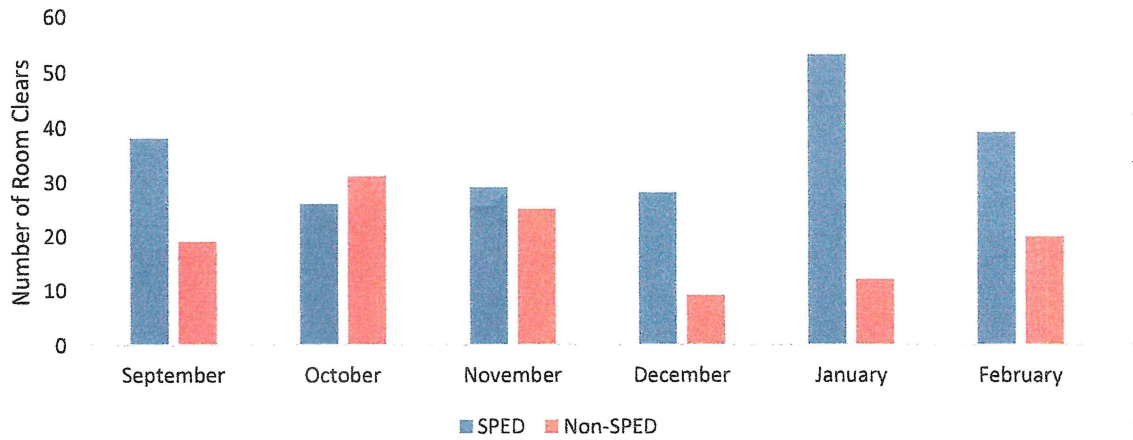
Frequency of Room Clears by Grade Level Sept 2019 -Feb 2020



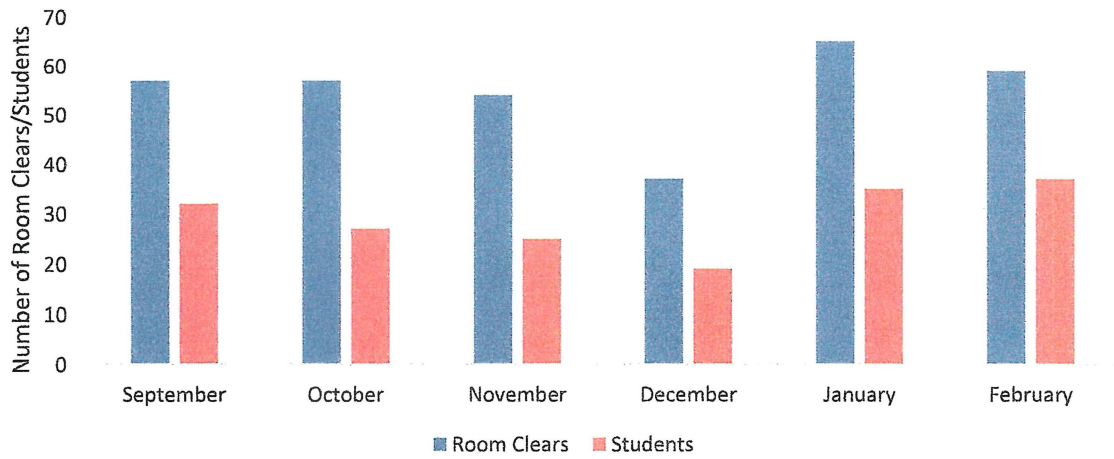
Room Clears by Setting Fall 2019



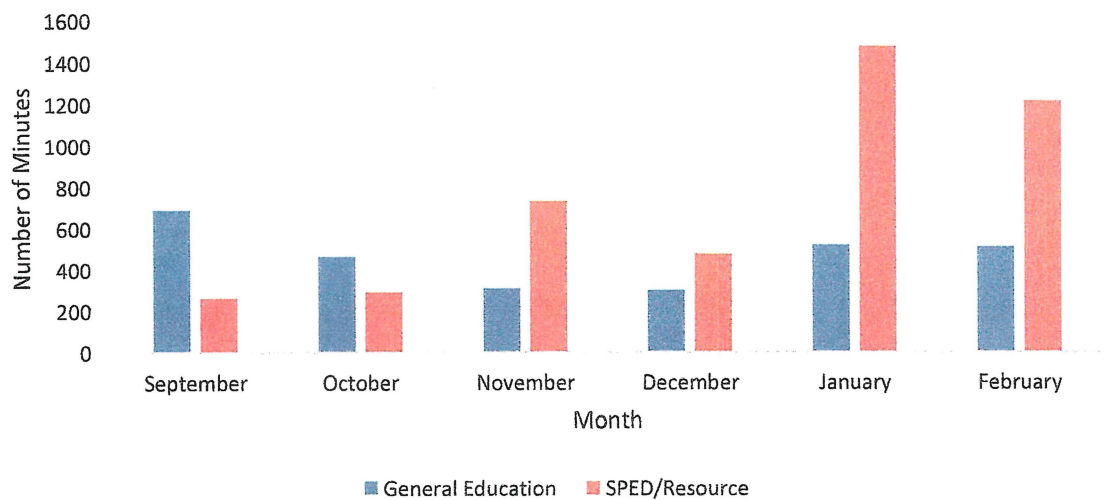
WFPS Room Clears by Eligibility



WFPS Number of Room Clears vs Number of Students Fall 2019



Total Duration of Room Clears Across Settings Sept 2019 - Feb 2020



on the proportions of children receiving special education under the following federal disability categories³:

Developmental Delay (DD)

DD is a term that can only be used until a child is 8 years old. These children are then classified as having a different disability or are no longer eligible for services.

Speech Language Impairment (SLI)

SLI is the largest and most common category of young children with disabilities. With early identification and intervention, children often develop such that they no longer need to receive special education services.

Specific Learning Disabilities (SLD)

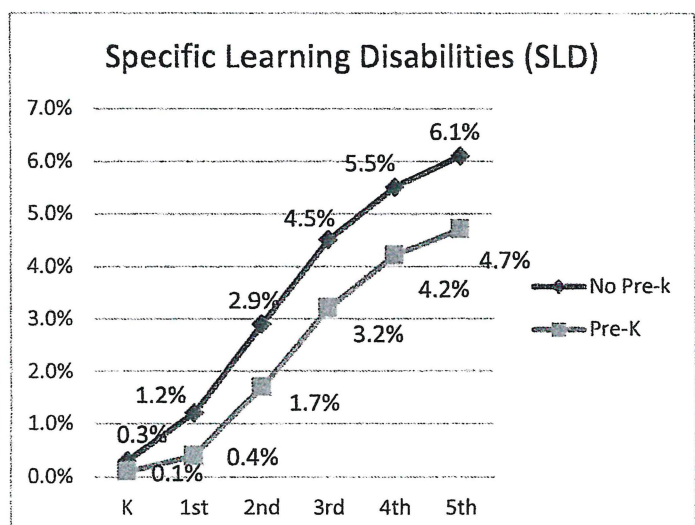
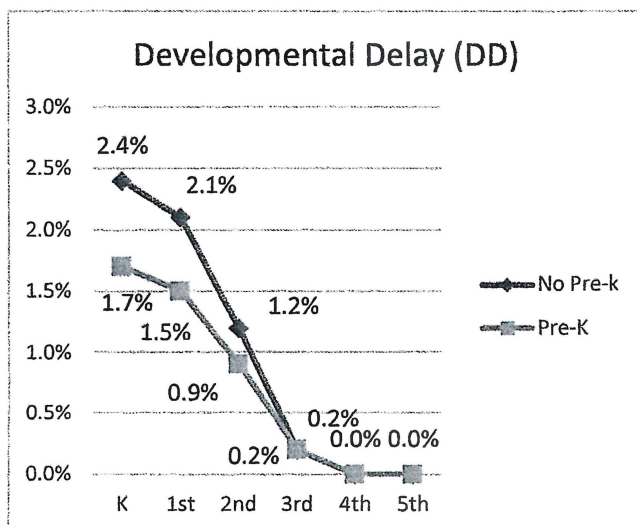
SLD includes disabilities such as dyslexia, dyscalculia, and auditory processing and are not typically diagnosed until children are older. SLD is the most common category of special education among all children – more than half of all children with disabilities have SLD.

Other Health Impaired (OHI)

OHI includes multiple disabilities, but frequently includes children with Attention Deficit Hyperactivity Disorder.

Findings:

Across all categories of disability included in this analysis, children who received First Class Pre-K were diagnosed and received services for special education at lower percentages compared to children who did not receive First Class Pre-K. Lower percentages of children who received First Class Pre-K were diagnosed with DD in Grades K-2nd. By 3rd grade, rates of DD were similar between the groups due to the age limitations associated with this disability category. Rates for SLD and OHI are similar between the groups at Kindergarten, but widen at later grades even as the overall percentages of these diagnoses increase – 30% fewer children were identified as having SLD and 17% fewer were identified as OHI by 5th grade. A larger percentage of children who received First Class Pre-K were identified as having SLI by Kindergarten, but by 3rd grade a lower percentage continued to require special education.



The 9th grade is a difficult transition year for many students, and the percentage of No First Class Pre-K students with infractions peaks in the 9th grade. In the 2014-2015 school year, about 31.8 percent of 9th-grade students who did not participate in First Class Pre-K were involved in disciplinary incidents, while only 15.4 percent of students who received First Class Pre-K were cited for an infraction.

Charts 3 and 4 show additional snapshots of student infraction rates across grade levels in the 2015-2016 and 2016-2017 school years. In 2015-2016, 33.6 percent of No First Class Pre-K students had an infraction, compared to 21.4 percent of First Class Pre-K students. In the 2016-2017, 32.4 percent of No First Class Pre-K students had an infraction, compared to 16.7 percent of First Class Pre-K students.

Chart 3: Percent of Students with Infractions: 2015-2016 School Year

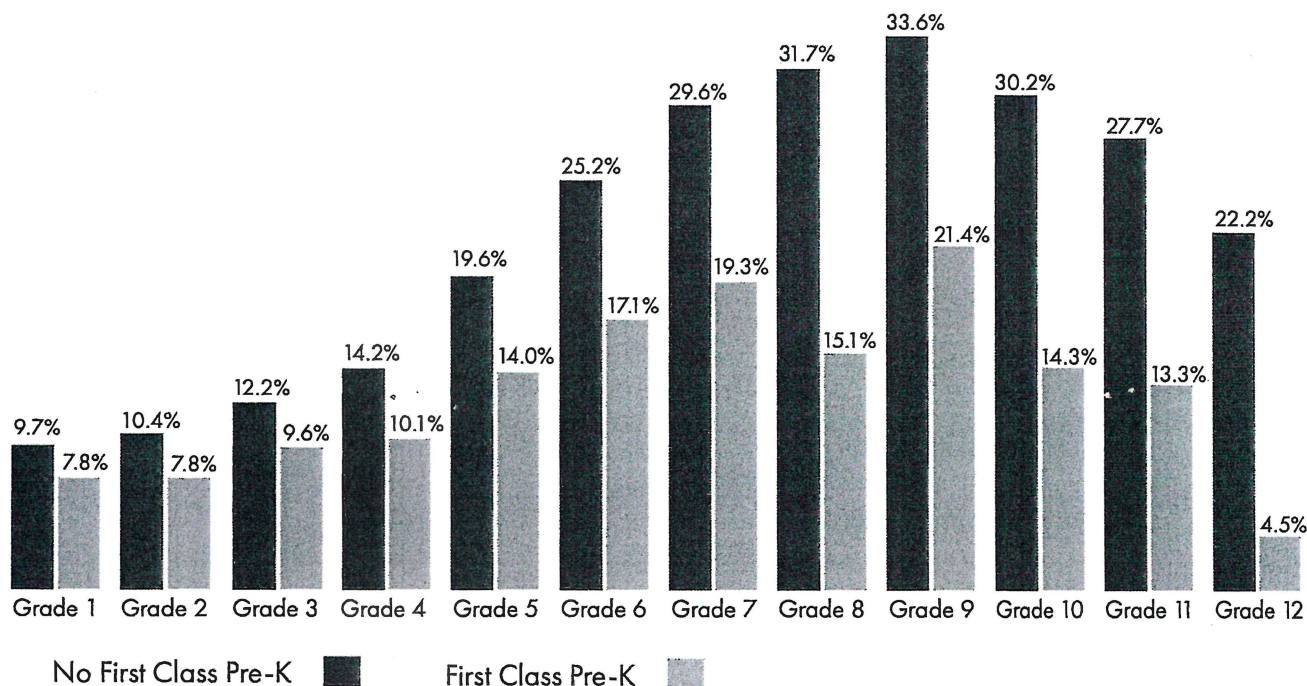


Chart 4: Percent of Students with Infractions: 2016-2017 School Year

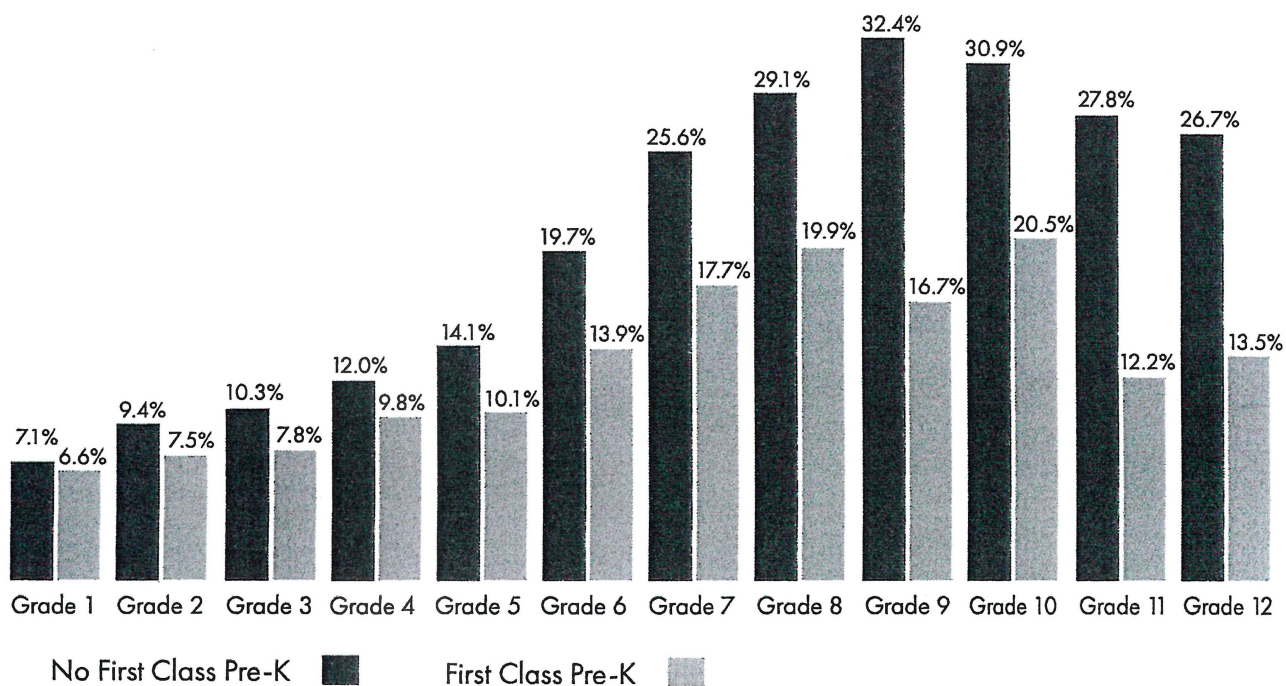
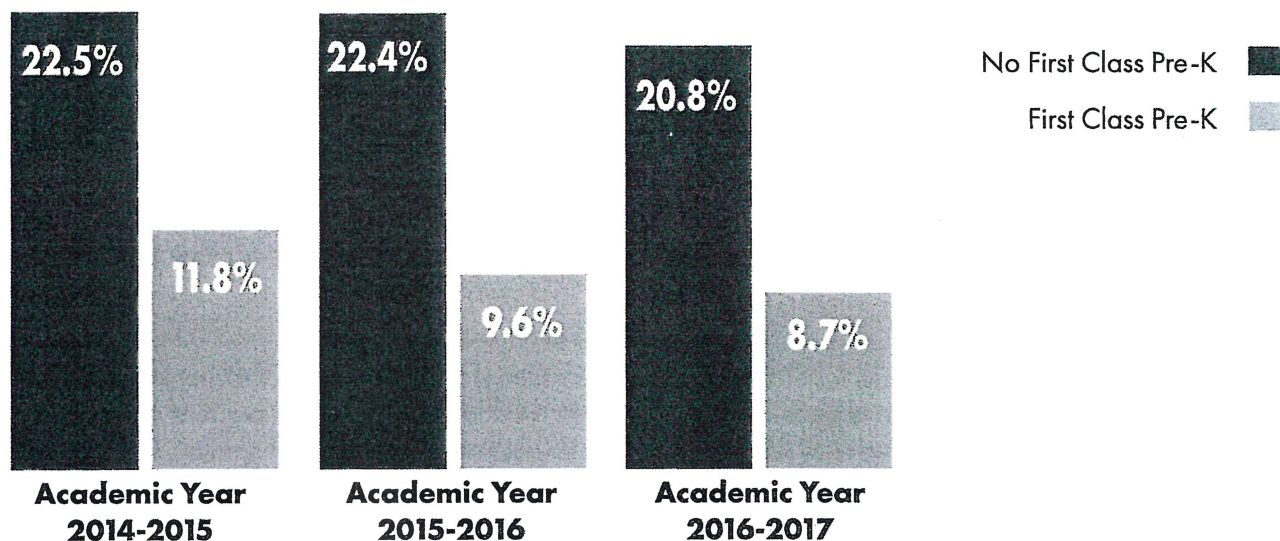


Chart 1: Percent of Students with Infractions in Grades 1-12



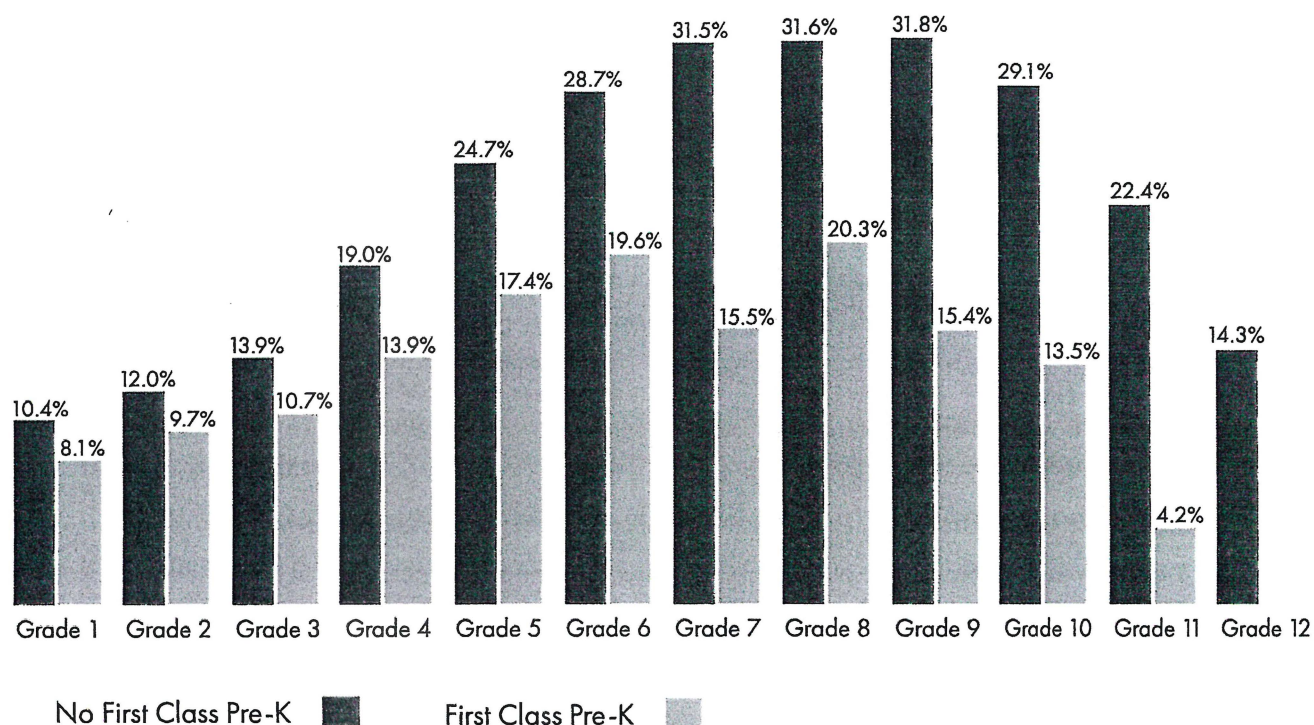
2. The discipline rate differences between students who received First Class Pre-K and those who did not are higher in middle school and high school.

Chart 2 depicts those contrasting rates of involvement in disciplinary issues across grades 1 to 12 in the 2014-2015 school year.

A general pattern has emerged where we see a relatively low percentage of students with infractions in the elementary grades, increasing through middle school and junior high school, peaking around the 9th grade, then dropping off in the later grades of high school.

As the rate of disciplinary actions rises, so does the rate difference between the First Class Pre-K students and No First Class Pre-K students. The divergence between the two sets of students is most pronounced in the upper grades, where the highest number of infractions occurs.

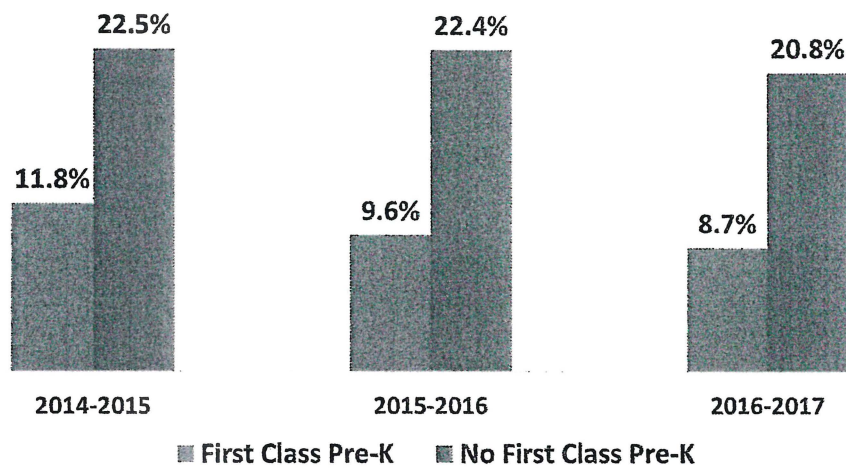
Chart 2: Percent of Students with Infractions: 2014-2015 School Year



Impact: Disciplinary Issues

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

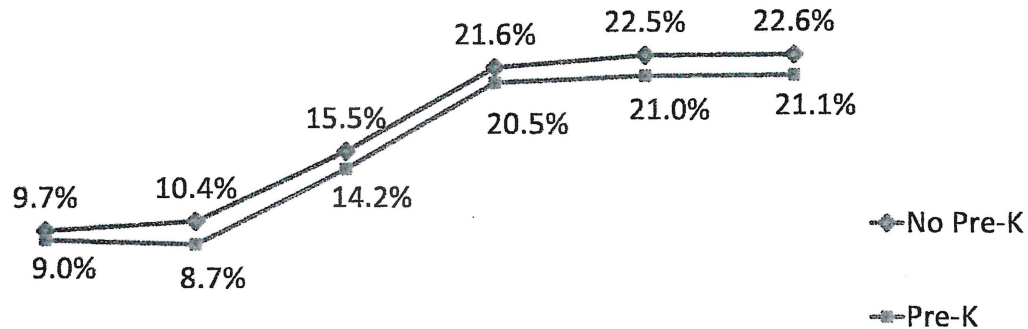
Percentage of Students with Disciplinary Infractions, Grades 1st – 12th, by School Year



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

K (2010) 1st (2011) 2nd (2012) 3rd (2013) 4th (2014) 5th (2015)

Analyses through 2015-2016 school 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



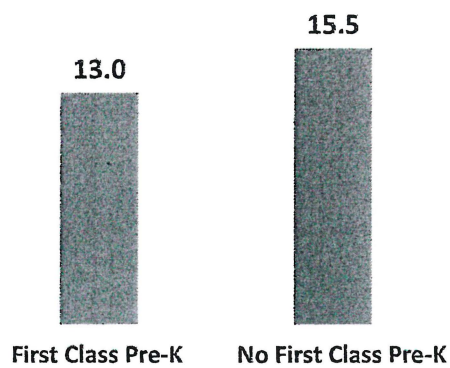
Results statistically significant by Chi square analyses at $p < 0.0001$

Does not include IEP for gifted exceptionality

Impact: Chronic Absenteeism for All Students

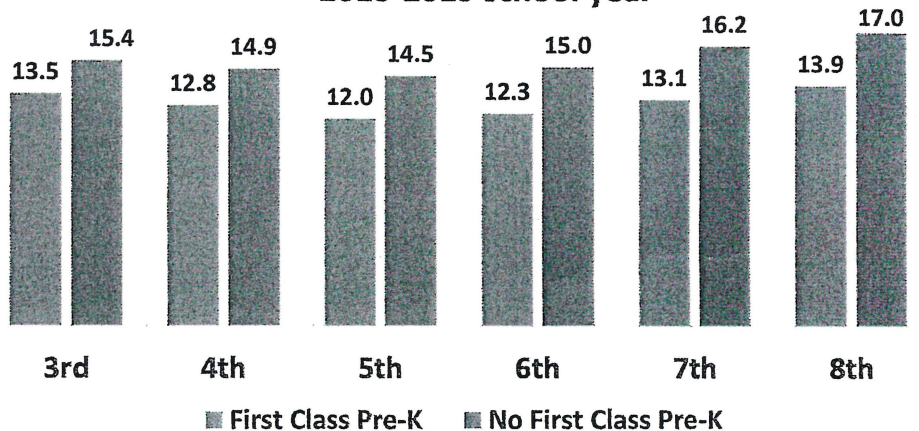
Children who attended First Class Pre-K are less likely to be chronically absent overall and consistently across grades.

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

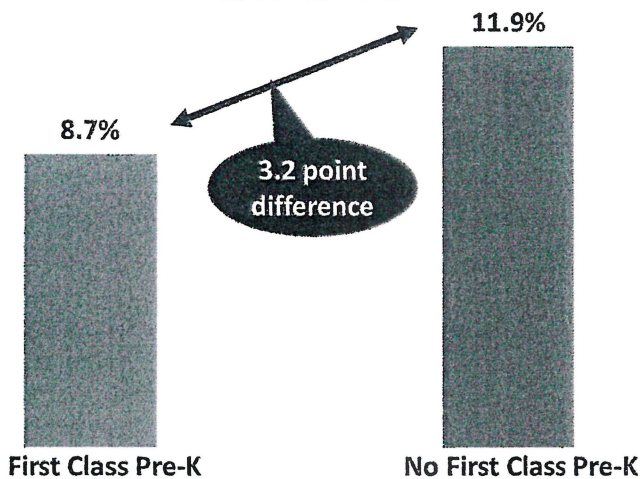


Chronically absent students missed 15 or more days per year

Impact: 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.

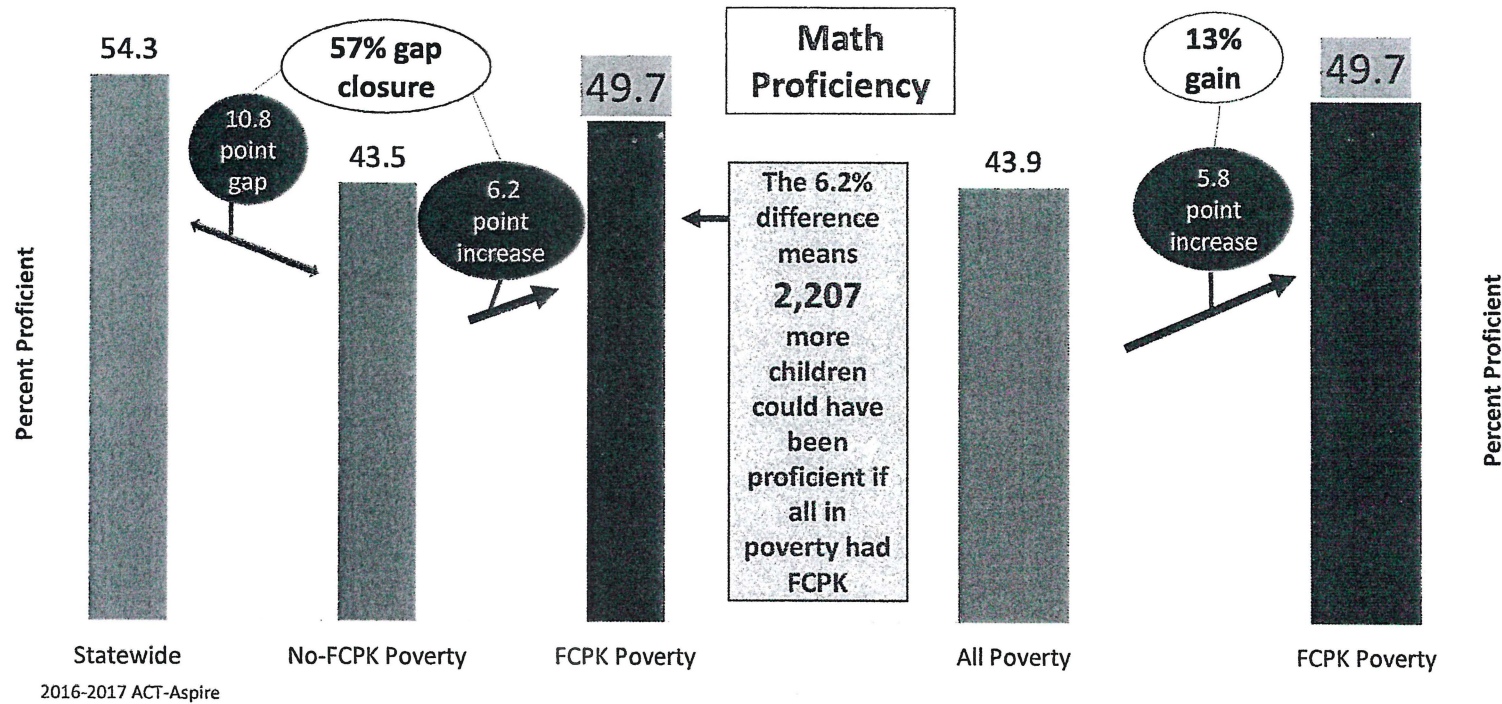
The difference means that **13,763** fewer children would have been retained if all in these grades had received FCPK.

Reducing retention =
Fewer "extra years" →
cost savings

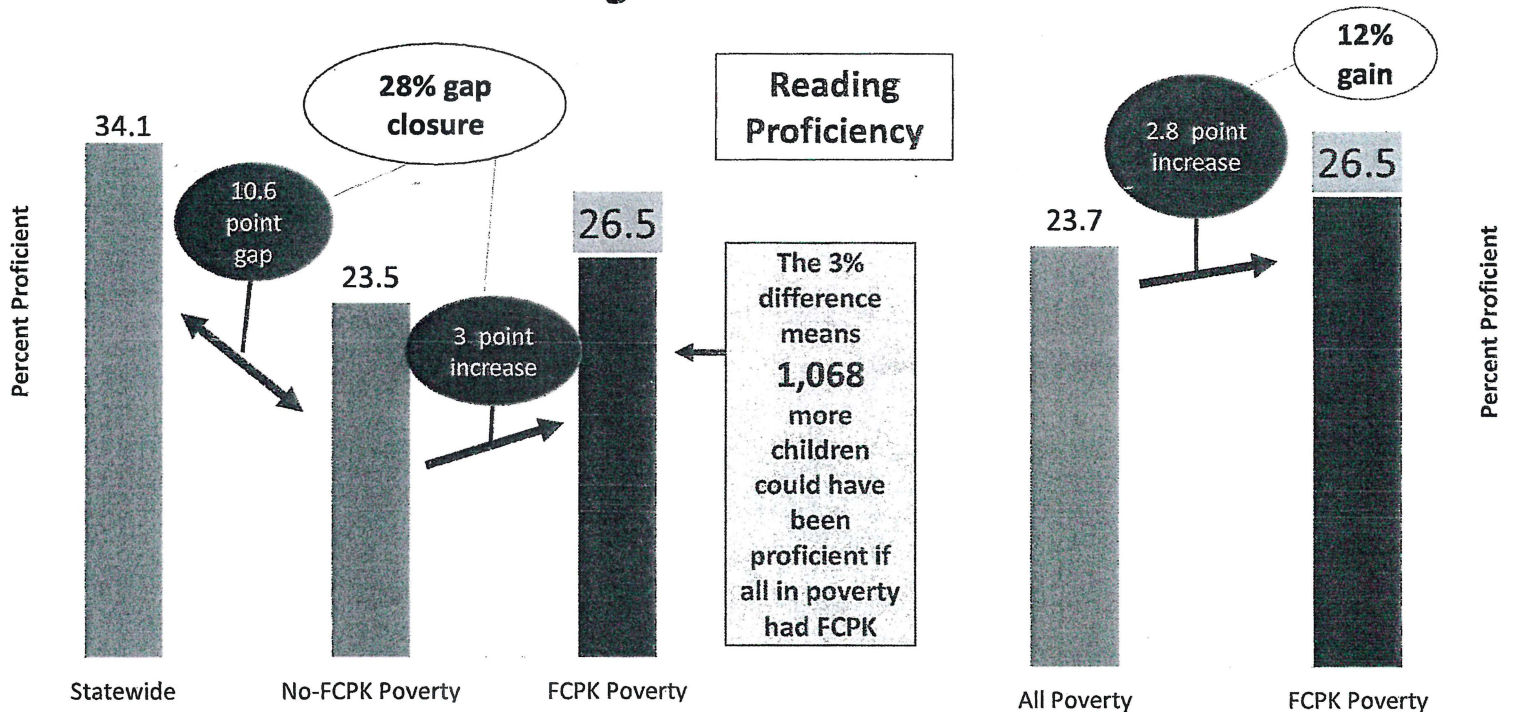
Estimated potential cost savings of
\$126,798,519.

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

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



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



2016-2017 ACT-Aspire

Impact: Reading and Math Proficiency for All Students

Using advanced statistical methods to “control” for all other characteristics* that might influence school performance,

Children who received First Class Pre-K were:

- **More likely to be proficient in reading**
- **More likely to be proficient in math**

Compared to children who did not receive First Class Pre-K.

❖ **We see no evidence of fade out of benefits over time.**

Based on analyses of ACT Aspire results from Spring 2015, 2016, and 2017 for children in 3rd through 7th grades.

*Multivariable linear probability fixed effects models control for receipt of First Class Pre-K, year received/could have received First Class Pre-K, race/ethnicity, gender, poverty, and school attended.

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 ★

Testimony
House Bill 1466 – Department of Human Services
House Human Services Committee
Representative Robin Weisz, Chairman
February 3, 2021

Chairman Weisz, members of the House Human Services Committee, I am Jessica Thomasson, Executive Policy Director for the Department of Human Services (Department). I am here today to register the Department's support for House Bill 1466.

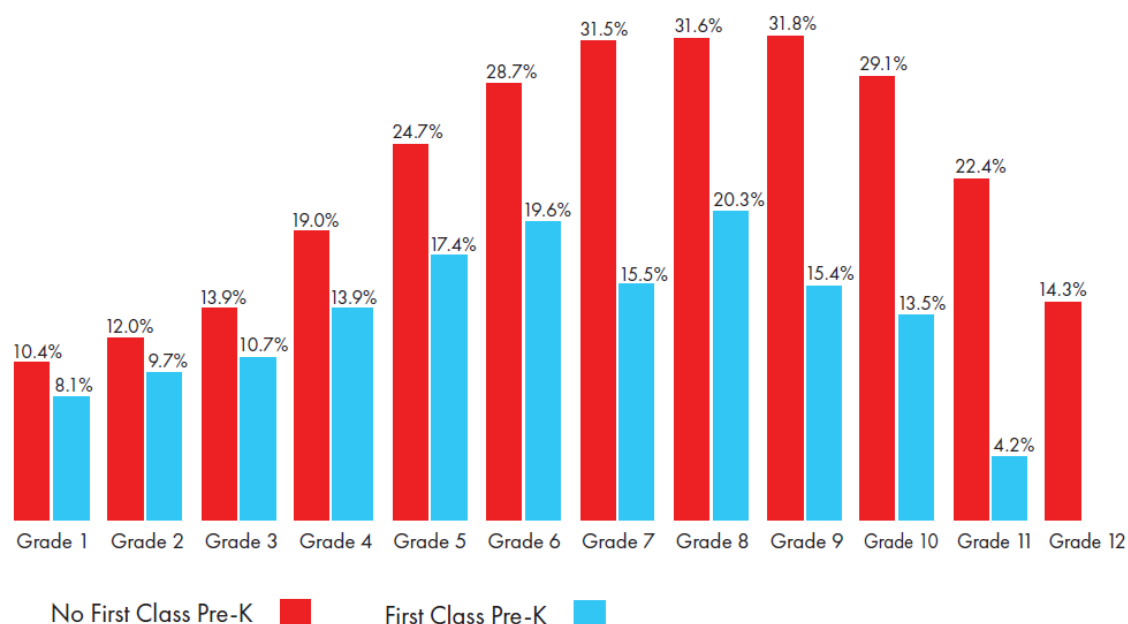
The Department of Human Services is working across systems whenever possible to improve stability and prevent crises, to promote and support recovery and well-being, to support workforce needs with access to childcare, and to align programs for maximum return on investment. We recognize that any investments we make in support of young families and in children's earliest years are both cost and outcome effective.

HB1466 proposes an investment in expanded access to quality early childhood experiences for children across our state. The "Best-in-Class Four-Year-Old Program" grants could support a wide range of stakeholders who are committed to providing quality early childhood experiences to young children who have not yet entered kindergarten. The proposal builds on years of proven results, as documented by dozens of research and evaluation efforts conducted on similar programs in other states, for which the driving question has been to determine whether or not investments in high quality early childhood experiences return positive outcomes that persist as children grow.

As an example, the Alabama First Class Pre-K program, in an issue brief published in July 2019, reported that the percentage of students who had disciplinary infractions in grades K-12 was consistently lower for

children who participated in the First Class Pre-K program, as compared to children who had not. And most notably, the impact was persistent over time.

Chart 2: Percent of Students with Infractions: 2014-2015 School Year



Source:

Adams J, Becker D, Ernest J, Fifolt M, Johnson H, Ross J, Sen B, Strichik T & Preskitt J. (2019) Disciplinary Infractions in Alabama Public Schools: First-Class Pre-K Students Have Lower Discipline Rates. [Research Issue Brief] University of Alabama Birmingham School of Public Health. University of Alabama Birmingham School of Education. Public Affairs Research Council of Alabama. Alabama Department of Early Childhood Education.

While I won't take your time today to review the literature that is available on this topic, I can say that the program proposed in HB1466 is modeled to incorporate key elements of initiatives that deliver results.

The grant program, as it is proposed, takes steps to ensure that stakeholders that participate in the program diligently follow quality standards, that they are inclusive of children with a range of developmental and behavioral needs, and that they are available to families across the income spectrum. HB1466 provides ongoing, individualized coaching for

participating programs, to help support the work that needs to be done at the individual adult-to-child level in each program.

At DHS our approach is based on the knowledge that children are best able to realize their potential if they have access to quality early childhood experiences. And we know that investing in early childhood supports state workforce needs because parents are more able to productively engage in the workforce when they know their children are well.

I would be happy to answer any questions that you may have.

From: Fuhrer, Tara R. <trfuhrer@nd.gov>
Sent: Thursday, February 4, 2021 7:20 AM
To: Weisz, Robin L. <rweisz@nd.gov>
Cc: Baesler, Kirsten K. <kbaesler@nd.gov>; Thomasson, Jessica A. <jthomasson@nd.gov>
Subject: Response to Questions from HB 1466

Good morning Chairman Weisz,
Below and attached are answers to your questions during HB 1466 on February 3, 2021.

SAFETY/SECURITY BEHAVIOR DATA:

DPI collects data on any student who is expelled, who is suspended and/or who is truant. A report is generated and gives us a measure of whether schools are "persistently dangerous". This is the part of our website that outlines this information on school safety and security: [School Safety/Security | North Dakota Department of Public Instruction \(nd.gov\)](#) This is the 19-20 report, which is the most current we have [Quick Stats 2019-20 \(nd.gov\)](#) Lastly, we collect the Youth Risk Behavior Survey [Youth Risk Behavior Survey | North Dakota Department of Public Instruction \(nd.gov\)](#)

KINDERGARTEN: The excel file is attached with a list of all North Dakota schools with Kindergarten.

WATERFORD UPSTART: North Dakota had the opportunity to participate in a pilot grant program through [Waterford Upstart Early Childhood Education \(nd.gov\)](#) During the 2020-2021 school year, 480 families with their children participated.

If I can be of further assistance, please let me know.
Thank you,



Tara Fuhrer, Director
Office of Early Learning
North Dakota Department of Public Instruction
701-328-4646

SchoolYear	EntityName	StateIssuedID
2021	Alexander Public School	27-002-0315
2021	Anamoose Elem School	25-014-0389
2021	Apple Creek School	08-039-0486
2021	Ashley Public School	26-009-0539
2021	Aurora Elem School	09-006-0545
2021	B M Hanson Elem School	52-038-3478
2021	Badlands Elem School	27-001-5607
2021	Bakker Elem School	15-010-0772
2021	Barnes County North Public School	02-007-9463
2021	BECEP Center	08-001-9160
2021	Bel Air Elem School	51-001-0869
2021	Belfield Public School	45-013-0884
2021	Bell Elem School	51-001-0886
2021	Ben Franklin Elem School	18-001-0896
2021	Bennett Elem School	09-001-0898
2021	Berthold Public School	51-161-0916
2021	Beulah Elem School	29-027-0928
2021	Bob Callies Elem School	28-051-0990
2021	Bottineau Elem School	05-001-1035
2021	Bowbells Public School	07-014-1037
2021	Bowman Co Public School	06-001-1043
2021	Brooks Harbor Elem School	09-006-1062
2021	Burke Central Public School	07-036-5262
2021	Burlington-Des Lacs Elem School	51-007-8819
2021	Cannon Ball Elem School	43-003-1278
2021	Carrington Elem School	16-049-1303
2021	Cavalier Public School	34-006-1323
2021	Centennial Elem School	08-001-1348
2021	Centennial Elem School	09-001-2789
2021	Center-Stanton Public School	33-001-1350
2021	Central Cass Public School	09-017-1354
2021	Central Elem School	53-015-1360
2021	Central Valley Public School	49-003-1369
2021	Century Elem School	50-003-1366
2021	Century Elem School	18-001-1364
2021	Clara Barton Hawthorne Elem School	09-001-1418
2021	Custer Elem School	30-001-1656
2021	Dakota Elem School	51-001-1715
2021	Dakota Prairie Elem School	32-001-5641
2021	Deer Creek Elem School	09-006-1774
2021	DeMores Elem School	04-001-1780
2021	Discovery Elem School	18-001-1856
2021	Divide County Elem School	12-001-1860
2021	Dorothy Moses Elem School	08-001-1897
2021	Drayton Public School	34-019-1928
2021	Dunseith Elem School	40-001-1968

2021 Eagles Elem School	09-001-2080
2021 East Fairview Elem School	27-014-2741
2021 Eastwood Elem School	09-006-2752
2021 Ed Clapp Elem School	09-001-2104
2021 Edgeley Public School	23-003-2107
2021 Edison Elem School	51-001-2111
2021 Edmore Public School	36-002-2113
2021 Edwin Loe Elem School	31-001-6036
2021 Eight Mile Public School	53-006-2270
2021 Elgin-New Leipzig Public School	19-049-2328
2021 Ellendale Public School	11-040-2333
2021 Emerado Elem School	18-127-2362
2021 Enderlin Area Public School	37-024-2387
2021 Fairmount Public School	39-018-2739
2021 Fessenden-Bowdon Public School	52-025-2792
2021 Finley-Sharon Public School	46-019-2827
2021 Flasher Public School	30-039-2854
2021 Fordville-Lankin Public School	50-005-2891
2021 Fox Hills Elem School	27-001-5611
2021 Freedom Elem School	09-006-2896
2021 Ft Lincoln Elem School	30-001-2925
2021 Ft Ransom Elem School	37-006-2898
2021 Gackle-Streeter Public School	24-056-3013
2021 Garden Valley Elem School	53-008-3045
2021 Glen Ullin Public School	30-048-3165
2021 Glenburn Public School	38-026-3169
2021 Golva Elem School	17-006-3191
2021 Goodrich Public School	42-016-3199
2021 Grant Colony School	37-024-3252
2021 Grenora Public School	53-099-3281
2021 Griggs County Central Public School	20-018-1555
2021 Grimsrud Elem School	08-001-3282
2021 Hagan Elem School	53-001-3370
2021 Halliday Elem School	13-019-3390
2021 Hankinson Public School	39-008-3432
2021 Harwood Elem School	09-006-3500
2021 Hatton Eielson Public School	49-007-3504
2021 Hazelton-Mof-Brad Public School	15-006-3525
2021 Hazen Elem School	29-003-3528
2021 Heart River Elem School	45-001-3160
2021 Hebron Public School	30-013-3537
2021 Hettinger Public School	01-013-3599
2021 Highland Acres Elem School	08-001-3612
2021 Hillsboro Elem School	49-009-3633
2021 Hope Page Elementary School	09-085-6887
2021 Horace Elem School	09-006-3738
2021 Horace Mann Roosevelt Elem School	09-001-3733

2021 Horse Creek School	27-032-3741
2021 Independence Elem School	09-006-9316
2021 J Nelson Kelly Elem School	18-001-4499
2021 Jeannette Myhre Elem School	08-001-4580
2021 Jefferson Elem School	02-002-4601
2021 Jefferson Elem School	09-001-4598
2021 Jefferson Elem School	45-001-4600
2021 John Hoeven Elem School	51-001-4670
2021 Kenmare Elem School	51-028-4878
2021 Kennedy Elem School	09-001-4883
2021 Kensal Public School	47-019-4892
2021 Killdeer Public School	13-016-4927
2021 Kindred Elem School	09-002-4933
2021 Kulm Public School	23-007-5072
2021 L E Berger Elem School	09-006-5071
2021 Lake Agassiz Elem School	18-001-5125
2021 Lakota Elem School	32-066-5137
2021 LaMoure Colony School	23-008-5144
2021 LaMoure Public School	23-008-5145
2021 Langdon Area Elem School	10-023-5154
2021 Larimore Elem School	18-044-5163
2021 Leeds Public School	03-006-5184
2021 Legacy Elem School	09-006-5201
2021 Lewis and Clark Elem School	53-001-5231
2021 Lewis and Clark Elem School	51-001-6126
2021 Lewis and Clark Elem School	09-001-5222
2021 Lewis and Clark Elem School	18-001-5225
2021 Lewis and Clark Elem School	30-001-5228
2021 Liberty Elem School	08-001-5255
2021 Lidgerwood Public School	39-028-5260
2021 Lincoln Elem School	45-001-5282
2021 Lincoln Elem School	47-001-5284
2021 Lincoln Elem School	08-001-5286
2021 Lincoln Elem School	17-003-5278
2021 Lincoln Elem School	09-001-5277
2021 Linton Public School	15-036-5288
2021 Lisbon Elem School	37-019-5290
2021 Litchville-Marion Elem School	02-046-5298
2021 Little Heart Elem School	30-004-8123
2021 Longfellow Elem School	09-001-5324
2021 Longfellow Elem School	51-001-5326
2021 Louis LAmour Elem School	47-001-5330
2021 Maddock Public School	03-009-0902
2021 Madison Elem School	09-001-5435
2021 Mandaree Public School	27-036-5459
2021 Manning School	08-045-5466
2021 Manvel Elem School	18-125-5473

2021 Maple River Colony School	11-040-5481
2021 Maple Valley Public School	09-004-1148
2021 Mapleton Elem School	09-007-5479
2021 Marmarth Elem School	44-012-5486
2021 Mary Stark Elem School	30-001-8286
2021 Max Public School	28-050-5519
2021 McClusky Elem School	42-019-5320
2021 McKinley Elem School	51-001-5610
2021 McKinley Elem School	09-001-5625
2021 McVay Elem School	53-001-5629
2021 Medina Public School	47-003-5657
2021 Menoken Elem School	08-033-5666
2021 Midkota Elem School	20-007-0958
2021 Midway Public School	18-128-5707
2021 Milnor Public School	41-002-5719
2021 Minnewaukan Public School	03-005-5741
2021 Minnie H Kindergarten Center	36-001-5743
2021 Minto Public School	50-020-5759
2021 MLS-Mohall Public School	38-001-5778
2021 Montpelier Public School	47-014-5794
2021 Mott-Regent Public School	21-001-5858
2021 Mt Pleasant Public School	40-004-5055
2021 Munich Public School	10-019-5895
2021 Napoleon Public School	24-002-5977
2021 Nathan Twining Elem-Middle School	18-001-5983
2021 Naughton School	08-025-5985
2021 Nedrose Elem School	51-004-6005
2021 New England Public School	21-009-6026
2021 New Rockford-Sheyenne Public School	14-002-5971
2021 Newburg-United Public School	05-054-6043
2021 North Border-Pembina Public School	34-100-6982
2021 North Border-Walhalla Public School	34-100-9186
2021 North Plains Elem School	51-001-5746
2021 North Sargent Public School	41-003-6130
2021 North Shore Plaza Public School	51-161-7108
2021 North Star Public School	48-010-1277
2021 Northern Cass Public School	09-097-6121
2021 Northridge Elem School	08-001-6132
2021 Northwood Public School	18-129-6134
2021 Oakes Elem School	11-041-3308
2021 Oberon Elem School	03-016-6226
2021 Osgood Elem School	09-006-8061
2021 P S Berg Elem School	45-001-7180
2021 Park River Area Public School	50-008-9208
2021 Parshall Elem School	31-003-6923
2021 Perkett Elem School	51-001-6990
2021 Peter Boe Jr Elem School	49-014-7145

2021 Phoenix Elem School	18-001-0892
2021 Pingree-Buchanan Elem School	47-010-1144
2021 Pioneer Elem School	08-001-7090
2021 Powers Lake Public School	07-027-7158
2021 Prairie Elem School	04-001-7172
2021 Prairie Rose Elem School	08-001-5276
2021 Prairie Rose Elem School	45-001-7173
2021 Prairie View Elem School	30-049-7176
2021 Ray Public School	53-002-7352
2021 Red Trail Elem School	30-001-7361
2021 Rhame Elem School	06-001-7421
2021 Richland Elem School	39-044-2031
2021 Rickard Elem School	53-001-7445
2021 Rita Murphy Elem School	08-001-7472
2021 Robert Place Miller Elem School	08-001-6129
2021 Rolette Public School	40-029-7555
2021 Roosevelt Elem School	45-001-7574
2021 Roosevelt Elem School	47-001-7571
2021 Roosevelt Elem School	51-001-7577
2021 Roosevelt Elem School	08-001-7561
2021 Roosevelt Elem School	19-018-1306
2021 Roosevelt Elem School	30-001-7569
2021 Round Prairie Elem School	53-008-7600
2021 Rugby Ely Elem School	35-005-7616
2021 Sargent Central Public School	41-006-7709
2021 Sawyer Elem School	51-016-7717
2021 Scranton Public School	06-033-7785
2021 Selfridge Public School	43-008-7804
2021 South Elem School	09-006-8054
2021 South Heart Public School	45-009-8060
2021 South Prairie Public School	51-070-8068
2021 Spruce Lane Colony	49-009-8078
2021 Squaw Gap School	27-018-8106
2021 St John Public School	40-003-8152
2021 St Thomas Public School	34-043-8212
2021 Stanley Elem School	31-002-8217
2021 Starkweather Public School	36-044-8230
2021 Steele-Dawson Public School	22-001-8232
2021 Sterling Elem School	08-035-8236
2021 Strasburg Public School	15-015-8248
2021 Sundale Colony School	41-002-7757
2021 Sunnyside Elem School	51-001-8264
2021 Sunrise Elem School	08-001-8263
2021 Surrey Public School	51-041-8266
2021 Sweet Briar School	30-017-8274
2021 Taylor-Richardton Elem School	45-034-8335
2021 TGU Granville Public School	25-060-3253

2021 TGU Towner Public School	25-060-6046
2021 Thompson Public School	18-061-8416
2021 Turtle Lake-Mercer Public School	28-072-8562
2021 Turtle Mountain Community Elem School	40-007-8565
2021 Twin Buttes Elem School	13-037-8582
2021 Underwood Public School	28-008-8806
2021 Valley-Edinburg Elem School-Hoople	34-118-3721
2021 Velva Public School	25-001-9003
2021 Victor Solheim Elem School	08-001-8038
2021 Viking Elem School	18-001-9034
2021 Warwick Public School	03-029-9219
2021 Washburn Public School	28-004-9239
2021 Washington Elem School	09-001-9243
2021 Washington Elem School	47-001-9247
2021 Washington Elem School	51-001-9249
2021 West Elem School	18-001-9313
2021 Westhope Public School	05-017-9325
2021 Westside Elem School	09-006-9350
2021 Wheatland Colony School	09-004-9360
2021 White Shield Public School	28-085-9363
2021 Wilder Elem School	18-001-9406
2021 Wilkinson Elem School	53-001-9412
2021 Will-Moore Elem School	08-001-9414
2021 William S Gussner Elem School	47-001-4604
2021 Willow Bank Colony School	23-003-2106
2021 Willow Park Elem School	09-006-9420
2021 Wilton Public School	28-001-9451
2021 Wing Public School	08-028-9470
2021 Winship Elem School	18-001-9475
2021 Wishek Public School	26-019-9477
2021 Wyndmere Public School	39-042-9627
2021 Zeeland Public School	26-004-9849
2021 Zimmerman Elem School	39-037-9887

TESTIMONY
HOUSE EDUCATION COMMITTEE
2-02-2021
by Heidi Budeau, Special Education Director
701-252-3376
James River Special Education Cooperative

Chairman Weisz and members of the Human Services Committee:

My name is Heidi Budeau and I am the Special Education Director for the James River Special Education Cooperative located in central North Dakota. I am providing written testimony on House Bill 1416 with amendments as it is currently written.

The topic of services for students' birth to age 5 is important to all stakeholders- young people, parents, care givers, service providers and the education system. "Catching" our young people as early as possible and providing high quality supports for mental, social and behavioral health along with pre-academic skills instruction can only lead to a better transition into the world of K-12 education.

In order for this to happen, all stakeholders must work in conjunction with each other in an open and collaborative way. The way this bill was presented to education stakeholders, I do not feel this was done. In the Cooperative in which I represent, the Early Childhood Program Coordinator reached out to the local Head Start and Human Service Center- Developmental Disabilities programs and neither were aware of this bill. The first they had heard of it, they stated, was when we brought to their attention. It is highly concerning that the partners in which we want to work more closely and collaboratively do not know this was happening.

I completely support the premise of the bill in that all stakeholders need to work in conjunction to provide the best services to the young people in the state of North Dakota, but from reading through this bill and talking with individuals that work in the Prekindergarten world on a daily basis, I feel there is a lack of understanding of the bill itself and how it will look at the local level. It has been said many times nothing will change, but I find that hard to believe since change will be needed in order to work in a more collaborative manner.

I believe that the following items need to be addressed and would be best addressed through a study committee: the language as stated in Section 3 should not reflect IDEA Part B since that reference's students 6-21, the Early Childhood Council MUST include a Special Education Director and the long-term outcomes for services and collaboration for those working in the field on a daily basis.

HB 1466
House Human Services
Wednesday, February 3, 2021
Rep. Robin Weisz, Chairman

Chairman Weisz and Members of the House Human Services Committee:

My name is Roxane Romanick and I'm representing Designer Genes of ND, Inc., as their Executive Director. Designer Genes' membership represents 260 individuals with Down syndrome that either live in our state or are represented by family members in North Dakota. Designer Genes' mission is to strengthen opportunities for individuals with Down syndrome and those who support them to earn, learn, and belong.

I am here today to provide testimony on HB 1466 and am encouraging a "do pass" from your committee. Beyond the general and typically known early childhood experiences, like child care, North Dakota's infants, toddlers, and preschoolers with Down syndrome and their families are additionally supported with our North Dakota Part C Early Intervention system (birth to 3) and special education supports (3 – 5). This gives Designer Genes good reason to care about this bill.

As I said yesterday in my testimony, our organization cares about two main outcomes in HB 1416 and HB 1466: **1) that all early childhood experiences in North Dakota are inclusive and 2) that families are supported to help their children, in their own unique ways, to learn, grow, and be healthy.**

Because of that I am requesting your attention to two possible language changes in HB 1466 for your consideration:

1. Page 5, Lines 21 – 22: I would like to suggest that the language "research-based family engagement" be replaced with "family engagement best practices". This change allows more flexibility to the four-year-old program staff to engage with parents across a wide range of

practices, like evaluating the times that parent activities are held or using active listening to engage families. The language “research-based family engagement” lends itself to a activities such as offering a set curriculum or model that is stated to be research-based to enhance parenting skill in a certain area, but does little to improve relationships, interaction, and engagement by family members. While “best practices” do not have the rigor of evidence-based practices or research-based programs or practices, they do offer a wider range of strategies that the staff have available to them to make sure families are engaged.

The bill also calls for “10 hours”, my preference would be to see this removed and require the programs to have family advisory councils that would help to develop leadership, engagement, and ownership in the local programs.

Possible language for this section might be:

Incorporates best practices to promote family engagement and shall convene a family advisory committee, consisting of family members of children attending the program, to advise and assist to meet at least three times a year.

2. Page 5, Line 25: Please consider a language change to: *“Is willing to admit any child, no matter their level of functioning across all domains of development, into the four-year old program and be willing to collaborate with the child’s LEA to implement the child’s 504 or Individual Education Plan.”*

We are supporting this bill (and have supported the current Early Childhood grant program in the past), because these opportunities offer more experiences for children with disabilities to be with their peers, those children that they are going to continue on with into elementary and secondary school. Language, social interaction, independence, and self-determination are all strengthened when children with disabilities are engaged with their peers.

Roxane Romanick
Executive Director
Designer Genes of North Dakota, Inc.

701-391-7421

2021 HOUSE STANDING COMMITTEE MINUTES

Human Services Committee Pioneer Room, State Capitol

HB 1466
2/8/2021

A bill relating to establishing four year old program grants; relating to the definition of four year old program; relating to early childhood education grants; and to provide a statement of legislative intent.

Chairman Weisz opened the committee hearing at 5:33 p.m.

Representatives	Attendance
Representative Robin Weisz	P
Representative Karen M. Rohr	P
Representative Mike Beltz	P
Representative Chuck Damschen	P
Representative Bill Devlin	P
Representative Gretchen Dobervich	P
Representative Clayton Fegley	P
Representative Dwight Kiefert	P
Representative Todd Porter	P
Representative Matthew Ruby	P
Representative Mary Schneider	P
Representative Kathy Skroch	P
Representative Bill Tveit	P
Representative Greg Westlind	P

Discussion Topics:

- Educational benefits
- ACT scores
- Dropout rate
- College Readiness

Rep. Matthew Ruby (5:35) moved **Do Not Pass**

Rep. Bill Tveit (5:35) second

Representatives	Vote
Representative Robin Weisz	N
Representative Karen M. Rohr	N
Representative Mike Beltz	N
Representative Chuck Damschen	Y
Representative Bill Devlin	N
Representative Gretchen Dobervich	N
Representative Clayton Fegley	N
Representative Dwight Kiefert	Y
Representative Todd Porter	N

Representative Matthew Ruby	Y
Representative Mary Schneider	N
Representative Kathy Skroch	Y
Representative Bill Tveit	Y
Representative Greg Westlind	N

Motion Failed Do Not Pass 5-9-0

Rep. Todd Porter moved **Do Pass Rerefer to Appropriations**

Rep. Mary Schneider second

Representatives	Vote
Representative Robin Weisz	Y
Representative Karen M. Rohr	Y
Representative Mike Beltz	Y
Representative Chuck Damschen	N
Representative Bill Devlin	Y
Representative Gretchen Dobervich	Y
Representative Clayton Fegley	Y
Representative Dwight Kiefert	N
Representative Todd Porter	Y
Representative Matthew Ruby	N
Representative Mary Schneider	Y
Representative Kathy Skroch	N
Representative Bill Tveit	N
Representative Greg Westlind	Y

Motion Carried Do Pass Rerefer to Appropriations 9-5-0

Bill Carrier: Rep. Robin Weisz

Chairman Weisz adjourned at 5:49 p.m.

Tamara Krause, Committee Clerk

REPORT OF STANDING COMMITTEE

HB 1466: Human Services Committee (Rep. Weisz, Chairman) recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (9 YEAS, 5 NAYS, 0 ABSENT AND NOT VOTING). HB 1466 was rereferred to the **Appropriations Committee**.

2021 HOUSE APPROPRIATIONS

HB 1466

2021 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee Brynhild Haugland Room, State Capitol

HB 1466
2/12/2021

Relating to establishing four-year old program grants

9:12 Chairman Delzer- Called the meeting to order for HB 1466

Representatives	P/A
Representative Jeff Delzer	P
Representative Keith Kempenich	A
Representative Bert Anderson	P
Representative Larry Bellew	P
Representative Tracy Boe	P
Representative Mike Brandenburg	P
Representative Michael Howe	P
Representative Gary Kreidt	A
Representative Bob Martinson	P
Representative Lisa Meier	P
Representative Alisa Mitskog	P
Representative Corey Mock	P
Representative David Monson	P
Representative Mike Nathe	P
Representative Jon O. Nelson	P
Representative Mark Sanford	P
Representative Mike Schatz	P
Representative Jim Schmidt	P
Representative Randy A. Schobinger	P
Representative Michelle Strinden	P
Representative Don Vigesaa	P

Discussion Topics:

- Early childhood program
- Open Enrollment
- 4-year olds
- 1-year program

9:12 Representative Weisz- Introduces HB 1466 and testifies in favor.

Additional written testimony: No written testimony

9:30 Chairman Delzer: Closes the meeting for HB 1466

Risa Berube, House Appropriations Committee Clerk

2021 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee Brynhild Haugland Room, State Capitol

HB 1466
2/16/2021

Relating to establishing four-year old program grants

4:50 Chairman Delzer- Opens meeting for HB 1466;

Attendance	P/A
Representative Jeff Delzer	P
Representative Keith Kempenich	P
Representative Bert Anderson	P
Representative Larry Bellew	P
Representative Tracy Boe	P
Representative Mike Brandenburg	P
Representative Michael Howe	P
Representative Gary Kreidt	P
Representative Bob Martinson	A
Representative Lisa Meier	P
Representative Alisa Mitskog	P
Representative Corey Mock	P
Representative David Monson	P
Representative Mike Nathe	A
Representative Jon O. Nelson	P
Representative Mark Sanford	A
Representative Mike Schatz	P
Representative Jim Schmidt	P
Representative Randy A. Schobinger	P
Representative Michelle Strinden	P
Representative Don Vigesaa	P

Discussion Topics:

- Statewide program
- 20 classrooms Receiving \$120 thousand each

4:52 Representative Monson- Reviews and explains the bill

5:03 Representative Monson Move to amend and remove section 6 from the bill

Representative Jon O. Nelson Second

Further discussion

5:05 Voice Vote- Motion Carries

5:05 Representative Strinden- Make a motion for a Do Pass as Amended

Representative Monson- Second

Further discussion

5:12 Remove their motions

5:12 Representative Meier Makes a motion to further amend to add a sunset in 4 years

Representative Schmidt- Second

5:13 Voice vote- Motion carries

Representative Strinden- Makes the motion for a Do Pass as amended

Representative Monson- Second

Further discussion

5:13 Roll call vote was taken;

Representatives	Vote
Representative Jeff Delzer	N
Representative Keith Kempenich	Y
Representative Bert Anderson	Y
Representative Larry Bellew	N
Representative Tracy Boe	N
Representative Mike Brandenburg	Y
Representative Michael Howe	Y
Representative Gary Kreidt	N
Representative Bob Martinson	A
Representative Lisa Meier	Y
Representative Alisa Mitskog	Y
Representative Corey Mock	Y
Representative David Monson	Y
Representative Mike Nathe	Y
Representative Jon O. Nelson	Y
Representative Mark Sanford	A
Representative Mike Schatz	N
Representative Jim Schmidt	Y
Representative Randy A. Schobinger	N
Representative Michelle Strinden	Y
Representative Don Vigesaa	N

Motion Carries 12-7-2 Representative Monson will carry the bill

Additional written testimony: No written testimony

5:15 Chairman Delzer- Closes the meeting for HB 1466

Risa Berube,

House Appropriations Committee Clerk

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1466

Page 1, line 4, replace "repeal" with "suspend"

Page 1, line 5, remove "a statement of"

Page 1, line 6, replace "legislative intent" with "an expiration date"

Page 6, line 25, replace "**REPEAL**" with "**SUSPENSION**"

Page 6, line 26, replace "repealed" with "suspended"

Page 6, remove lines 27 through 30

Page 7, replace lines 1 through 3 with:

"SECTION 6. EXPIRATION DATE. This Act is effective through June 30, 2025,
and after that date is ineffective."

Renumber accordingly

REPORT OF STANDING COMMITTEE

HB 1466: Appropriations Committee (Rep. Delzer, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (12 YEAS, 7 NAYS, 2 ABSENT AND NOT VOTING). HB 1466 was placed on the Sixth order on the calendar.

Page 1, line 4, replace "repeal" with "suspend"

Page 1, line 5, remove "a statement of"

Page 1, line 6, replace "legislative intent" with "an expiration date"

Page 6, line 25, replace "**REPEAL**" with "**SUSPENSION**"

Page 6, line 26, replace "repealed" with "suspended"

Page 6, remove lines 27 through 30

Page 7, replace lines 1 through 3 with:

"SECTION 6. EXPIRATION DATE. This Act is effective through June 30, 2025, and after that date is ineffective."

Renumber accordingly

2021 SENATE HUMAN SERVICES

HB 1466

2021 SENATE STANDING COMMITTEE MINUTES

Human Services Committee Sakakawea Room, State Capitol

HB 1466
3/10/2021

A BILL for an Act to create and enact three new sections to chapter 50-11.1 of the North Dakota Century Code, relating to establishing four-year old program grants; to amend and reenact section 50-11.1-02 of the North Dakota Century Code, relating to the definition of four-year old program; to suspend sections 15.1-37-05, 15.1-37-06, and 15.1-37-08 of the North Dakota Century Code, relating to early childhood education grants; and to provide an expiration date.

Madam Chair Lee opened the hearing on HB 1466 at 10:22 a.m. Members present: Lee, K. Roers, Hogan, Anderson, Clemens, O. Larsen.

Discussion Topics:

- Evidence based practice
- Implementation process
- Internal/External evaluation
- Fiscal impact
- Federal funding
- Disciplinary infraction rates

[10:23] Representative Robin Wesiz, District 14. Introduced HB 1466 and provided the committee with a fact sheet on HB 1466 (testimony #8571).

[10:51] Kristen Baesler, Superintendent, DPI. Provided clarification to the committee on commerce grants, resource allocation, and testimony #8578 in favor.

[11:16] Amanda Peterson, Director, Education Equity and Support, DPI. Provided testimony #8585 in favor.

[11:20] Jessica Thomasson, Executive Policy Director, DHS. Provided testimony #8513 in favor.

[11:25] Katie Ralston, Director, Workforce Division, Department of Commerce. Provided clarification to the committee on the Department of Commerce budget and schools currently receiving grant funds (testimony #8591).

[11:30] Roxane Romanick, Executive Director, Designer Genes of ND, Inc. Provided testimony #8508 in favor.

Additional written testimony: (1)

Dr. Janelle Ferderer, Director of Special Education, South Central Prairie Special Education Unit. Provided testimony #8499 in opposition.

Madam Chair Lee closed the hearing on HB 1466 at 11:34 a.m.

Senate Human Services Committee
HB 1466
3/10/2021
Page 2

Justin Velez, Committee Clerk

HB1466 fact sheet

West Fargo schools average 40 to 60 class clearing events per month

Highest suicide rate in the nation

Increasing demands on our juvenile justice system.

75% of 2 parent families work

Alabama Model results

23% decrease in specific learning disabilities thru 5th grade

57% decrease in disciplinary actions thru 12th grade

7% decrease in special ed thru 5th grade

17% decrease in individualized programs thru 8th grade

16% decrease in those who are chronically absent

27% decrease in children held back a grade

TESTIMONY ON HB 1466
Human Services Committee
3/10/2021
Kirsten Baesler, State Superintendent of Schools
701-328-3545
North Dakota Department of Public Instruction

Chairwoman Lee and Members of the Committee:

My name is Kirsten Baesler, State Superintendent of Schools with the Department of Public Instruction. I am here to speak in support of House Bill 1466, which provides authority and funding to support a high-quality 4-year-old program.

You have heard NDDPI team member Amanda Peterson speak of the need to invest in our youngest of learners. I am here today to affirm that need for investment and to provide some additional information; provide background on the funding available for this 4 year-old program, and commit NDDPI's ongoing support of this work.

NDDPI continues to be committed to building a high-quality B-5 early care and education system that enables all children, particularly our most vulnerable, to have a strong foundation for kindergarten. This bill advances that effort. DPI and DHS have long partnered on many programs, including Child Nutrition, Educational Neglect and Behavioral Health. This bill continues that partnership and is all about making sure children are **ready to learn** when they enter kindergarten classrooms.

As you know, behavioral health challenges have been increasing in our schools across the state. As vice principal in an elementary school in Bismarck prior to my election to this position I saw this firsthand. In addition, West Fargo Public schools has been doing their own, local analysis of “room clear” data. “Room clears” are defined as times when a location, such as a classroom, library, lunchroom, or a hallway, needs to be cleared when a student is having an emotional outburst to maintain the safety of all other students. These outbursts are traumatic for all involved and often very destructive. West Fargo data shows over 133 hours of instructional time was lost from September 2019 to February 2020 because of room clears. What is often most surprising to those who do not work in K12 education is that the grade levels most impacted by these room clears - by very wide margins are kindergarten and first grade! This exemplifies the need to invest upstream to ensure our children – and their families -have the support they need in early childhood to enter kindergarten socially and emotionally ready to learn. K12 educators will then have the time they need to focus on the teaching and learning all students deserve.

The funding for HB 1466 will be partially provided through the existing \$1.5 million in the Department of Commerce that will be transferred to the DHS budget. Additionally, the Department of Public Instructions will commit \$3.5 million from the Elementary Secondary School Emergency Relief (ESSER) federal funding

provided to NDDPI for Covid 19. HB 1466 has a sunset of 2025. This sunset will allow our state to analyze the impact the program has had and make future determinations about its funding.

Chairwoman Lee and Members of the Committee, on behalf of the Department of Public Instruction, I recommend HB 1466 receive a do pass recommendation as written. Thank you for your time and I will do my best to answer any questions you may have.

**TESTIMONY ON HB 1466
Human Services Committee
3/10/2021**

**By: Amanda Peterson, Director, Educational Equity and Support
701-328-3545**

North Dakota Department of Public Instruction

Chairman Lee and Members of the Committee:

My name is Amanda Peterson, and I am a Director in the Office of Educational Equity and Support with the Department of Public Instruction. This office oversees Title I, Neglected and Delinquent and Homeless Education Programs, Title IV, safe and healthy school projects, and the comprehensive and targeted support given to our lowest performing schools. Clearly, our office supports K-12 students that are most at-risk, disadvantaged, and in need of support. However, today, I am here to speak in support of House Bill 1466, which would provide funding and support to the earliest of learners. It is my belief, and research supports this belief, that strengthening early childhood programs directly supports K-12 education and increases the likelihood that the goals, interventions, and supports we put into place at the K-12 level will complete the North Dakota vision that “all students graduate choice ready with the knowledge, skills, and disposition to be successful”.

We know that young children develop relationship-building skills and behaviors through early interactions with important adults in their lives, and these relationships provide opportunities to practice skills learned from these interactions. Because of this, children who develop trusting relationships with adults are able to fully explore and engage in the world around them, foster problem-solving skills, and access tools to aid in interactions with others. As children grow, they become increasingly interested in forming relationships with peers, and the first five years are a critical time for learning how to manage emotions. In addition, when children feel good about

themselves, they engage more fully in learning opportunities. Due to this, strong social and emotional development go hand-in-hand with academic and cognitive learning growth in the early years which, by extension, follow them throughout their K-12 career and beyond.

When a child is entering kindergarten, children who have experienced high-quality early childhood experiences have the ability to express a broad range of emotions and can recognize these emotions in themselves and others. Conversely, those that have not had the opportunity to engage in these supportive experiences, have difficulties navigating relationships with both peers and adults, which has led to some troubling data. Although trying to collect data on behaviors is difficult as local school districts measure behavior in a myriad of ways, one data set that helps us measure social emotional readiness for school is the tracking of incidences that lead to the removal of students from the regular classroom environment. This report is the Suspension, Expulsion, and Truancy report. The US Department of Education requires the North Dakota Department of Public Instruction to annually report data on truancy rates, and the frequency, seriousness, and incidence of violent and drug-related offenses resulting in suspensions and expulsions in all elementary, middle and secondary schools in the state. In the past five years, reported incidences in grades K-3 involving suspensions, expulsions, and trancies have increased. In 2015-2016, 10% of the incidences reported came from K-3 grade levels. In the 2019-2020 school year, that number has increased to 16%. Even more alarming is that early grades make up 80% of all incidences in 19-20. These upward trends for the youngest of our students are distressing, especially when we know that these early grades are absolutely critical to building a strong academic foundation.

Again, neither agency- Department of Human Services nor the Department of Public Instruction- can do this work alone. We need to continue to build upon and strengthen partnerships already established between agencies to meet our young people and their family's needs. To do this,

though, we must provide authority and funding to high-quality early childhood experiences for North Dakota.

Chairwoman Lee and Members of the Committee this concludes my prepared testimony, and I will stand for any questions that you may have.

Testimony
Engrossed House Bill 1466 – Department of Human Services
Senate Human Services Committee
Senator Judy Lee, Chairman
March 10, 2021

Chairman Lee, members of the Senate Human Services Committee, I am Jessica Thomasson, Executive Policy Director for the Department of Human Services (Department). I am here today to register the Department's support for Engrossed House Bill 1466.

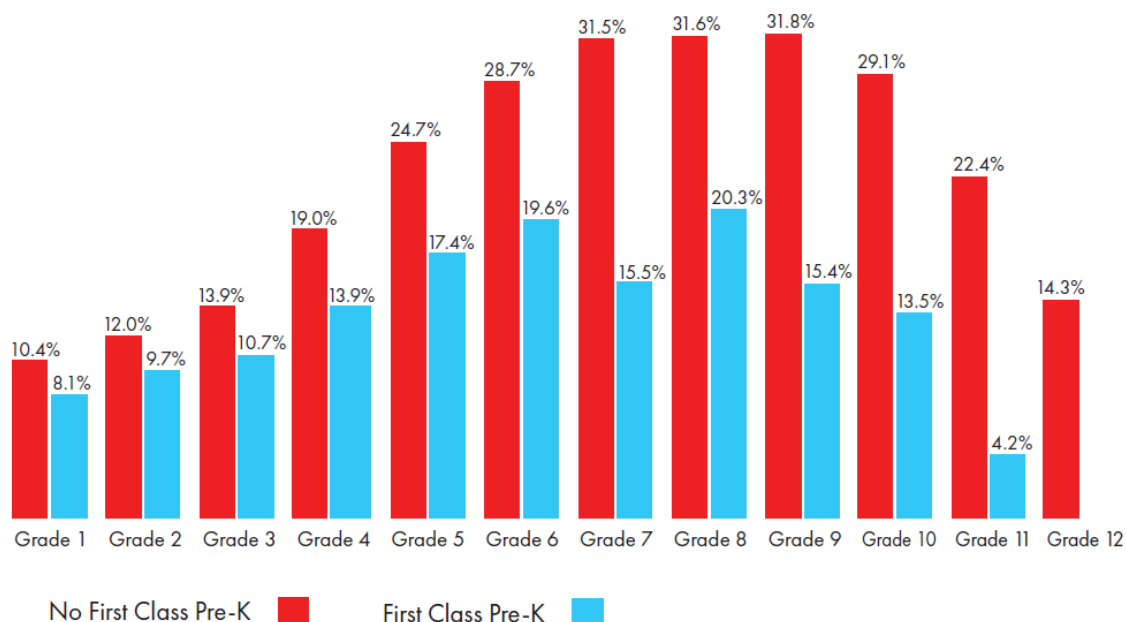
The Department of Human Services is working across systems whenever possible to improve stability and prevent crises, to promote and support recovery and well-being, to support workforce needs with access to childcare, and to align programs for maximum return on investment. We recognize that any investments we make in support of young families and in children's earliest years are both cost and outcome effective.

Engrossed House Bill 1466 proposes an investment in expanded access to quality early childhood experiences for children across our state. The "Best-in-Class Four-Year-Old Program" grants could support a wide range of stakeholders who are committed to providing quality early childhood experiences to young children who have not yet entered kindergarten. The proposal builds on years of proven results, as documented by dozens of research and evaluation efforts conducted on similar programs in other states, for which the driving question has been to determine whether or not investments in high quality early childhood experiences return positive outcomes that persist as children grow.

As an example, the Alabama First Class Pre-K program, in an issue brief published in July 2019, reported that the percentage of students who had disciplinary infractions in grades K-12 was consistently lower for

children who participated in the First Class Pre-K program, as compared to children who had not. And most notably, the impact was persistent over time.

Chart 2: Percent of Students with Infractions: 2014-2015 School Year



Source:

Adams J, Becker D, Ernest J, Fifolt M, Johnson H, Ross J, Sen B, Strichik T & Preskitt J. (2019) Disciplinary Infractions in Alabama Public Schools: First-Class Pre-K Students Have Lower Discipline Rates. [Research Issue Brief] University of Alabama Birmingham School of Public Health. University of Alabama Birmingham School of Education. Public Affairs Research Council of Alabama. Alabama Department of Early Childhood Education.

While I won't take your time today to review the literature that is available on this topic, I can say that the program proposed in HB1466 is modeled to incorporate key elements of initiatives that deliver results.

The grant program, as it is proposed, takes steps to ensure that stakeholders that participate in the program diligently follow quality standards, that they are inclusive of children with a range of developmental and behavioral needs, and that they are available to families across the income spectrum. Engrossed House Bill1466 provides ongoing,

individualized coaching for participating programs, to help support the work that needs to be done at the individual adult-to-child level in each program.

At the Department our approach is based on the knowledge that children are best able to realize their potential if they have access to quality early childhood experiences. And we know that investing in early childhood supports state workforce needs because parents are more able to productively engage in the workforce when they know their children are well.

I would be happy to answer any questions that you may have.

Facility	Street Address	City	State	Eligible Free	Eligible Reduced	Other	Amount Awarded
Alexander Public School	PO Box 66	Alexander	ND	4	2	21	\$10,000.00
Ashley Public School	703 W Main St	Ashley	ND	2	3	6	\$7,000.00
Belcourt Public School District	PO Box 440	Belcourt	ND	40			\$80,000.00
Bismarck Early Childhood Education F	720 North 14th St	Bismarck	ND	14	10	206	\$38,000.00
Caring-ton Preschool	PO Box 213	Carrington	ND	10	10	20	\$30,000.00
Cavalier Public School	PO Box 410	Cavalier	ND	12	2	16	\$26,000.00
Center-Stanton Public School	315 Lincoln Ave	Center	ND	4	4	6	\$12,000.00
Dunseith Public School District	PO Box 789	Dunseith	ND	16			\$32,000.00
Emerado Public School	501 Main Street	Emerado	ND	4	1	5	\$22,500.00
Fordville-Lankin Public School	102 4th Ave W	Fordville	ND	1	2	2	\$4,000.00
Glen Ullin Public School	6508 Hwy 49	Glen Ullin	ND	4	3	4	\$11,000.00
Glenburn Public School	PO Box 138	Glenburn	ND	4	2	6	\$10,000.00
Grafton School District #3	1548 School Road	Grafton	ND	23	16	23	\$62,000.00
Hazelton-Moffit-Braddock School Disi	211 Hazel Ave	Hazelton	ND	3	2	1	\$8,000.00
Hebron Public School	400 Church Avenue	Hebron	ND	4	3	5	\$11,000.00
Kenmare Public School	623 N Central Ave	Kenmare	ND	2	2	9	\$6,000.00
Kidder County School District	PO Box 380	Steele	ND	8	8	8	\$24,000.00
Kulm Public School District	PO Box G	Kulm	ND		2		\$2,000.00
LaMoure Public School	PO Box 656	LaMoure	ND	5	5	8	\$15,000.00
Larimore Public School	300 Booth Ave	Larimore	ND	11		12	\$22,000.00
Leeds Public School	PO Box 189	Leeds	ND	3	2	5	\$8,000.00
Linton Public School	PO Box 970	Linton	ND	5	3	7	\$13,000.00
Maddock Public School	909 1st St	Maddock	ND	4	2	6	\$10,000.00
Manvel Public School	801 Oldham Ave	Manvel	ND	2	2	16	\$6,000.00
Max Public School #50	2855 Hwy 83 NW	Max	ND	5		3	\$10,000.00
McClusky Public School	219 D Ave	McClusky	ND	3	1	5	\$7,000.00
Medina Public School	300 School St SE	Medina	ND	4	4	2	\$12,000.00
Midway Public School #128	2102 33rd Ave NE	Inkster	ND	2	3	11	\$7,000.00
Minnewaukan Public School	4675 HWY 281 N	Minnewaul	ND	25			\$50,000.00

Minto Public School District #20	200 4th St
Mohall Lansford Sherwood Public Sch	101 3rd St NW
Montpelier School District	214 7th Ave
Mt. Pleasant School District	201 5th St NE
New England Public School	PO Box 307
New Rockford-Sheyenne School Distr	437 1st Ave N
North Border School District #100	605 10th ST
North Sargent Public School	PO Box 289
North Star Public School District #10	PO Box 489
Northern Cass School District	16021 18th Street SE
Park River Area School District	704 5th Street W
Pingree-Buchanan Public School Distr	111 Lincoln Ave
Richland School District #44	PO Box 49
Sawyer Public School	25 1st Ave SW
Scranton Public School	PO Box 126
Solen School District	7080 8th Ave
St. Alphonsus Preschool	209 10th Ave
St. John Public School	400 Foussard Ave
St. Michael's Preschool	504 5th Ave N
Sterling School District #35	118 McKenzie St
Strasburg Public School	301 1st St N
The Gingerbread House, Inc	449 22nd St E
Turtle Lake-Mercer Public School	250 3rd Ave W
Underwood School District	123 Summit St
Warwick Public School District #29	210 4th Ave
Westhope Public School	395 Main St
Wilton Public School	504 Dakota Ave
Wishek Public School	200 South Badger Street
YMCA Early Childhood Development	330 3rd Ave E

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Minto ND	8	1	12	\$17,000.00
Mohall ND	4	3	19	\$11,000.00
Montpelier ND	2	3	2	\$7,000.00
Rolla ND	2	2	10	\$6,000.00
New England ND	8	5	7	\$21,000.00
New Rockford ND	5	0	27	\$10,000.00
Walhalla ND	11	2	11	\$24,000.00
Gwinner ND	2	2	5	\$6,000.00
Cando ND	6	2	6	\$14,000.00
Hunter ND	1	2	27	\$4,000.00
Park River ND	14	6	18	\$34,000.00
Pingree ND	4	4	6	\$12,000.00
Colfax ND	2	1	11	\$5,000.00
Sawyer ND	4	4		\$12,000.00
Scranton ND	8	5		\$21,000.00
Cannon Ball ND	16			\$32,000.00
Langdon ND	5	5	22	\$15,000.00
St. John ND	20			\$40,000.00
Grand Fork ND	4	4	38	\$12,000.00
Sterling ND	3	2	1	\$8,000.00
Strasburg ND	1		3	\$2,000.00
West Fargo ND	5	4	2	\$14,000.00
Turtle Lake ND	1	2	5	\$4,000.00
Underwood ND	4	1	9	\$9,000.00
Warwick ND	18			\$36,000.00
Westhope ND	2	2	8	\$6,000.00
Wilton ND	3	2	9	\$8,000.00
Wishek ND	6	4	8	\$16,000.00
West Fargo ND	80	25	15	\$185,000.00
	473	187	694	\$1,146,500.00

HB 1466

Senate Human Services

Wednesday, March 10, 2021

Senator Judy Lee, Chair

Madam Chair Lee and Members of the Senate Human Services Committee:

My name is Roxane Romanick and I'm representing Designer Genes of ND, Inc., as their Executive Director. Designer Genes' membership represents 260 individuals with Down syndrome that either live in our state or are represented by family members in North Dakota. Designer Genes' mission is to strengthen opportunities for individuals with Down syndrome and those who support them to earn, learn, and belong.

I am here today to provide testimony on HB 1466 and am encouraging a "do pass" from your committee. I am offering two amendments for your consideration that were not included in the engrossed version from the House. Beyond the general and typically known early childhood experiences, like child care, North Dakota's infants, toddlers, and preschoolers with Down syndrome and their families are additionally supported with our North Dakota Part C Early Intervention system (birth to 3) and special education supports (3 – 5). This gives Designer Genes good reason to care about this bill.

As I said yesterday in my testimony, our organization cares about two main outcomes in HB 1416 and HB 1466: 1) that all early childhood experiences in North Dakota are inclusive and 2) that families are supported to help their children, in their own unique ways, to learn, grow, and be healthy.

Because of that I am requesting your attention to two possible language changes in HB 1466 for your consideration:

1. Page 5, Lines 21 – 22: I would like to suggest that the language "research-based family engagement" be replaced with **"family engagement best practices"**. This change allows more flexibility to the four-year-old program staff to engage with parents across a wide range of

practices, like evaluating the times that parent activities are held or using active listening to engage families. The language “research-based family engagement” lends itself to a activities such as offering a set curriculum or model that is stated to be research-based to enhance parenting skill in a certain area, but does little to improve relationships, interaction, and engagement by family members. While “best practices” do not have the rigor of evidence-based practices or research-based programs or practices, they do offer a wider range of strategies that the staff have available to them to make sure families are engaged.

The bill also calls for “10 hours”, my preference would be to see this removed and require the programs to have family advisory councils that would help to develop leadership, engagement, and ownership in the local programs.

Possible language for this section might be:

Incorporates best practices to promote family engagement and shall convene a family advisory committee, consisting of family members of children attending the program, to advise and assist to meet at least three times a year.

2. Page 5, Line 25: Please consider a language change to: **“Is willing to admit any child, no matter their level of functioning across all domains of development, into the four-year old program and be willing to collaborate with the child’s LEA to implement the child’s 504 or Individual Education Plan.”**

One additional concern that I have is that not all three-year-olds on IEP’s are receiving services in an inclusive, developmentally appropriate setting with a robust set of special education supports decided in collaboration with their family. In particular the three-year-old’s struggle because four-year-old programs have been developed and you have to be a certain age at a certain time. Or three-year-old’s miss out on inclusive experiences because only children with IEP’s are included in a classroom. Current licensing regulations make it prohibitive for a school district to include other three-year-old’s not on an IEP. Attending private preschools may be out of the question because the child is not potty-trained or needs an instructional aide for supervision and other reasons. Advocating for IEP services that are tailored to meet the child’s needs is difficult for families and families face accepting only what they are offered. Often the only service offered is for them to bring their child in during school hours for discrete skill training that can be developmentally inappropriate. First of all, young children do not learn well in this environment and most working parents face difficulty transporting their child during the day. I desire a comprehensive approach that will fix the above issues and it will take your attention and the work of DHS and DPI to make it happen.

We are supporting this bill (and have supported the current Early Childhood grant program in the past), because these opportunities offer more experiences for children with disabilities to be with their peers, those

children that they are going to continue on with into elementary and secondary school. Language, social interaction, independence, and self-determination are all strengthened when children with disabilities are engaged with their peers.

Thank you for your time and I would take any questions.

Roxane Romanick

Executive Director

Designer Genes of North Dakota

701.391.7421

TESTIMONY ON HB 1466
HUMAN SERVICES COMMITTEE
March 10, 2021
By: Dr. Janelle Ferderer, Director
South Central Prairie Special Education Unit
701-745-2971

Chairperson and Members of the Committee:

My name is Dr. Janelle Ferderer. I have been an educator and practitioner in Early Childhood Education for 32 years. I am currently the Director of Special Education for the South Central Prairie Special Education Unit, serving 11 rural school districts in south central North Dakota. I am providing testimony today in opposition of HB 1466.

On its face, this bill could appear to provide an opportunity for early childhood programs to receive grant funding. The best in class grant program is modeled after Alabama's First Class Voluntary Pre-K (FCVPK) program. Funding for FCVPK is distributed by the Alabama Education Trust Fund Budget through competitive grants at three levels for pre-K programs, and inflexible requirements must be met in order to receive funding. While the Alabama model may have some merit, it is not a model that can be rubber stamped on North Dakota. The implications should be examined more closely by stakeholders before passing.

This bill appears to encapsulate all funding currently associated with early childhood programs to pay administrative staff to manage a best in class grant program and set forth the requirements any program would have to meet in in order to receive any type of funding under this bill. With a current estimate of \$4.8 million, only 20 programs would receive this grant over

a biennium. There are currently 59 programs receiving some type of funding through the Department of Commerce grants, which are based on income levels of families. This funding would become part of the best in class grant fund and many districts would lose what little they now receive.

Given the diversity of needs across our state, what may be feasible for one school district, may be nearly impossible in another. The Department of Human services would set the standard for approving programs and determining which ones would receive funding. Requirements such as maintaining recommended group size, professional development requirements, and the recapturing of funds from programs not “adhering to expectations set forth by the department” have implications that could supersede local control of these programs.

Collaboration between agencies, departments and stakeholders, in the form of a study to determine how this bill would affect children and families in all North Dakota communities would be a reasonable step before such a change is made.

This concludes my testimony. Thank you for your time.

2021 SENATE STANDING COMMITTEE MINUTES

Human Services Committee Sakakawea Room, State Capitol

HB 1466
3/16/2021

A BILL for an Act to create and enact three new sections to chapter 50-11.1 of the North Dakota Century Code, relating to establishing four-year old program grants; to amend and reenact section 50-11.1-02 of the North Dakota Century Code, relating to the definition of four-year old program; to suspend sections 15.1-37-05, 15.1-37-06, and 15.1-37-08 of the North Dakota Century Code, relating to early childhood education grants; and to provide an expiration date.

Madam Chair Lee opened the discussion on HB 1466 at 3:16 p.m. Members present: Lee, K. Roers, Hogan, Anderson, Clemens, O. Larsen.

Discussion Topics:

- Curriculum
- Alabama evidence based model

[3:18] Senator Judy Lee, District 13. Advised the committee to hold on HB 1466 pending additional information on Alabama State's evidence based model on Pre-K Programs.

Additional written testimony: N/A

Madam Chair Lee closed the discussion on HB 1466 at 3:19 p.m.

Justin Velez, Committee Clerk

2021 SENATE STANDING COMMITTEE MINUTES

Human Services Committee Sakakawea Room, State Capitol

HB 1466
3/17/2021

A BILL for an Act to create and enact three new sections to chapter 50-11.1 of the North Dakota Century Code, relating to establishing four-year old program grants; to amend and reenact section 50-11.1-02 of the North Dakota Century Code, relating to the definition of four-year old program; to suspend sections 15.1-37-05, 15.1-37-06, and 15.1-37-08 of the North Dakota Century Code, relating to early childhood education grants; and to provide an expiration date.

Madam Chair Lee opened the discussion on HB 1466 at 2:51 p.m. Members present: Lee, K. Roers, Hogan, Anderson, Clemens, O. Larsen.

Discussion Topics:

- Funding options
- Alabama State guidelines

[2:55] Senator Judy Lee, District 13. Provided the committee with an overview of the State of Alabama Pre-K model (testimony #9882).

Senator Hogan moves **DO PASS, REREFER TO APPROPRIATIONS.**

Senator K. Roers seconded.

Senators	Vote
Senator Judy Lee	Y
Senator Kristin Roers	Y
Senator Howard C. Anderson, Jr.	Y
Senator David A. Clemens	Y
Senator Kathy Hogan	Y
Senator Oley Larsen	N

The motion passed 5-1-0

Senator Hogan will carry HB 1466.

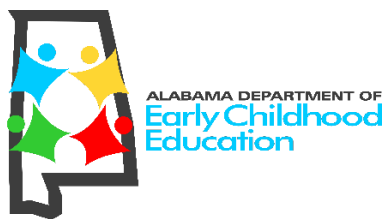
Additional written testimony: N/A

Madam Chair Lee closed the discussion on HB 1466 3:02 p.m.

Justin Velez, Committee Clerk

REPORT OF STANDING COMMITTEE

HB 1466, as engrossed: Human Services Committee (Sen. Lee, Chairman)
recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee**
(5 YEAS, 1 NAY, 0 ABSENT AND NOT VOTING). Engrossed HB 1466 was
referred to the **Appropriations Committee**.

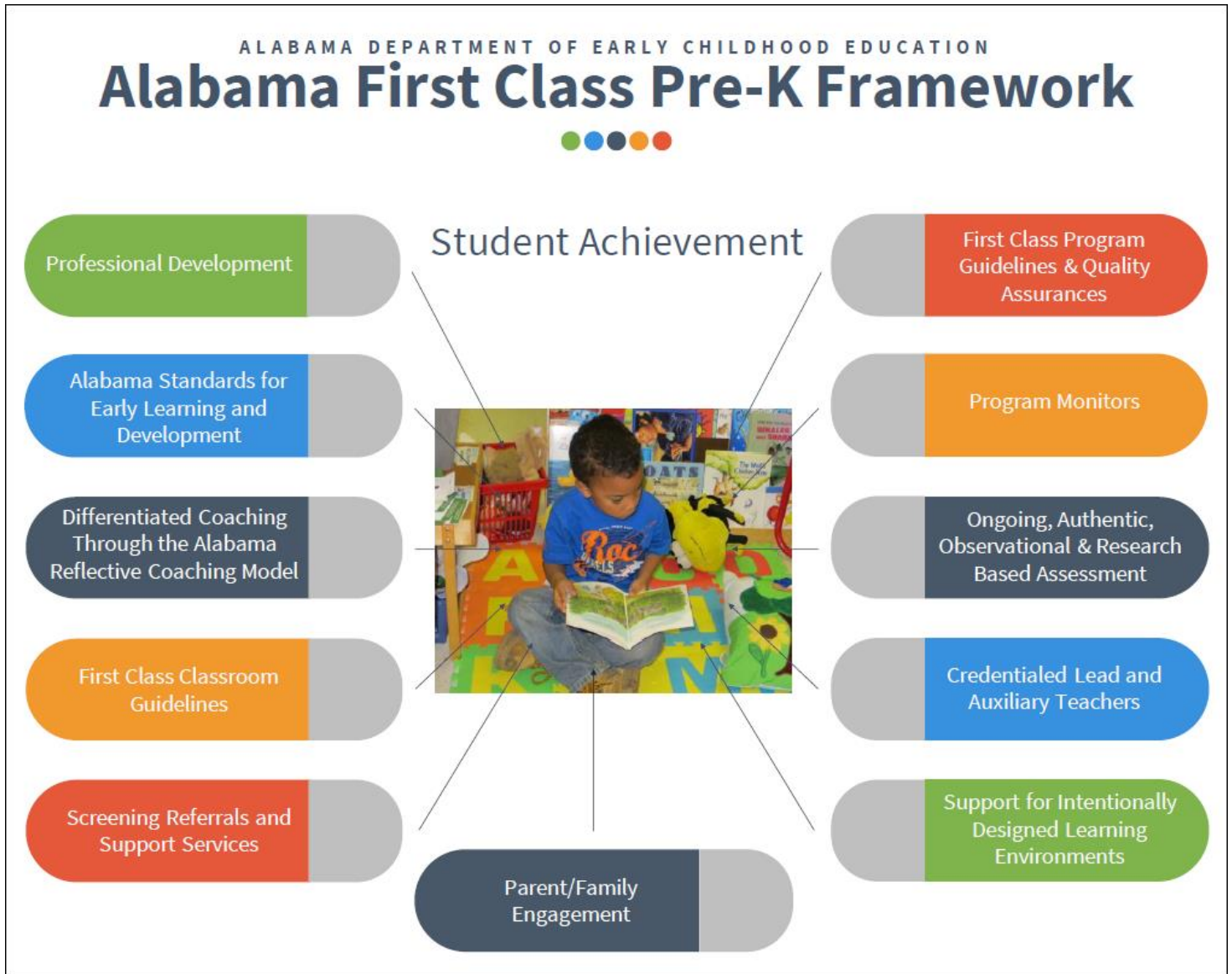


Alabama First Class Pre-K Program Guidelines 2020-2021

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Introduction	3
NIEER Quality Benchmarks	4
PA Program Administration	5-18
CR Classroom	18-20
CF Child & Family	21-28
TS Teacher Service	28-31
IT Instructional Support Team	31
DA Disciplinary Action	32-35
AP Appendices and Timeline	Separate Document
CG Classroom Guidelines	Separate Document

**Alabama First Class Pre-K is a high quality program of excellence that is continually improving. All suggestions are welcomed, and changes needed to refine processes are ongoing.*

ALABAMA FIRST CLASS PRE-K FRAMEWORK



INTRODUCTION

The Office of School Readiness

The Office of School Readiness (“OSR”) is housed within the Alabama Department of Early Childhood Education (“DECE”) and is charged with administering Alabama’s state-funded pre-kindergarten program. OSR funds First Class Pre-K classrooms through a competitive funding 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 DECE funded eight pilot pre-k programs. Since then, state funding for First Class Pre-K has grown and the program has expanded into every single one of Alabama’s 67 counties with a statewide goal of serving up to 70% of four-year-olds. OSR currently funds over 1,250 First Class 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 L.

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 fourteen 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 that prepare them for future school success. 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.

The Department works with First Class Pre-K programs (“programs”) to ensure the state’s plan for expanding access to high quality pre-k is effectively implemented. DECE provides professional development trainings for both lead and auxiliary teachers throughout the year. In addition, First Class Pre-K coaching will be provided for continuous improvement of effective teaching practices, opportunities for teacher self-reflection, and joint goal-setting between the teacher(s) and the First Class Pre-K Region Coach (“Coach”). The Department’s expectations are that provided trainings, coaching, and opportunities for professional growth will contribute to a teacher’s acquisition of high-quality developmentally appropriate teaching practices. If one-year in a funding cycle has transpired without a teacher showing satisfactory progress towards quality instruction based on coaching observations, child assessment results, and adherence to both program/classroom guidelines, the program may be defunded unless said teacher(s) are replaced.

NIEER QUALITY BENCHMARKS

Quality Indicators	Office of School Readiness Recommendations
Early Learning Standards	Alabama Standards for Early Learning and Development (ASELD)
Lead Teacher Degree	Lead teacher must have a bachelor's degree in Early Childhood Education or Child Development, at minimum
Lead Teacher Specialized Training	Lead teacher must have specialized training in early childhood field
Auxiliary Teacher Degree	Auxiliary teacher must have a Child Development Associate credential (CDA) or equivalent of 9 hours of approved coursework in child development, at minimum.
Professional Development, coaching, individualized plans for lead and auxiliary teachers	Lead teacher must have at least 30 hours yearly in-service professional development and training; auxiliary teacher must have at least 20 hours yearly in-service professional development and training
Maximum Class Size	Maximum number of children per classroom must be 20 or fewer; recommended number is 18
Staff-Child Ratio	Lowest acceptable ratio of staff to children in classroom must be 1:9 1:10 is permissible only for Head Start classrooms
Screenings and Referrals	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, and the Devereux Early Childhood Assessment for Preschool (DECA-P)
Supports for Curriculum Implementation	First Class Pre-K classrooms will implement the Alabama First Class Pre-K Framework, which consists of the Alabama Standards for Early Learning and Development, 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 Region Coaches.
Continuous Quality Improvement System	Site visits and monitoring will be provided by Region Monitors to ensure continuous quality and compliance. A Learning Environment Checklist (LEC) and other assessments are administered to ensure the program is meeting children's needs and high-quality standards.

Source: NIEER State of Preschool Yearbook, <http://nieer.org/state-preschool-yearbooks/2018-2>

PROGRAM ADMINISTRATION

PA 1 Compliance with OSR Program and Classroom Guidelines Required

The Program Guidelines/Classroom 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 First Class Pre-K program.

The Program Guidelines/Classroom Guidelines also provide guidance and regulations for the expenditures of state funds and Federal Preschool Development funds. If programs do not use state and federal funds for the purpose for which they are intended, those programs will be in non-compliance and at risk of losing funding.

Failure to adhere to any of the written OSR Program Guidelines/Classroom 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 two academic calendar years to reapply for First Class Pre-K funding. Programs may be immediately defunded if violations are considered severe. All OSR funds must be used according to First Class Pre-K Guidelines and/or applicable state and federal laws.

PA 2 Funding Awards

OSR funds high quality pre-k programs through a competitive funding application process. Funds are provided 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 classrooms for which they are appropriated. Please note that OSR funding is not intended to fully fund a classroom and a 25% supplemental match is required.

PA 2.1 Awarding of Contracts

Contracts will be awarded to First Class Pre-K providers through a competitive process, subject to funding availability, previous program compliance (for continuation programs), and identified regional need. Programs are reviewed annually for continued funding 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, therefore programs should have at least 1 to 2 month's operating costs in reserve. All programs are expected to receive and spend state education trust fund and federal dollars in accordance with state and federal requirements.

PA 2.2 Selection of First Class Pre-K Program Sites

The basis for selection of applicants proposing to operate a 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 application process, which is conducted annually. Existing programs will be required to complete an extension application each year. New Classroom funding awards are only for the first year. After the first year of funding, these recipients will be required to reapply for Tiered or Excellence funding.

The five criteria for selection will include:

1. The quality of the proposed program as indicated by adherence to the First Class Pre-K Program and Classroom Guidelines and Quality Assurances
2. The qualifications and experiences of the applicant and staff in planning, organizing, and planning comprehensive child development services to families and children at the community level
3. The program design and suitability of facilities and the equipment proposed to be used in carrying out the program
4. Cost effectiveness of the proposed program
5. The need for pre-k services in the community served by the applicant

PA 2.3 Funding Application and Notification of Contract Awards

All approved programs will receive electronic notification via email from Foundant Grant Life-cycle Management System.

PA 2.4 Class Budgets

Initial 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% supplemental matching funds, parent fees (if collected), and any other types of funding sources that support the classroom.

Budgets are required to be entered into the OSR electronic database at the beginning of the year. Amendments may be made during the time frame of January 1-31. Any budget change greater than 10% per line item will need approval of the First Class Pre-K Region Monitor ("Monitor") or First Class Pre-K Region Director ("Region Director"). Sites not complying with budget submission by required dates will be penalized according to OSR Program Guidelines (see *Section PA 3.1*).

PA 2.5 Contract Signature

The legal signatory for the program entity must sign and submit the funding approval form and the Memorandum of Understanding. ***Note: An electronic signature on documents has the same legally binding effect as a written signature.***

PA 2.6 Disbursement of Funds and Per Pupil Allocation (PPA) Incentive

Funds to pre-k programs will be disbursed subject to the availability of funds and upon receipt of completed required paperwork. First Class Pre-K programs cannot wait until the first check disbursement from OSR to pay the lead and auxiliary teacher salaries or to purchase required equipment and supplies for the First Class Pre-K classroom. Classrooms will receive a Per Pupil Allocation (PPA) incentive award based on the number of students enrolled in the classroom as of September 30th. All classes must have full enrollment of 18 students in order to receive the full PPA funding incentive as part of the overall classroom funding award. If a classroom has fewer than 18 students the class may be placed on probation and their OSR check disbursements may be prorated.

All OSR funds must be spent by September 30 of the funding year or the funds must be returned to OSR. A spending plan for any OSR funds remaining on June 1 must be submitted to the program's Monitor or Region Director no later than June 15 to show how the remaining funds will be spent before September 30.

PA 2.7 Budget Guidelines

Each program is required to provide at least a 25% supplemental match (cash or in-kind). All private childcare providers must have a separate bank checking account for OSR funding awards before first check disbursements are made.

The following items may be included in your budget for OSR funds:

Expenditure Types	Allowed Items	Required Documentation
Personnel Costs	<ol style="list-style-type: none"> 1. Pay for lead teacher and auxiliary teacher salaries in compliance with salary scale 2. Administrative costs which must not exceed 6% of grant amount 3. Qualified substitute teachers which must be provided in absence of lead and/or auxiliary teacher 4. Background checks for new teachers only <p>OSR requirements establish that lead and auxiliary teachers are paid at least the minimum base salary as required in Appendix A. This amount does not include benefits.</p>	Copies of cancelled checks from bank statements
Benefits	<ol style="list-style-type: none"> 1. Insurance, retirement, payroll taxes, or other benefits for lead and/or auxiliary teacher 	Copies of cancelled checks from bank statements
Education Equipment & Supplies	<ol style="list-style-type: none"> 1. Instructional materials and supplies for classroom 2. Playground equipment and supplies 3. Classroom furnishings 4. Classroom electronic equipment <p>Note: See Appendix P for the required list of equipment, materials, and supplies for classroom.</p>	Itemized receipts or itemized paid invoices
Travel	<ol style="list-style-type: none"> 1. Travel in support of classroom including the annual Early Childhood Education Conference 2. In-state field trips (including travel costs) 	Itemized receipts or itemized paid invoices
Professional Development	<ol style="list-style-type: none"> 1. Registration, mileage, parking, lodging, and food for First Class Pre-K trainings 	Itemized receipts or itemized paid invoices
Health Services	<ol style="list-style-type: none"> 1. Vision, hearing, dental, and physical screenings 2. Health services and supplies 	Itemized receipts or itemized paid invoices
Other	<ol style="list-style-type: none"> 1. Classroom maintenance and cleaning supplies 2. Computer support for classroom 3. Utilities (\$1,000 maximum) 4. Parent programs and involvement 5. Safety equipment and supplies 6. Nutritional allowance (prior approval required) 7. Administrative supplies (\$500 maximum) 8. Advertising (\$300 maximum) 	Itemized receipts or itemized paid invoices

All furnishings and/or equipment in excess of \$300.00 must be inventoried and pre-approved by the Monitor or Region Director using Appendix M. Inventory lists should be kept on-site and available for review by Monitors.

All budget changes exceeding 10% of a line item must be preapproved by the Monitor or Region Director prior to the expenditure.

Itemized receipts or itemized paid invoices must be given to the Monitor or Region Director within 90 days from the date of purchase or the purchase is ineligible to be paid from OSR funds. All OSR funds must be spent and accounted for by September 30 following each funding year.

PA 2.8 Parent 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 Pre-K funds awarded:

For Excellence Awards, programs may charge parents the normal cost of childcare that is common in the local community.

For Tiered and New Classroom Awards, fees may be charged, but must not exceed the amounts outlined in Appendix B.

If programs choose to collect parent fees, they must show, on the budget form provided, how that money is reinvested into the First Class Pre-K classroom. We strongly encourage programs not to use tuition fees to pay teacher salary/benefits or any other budget line item that is a required expenditure due to fluctuation of fees. Fees collected from families by providers may be a part of the program's additional funds as tuition, and reimbursements from the Child Management Agency may also be included as tuition or local funds. Programs should provide Monitors with a list of monthly fee amounts for each family (*if the program charges fees*).

No child may be denied access due to the family's inability to pay requested parent fees because of economic hardship. If a child is designated as being served by Title I, migrant or homeless funds, programs should refer to the guidance of their local education agency ("LEA") concerning charging fees to these students. Programs that accept childcare subsidy must adhere to the guidance provided for the amount families may be charged for fees.

Field trips, and all accompanying costs, 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 or requirements for anything (other than meals) may be required of any child for the provision of First Class Pre-K services (e.g., registration, uniforms, field trips, curriculum fees, classroom supplies, photographs, t-shirts). Voluntary donations and/or supplies may be requested. However, no child may be denied participation if families do not give requested donations and/or supplies.

PA 2.9 Fee Structure

Documentation that explains the fee structure for non-pre-k program days, such as holiday or vacation times, for children, transportation (optional), and/or food services must 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. First Class Pre-K 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 Pre-K 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 in a locked, secure, and compliant manner.

The following documentation and/or information is completed online:

1. Complete Teacher Credential Verification Form and get Region Director approval prior to hiring any new Lead, new Auxiliary or any long-term substitute.
2. Complete Personnel Profile Form for Director, Lead, and Auxiliary teacher and any long-term subs (working longer than 3 weeks in a classroom)
3. Teacher Training hours entered in PowerSchool
4. Verify the classroom roster in ASAP is complete and accurate
5. Teaching Strategies™ GOLD® Modules, IRR certification, and documentation for all three (3) OSR checkpoints (See Gold® Handbook for additional information)
6. Online Devereux Early Childhood Assessment (e-DECA) for every child in the classroom
7. Strengthening Families required modules for all 3rd year lead and auxiliary teachers
8. Ages & Stages Developmental Screener (ASQ-3) for every child in the classroom
9. Complete Student Change Report for any new students who enter the classroom from the waitlist after initial random drawing has occurred. This also needs to be completed for any student who withdraws, has change in modified attendance (if applicable) and IEP status is updated (if applicable).
10. Classroom Budgets three (3) times per year in BaselineEdge – initial, amended, final
11. End of the year director, teacher, parent surveys completed online via email link sent to participant

The following documentation and/or information must be kept onsite:

1. Annual Plan of Family Engagement Opportunities and monthly Calendar of Family Events/Monthly Flyer/Monthly Newsletter highlighting upcoming Family Engagement Opportunities
2. Parent/Family Engagement Sign-In Form (see *Appendix I*)
3. Parent/Family Engagement Log (see *Appendix K*)
4. Health Screening Permission and Review Form (see *Appendix D*)
5. Child Health Screening Record for all children (see *Appendix E*)
6. Proof of immunizations “blue card” or affidavit citing religious belief exemption(s)
7. Birth Certificate documentation. Program directors are responsible for checking to ensure each child is age eligible for First Class Pre-K.
8. Teaching Strategies™ GOLD® parent conference verification form (printed directly from GOLD®)
9. Teacher training verification, including copies of certification, background checks, etc.
10. OSR Inventory and Classroom Purchase List (see *Appendix M*)
11. Parent/Family Contract (see *Appendix H*)
12. Program’s photo/video media release

Original forms and/or documentation to be mailed directly to OSR:

1. Official Teacher Transcripts required for all new auxiliary teacher(s) and any non-certified lead teacher(s)
 - a. For electronic transcripts coming directly from the regionally accredited college or university via email they must be sent to vickie.adams@ece.alabama.gov
 - b. For official transcripts mailed to OSR they must be unopened and mailed directly from the regionally accredited college or university to the following address:

Alabama Department of Early Childhood Education,
Office of School Readiness
Attn: Teacher Transcripts
P.O. Box 302755
Montgomery, AL 36130-2755



Criminal background check documentation to be mailed directly to OSR:

All delivery systems require background checks through their licensing process or school system. All programs are required to complete and submit the DECE Background Check Verification Form (see *Appendix C*).

The Background Check Verification Forms (Appendix C) must be sent to the following address within 10 days of school start date:

Alabama Department of Early Childhood Education
Office of School Readiness
Attn: Official Background Checks
P.O. Box 302755
Montgomery, AL 36130-2755

PA 3.1 Failure to Meet Documentation Requirements

Failure to submit and maintain the reports, documentation, and information listed above will result in withholding of funds. Continued failure to submit documents on time (more than once) will result in discontinuation of all OSR funding. Please see the timeline at the beginning of the Appendices for a 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 documentation will receive checks reduced by \$2,000.00. If a site is 60 days late with all required documentation, the program will be placed on probation and funds for the current disbursements will be forfeited. If the site is 90 days late with all required documentation, the site may be defunded.

*PA 4 Program Delivery**PA 4.1 Instruction Time and Number of Days*

The Alabama Standards for Early Learning and Development (ASELD) serve as the guiding document for lesson planning and classroom instruction. These standards provide learning outcomes to ensure that Alabama's four-year-olds enter school ready to succeed. They incorporate special education standards for preschool children and expound upon social-emotional behavior support strategies.

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

Both lead and auxiliary teachers must 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. ALL non-public school lead teachers should be paid according to the OSR salary matrix (see *Appendix A*). Public School systems should follow their local school system salary matrix.

PA 4.2 Dates of Operation

All First Class Pre-K programs will begin no later than September 1. Classrooms 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 but should offer 180 days for children and 187 days for teachers.

Days missed due to inclement weather must be made up unless a state of emergency was declared for the corresponding school system in which the site exists. Days may be added to the end of the year or taken from previously identified breaks i.e. spring break, etc. Teachers must still be paid their normal salary during a governor-declared state of emergency and or pandemic event. A revised calendar with dates must be submitted to the Monitor and provided to all participating parents/families.

DECE's Early Childhood Education Conference is a requirement for all lead and auxiliary teachers who teach in a First Class Pre-K classroom, and program directors are strongly encouraged to attend as well.

Program Directors will need to determine if finding substitute teachers during this time will be a hardship for their program, especially if the program has multiple classrooms. If so, the program may choose to close their First Class Pre-K classrooms during the conference. If programs make the decision to close, families must be notified in writing at the beginning of the school year. In addition, programs should remind parents in September and again in October prior to the conference of the dates the program will be closed.

PA 4.3 Program and Staff Hours

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

PA 4.4 Wraparound 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 wraparound services, OSR funds may not be used for compensation.

PA 4.5 Enrollment

First Class Pre-K programs are expected to have full enrollment of 18 students within 2 weeks of school start date. The Per Pupil Allocation (PPA) incentive will be based on enrollment as of September 30th. Head Start classrooms should follow the current *Head Start Performance Standards* enrollment requirements.

Programs may use a staggered approach at the beginning of the school year. For example, half of the students come the first day, then the remaining half of the students come the second day and then all 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

Meals and Snacks

School meals are healthy meals that are required to meet the Dietary Guidelines for Americans. Strict federal nutrition standards, also referred to as “the meal pattern,” require schools to offer students the right balance of foods. In 2012, school cafeterias were required to offer more fruit, vegetables and whole grains and limit sodium, calories and unhealthy fat in every school meal.¹

First Class Pre-K providers are strongly encouraged to participate in The National School Lunch Program (NSLP) or The Child and Adult Care Food Program (CACFP).²

In addition, USDA issued the “Smart Snacks in School” standards, which took effect July 1, 2014. These standards ensure all foods and beverages sold in competition to reimbursable meals during the school day are healthy choices.³

Why are Smart Snacks important?

- More than a quarter of kids’ daily calories may come from snacks.
- Kids who have healthy eating patterns are more likely to perform better academically.
- Kids consume more healthy foods and beverages during the school day. When they are Smart Snacks, the healthy choice is the easy choice.
- Smart Snacks Standards are a Federal requirement for all foods sold outside the National School Lunch Program and School Breakfast Program.

OSR strongly encourages First Class Pre-K providers to follow the “Smart Snacks in School” Program.

Proof of Immunization

Upon admission into a First Class Pre-K program classroom, the pre-k provider shall ensure that evidence of age-appropriate, up-to-date immunizations “blue card” or signed religious beliefs exemption(s) 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 (see *Appendix D*). Parents or guardians will mark 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 the screenings offered. If a child has been screened by the family’s physician or dentist within the last year for any of the screening items below, the parent may attach a copy of the screening(s) to Appendix D.

Parents or guardians will be asked to sign the bottom of Appendix D 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. Screenings are strongly encouraged for any new children who enroll in the classroom after the initial screening deadline has occurred.



Physical Screenings

Programs are required to provide physical screenings **onsite**. 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 Appendix E, **but other forms may be accepted as long as they contain the same information.**

These screenings must be completed no later than October 31, 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, it is strongly suggested to schedule a conference to discuss concerns 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 E but other forms may be accepted as long as they contain the same information. The screenings must be completed no later than October 31.

Vision Screenings

All programs must offer vision screenings by trained professionals **onsite**. Programs are encouraged to use Appendix E but other forms may be accepted as long as they contain the same information. The screenings must be completed by October 31.

Dental Screenings

All programs must offer dental screenings by trained professionals **onsite**. Programs may choose to partner with a provider in your area. Programs are encouraged to use Appendix E but other forms may be accepted as long as they contain the same information. The screenings must be completed by October 31.

Developmental Screenings (ASQ-3)

Parents will complete the Ages and Stages Questionnaire-3 (ASQ-3) for their child only if the child is selected for the classroom during the random selection process. The ASQ-3 will be completed by the parent via the online region specific ASQ link provided by the program (hardcopies may be completed by parents but teachers must then enter the assessments into the ASQ online system). **It is the responsibility of the program to provide computer access and assistance to families if needed.**

Teachers should share ASQ results with families during the 1st semester required family conference unless a child has scored in the gray/black areas on the screener indicating a risk of possible developmental delays. In this case, teachers should schedule a conference with the parents as soon as possible to discuss the results and have parents complete and sign the Universal Referral Form. Any parental concerns noted on the ASQ Screener should be treated as a parental request for evaluation and addressed as soon as possible. Teachers should email or fax a copy of the completed form to the Help Me Grow Care Coordinator for their area. Your Coach or Monitor can assist you with this process if needed. For further information, call (1-833-939-0336).

First Class Pre-K has adopted the Devereux Early Childhood Assessment for Preschoolers (DECA-P) to ensure that each child is seen through a strength-based lens when supporting them to develop their protective factors for resilience. For further information, please see section CF 4.2.



PA 4.7 Community Collaboration

Each First Class Pre-K program should partner with their county's Children's Policy Council (CPC), early childhood education committee. Children's Policy Councils are coordinated by Liletta Jenkins at the Alabama Department of Early Childhood Education. The early childhood education committees will work to gather data about location of education programs and services available for four-year-olds in each county. Community collaboration is an important component in the continuing growth of high quality pre-k. Programs may contact Liletta Jenkins at liletta.jenkins@ece.alabama.gov (334-224-3171) for more information.

PA 4.8 Licensing

Programs must abide by minimum standards and hold a current license from the Department of Human Resources (DHR). For licensing information, contact the Department of Human Resources Child Care Services (334-242-1310) or via the web at <http://www.dhr.state.al.us/>

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

Any First Class Pre-K program that is placed on probation by DHR is automatically suspended by the Alabama Department of Early Childhood Education. Funds are forfeited during the period of probation. OSR also reserves the right to terminate funding.

PA 4.9 Accreditation

If a First Class Pre-K program is an accredited site by NAC, NAEYC, AdvancED, or SACS please give accreditation documentation to your Monitor within 30 days of the program start date. OSR encourages all program sites to pursue accreditation from these organizations.

PA 4.10 Transportation

Transportation services are not provided by OSR. However, individual program sites that choose to provide transportation must adhere to local transportation guidelines, laws, and DHR Minimum Standards, including restraints, harnesses, and/or car seat.

PA 4.11 Child Abuse and Neglect Reporting and Investigations

It is required by law for anyone associated with the First Class Pre-K program to report suspected abuse or neglect. See full text of Alabama's Mandatory Child Abuse and Neglect reporting law in Appendix N. ***The pre-k provider must notify the OSR Director immediately anytime there is an open abuse or neglect investigation involving the First Class Pre-K classroom or any classroom at the site and when resolution is completed.***

OSR will temporarily suspend the First Class Pre-K program that is suspended by DHR for the length of time that it takes the program to be reinstated by DHR. OSR also reserves the right to terminate funding.



PA 5 Recruitment and Enrollment Process

PA 5.1 Equal Access

A class of children with cultural, socioeconomic, and gender diversity that is open equally to all Alabama children whose parent/family choose for them to participate is the ideal model of delivery.

The recruitment process for the First Class Pre-K program must be open and nondiscriminatory. Children cannot be denied participation on the basis of income, sex, race, color, or national origin, or disability (Title VI of the Civil Rights Act of 1964); (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.

The McKinney-Vento Act, reauthorized by the Every Student Succeeds Act of 2015, applies to homeless children attending LEA-administered preschools. 1 42 USC §11432(g)(i)(F)(i); US Dept. of Education (July 2016). Education for Homeless Children and Youths Program Non-Regulatory Guidance, N-4. States must ensure that homeless children have access to public preschool programs, administered by the state or local educational agency (SEA or LEA), as provided to other children. 42 USC §11432(g)(i)(F)(i)

There must be a wide distribution of recruitment notices in English and Spanish (where appropriate). The notices should state that a **public 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, socioeconomic status, academic ability, etc. may not be used in drawing the children. Every effort should be made to ensure a socioeconomically diverse classroom.

Random selection may be based on the percentage of funds provided by OSR funding. For example, if the grant funds represent 75% of the total cost for actual class operations, then 14 children should be randomly selected using the OSR funds. The program is required to provide at least a 25% match to the funding award, therefore 25% of the children (4) could be randomly selected using matching funds. Monitors can assist in reviewing the budget to calculate this number.

It is strongly recommended to use random selection exclusively if possible.

PA 5.2 Recruitment

All programs are required to utilize the online ASAP registration platform which was carefully selected and custom-designed to meet the needs of First Class Pre-K (see *Appendix S*).

Notices for recruitment must be publicly posted at least 1 (one) month in advance of the random selection drawing in locations such as childcare centers, pediatrician offices, health departments, Children Policy Council meetings, newspapers, and/or social media where appropriate. Digital recruitment flyers will be provided to First Class Pre-K programs by OSR.

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



If the First Class Pre-K classroom is located in a center that currently has a program for 3-year-old children, those children may not be automatically moved up to the First Class Pre-K classroom unless the program is federally mandated. Those children must submit the online pre-registration form and be placed in the public random selection drawing like all other children from the community who submit applications. However, you may use the process described in section PA 5.1.

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

Mandated Timeline of Recruitment Events for Existing Classrooms

January 15 until March Random Selection Drawing: Programs should advertise by placing recruitment notices around the community (OSR will send an electronic flier to all directors). Programs will conduct pre-registration

via the online ASAP platform after recruiting at least one calendar month prior to the random selection drawing. Parents should also provide a copy of their most recent utility bill (or other verification) as proof of Alabama residency (or district residency if required by the local school board). It is the responsibility of the program to provide computer access and assistance to families if needed.

February 1-28: Programs will conduct pre-registration via an electronic link. Parents should also provide a copy of their most recent utility bill (or other verification) as proof of Alabama residency (or district residency if required by the local school board). ***It is the responsibility of the program to provide computer access and assistance to families if needed.***

March 1-31: Programs will hold a public random selection drawing. After children are drawn during the random selection process, the remaining students will continue to be drawn and numbered in the order they are drawn. This will be the order of the waiting list when new students are added to the classroom.

April 2-15: Program directors mark each child's status in ASAP as "pending" (selected for an available position in drawing) or "waitlisted" (not selected for an available position in drawing).

April 16-18: The Department triggers emails notifying families of *pending* or *waitlisted status*. *Pending status*

families are asked to accept or decline the available position by contacting the director of the First Class Pre-K Program; parents have 7 days to make a decision.

April 19: Directors may begin changing *pending status* in ASAP to "completed" if the position is accepted, or "dropped" if the position is declined. Directors will then assign completed status students to specific classes in ASAP.

May 15: Students should be marked completed, dropped, or waitlisted. No student should be left "enrolled" after this date.

After children are drawn during the random selection process, the remaining students will continue to be drawn and numbered in the order they are drawn. This will be the order of the waiting list when new students are added to the classroom.

If a program has multiple birth siblings (twins, triplets, etc.) all names should be placed in the drawing separately. If one but not all multiple birth siblings are drawn before the classroom cap at 18, the drawing should cease at this point and the 1 or 2 multiple birth siblings should be added to the classroom roster at this point to reach full classroom enrollment.



PA 5.3 Waiting Lists

Recruitment for the classroom should continue throughout the year in order to maintain enrollment and a comprehensive waiting list. The pre-registration ASAP list of students who did not make it into the program and any new student who registers via ASAP during the year will act as the waiting list and must be maintained for all children who are not attending the program due to a lack of space.

PA 5.4 Maintaining Enrollment

If a child withdraws from the classroom at any time during the year, the next child on the waiting list should be added to the classroom within 3 school days.

PA 5.5 Including Children with Special Needs

OSR supports diversity in First Class 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.) For more information, visit <http://www.alsde.edu/>.

Additional Information about Home Visiting Programs

The First Teacher Home Visiting program provides grant funds to local programs around the state to deliver parent education and support through home visits with families. Programs use evidence-based home visiting models to educate and assist families in finding appropriate social services to help them meet any unmet needs they may have. Models that programs use also help families achieve goals including, but not limited to, preparing their children for school, searching for employment, accessing healthcare and social services, and improving the overall lives of young children. Models vary, but some programs may choose to enroll women prenatally and continue to stay involved with the family until the child enters kindergarten. Other programs work specifically on school readiness with preschool-aged children. There are 39 First Teacher Home Visiting programs available to provide services in all 67 counties across the state. For more information on home visiting programs, visit <https://children.alabama.gov>.

The Alabama Pre-K Classroom

CR 1 The Classroom Learning Environment

First Class Pre-K program 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 P*). Classroom furniture is required at the beginning of the school year. Worn out furnishings and equipment should be replaced and updated. Consumables should be replenished as needed.

CR 1.1 Purchase of Equipment, Materials, and Supplies

It is expected that each First Class Pre-K 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 Monitor and/or Region Director and a copy of receipts for all purchases should be provided to the Monitor. Documentation of single-item purchases over \$300 must be provided to the Monitor/Region Director using the Classroom Inventory and Purchase List (see *Appendix M*). The Monitor will check receipts for all purchases made with OSR funds on a monthly basis. Any receipt dated outside of the 90 day purchase window will not be accepted, and those items may not be paid using OSR funding.

CR 1.2 Ownership of Equipment

If a classroom purchases equipment using First Class Pre-K funds from OSR and declines funding, or is defunded, all materials, furniture, classroom equipment, and supplies, as well as playground equipment shall be returned to DECE. The program will incur the cost of removal of said items. Alternatively, the program can keep said items and refund cost of said items to DECE.

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. If a classroom is to be relocated for any reason, you must contact the Region Director for approval prior to the move.

CR 2.2 Teacher: Student Ratio and Classroom Makeup

Enrollment of 18 children in all First Class Pre-K classrooms is expected within 2 weeks of school start date. This provides a 9 to 1 child: teacher 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.

Two adults – lead teacher, auxiliary teacher, and/or substitute – must be present at all times, with the exception of nap time. If either teacher is absent, the First Class Pre-K program must provide a substitute. First Class Pre-K funds may be used for substitute teachers. The Lead or Auxiliary teacher may not be taken out of the First Class Pre-K classroom to fulfill any other role or duty in the program. Programs will be fined \$500 for each instance. Recurring violations will result in a program being defunded.

CR 2.3 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 1.4*). First Class Pre-K teachers should have a copy or access to all IEPs for the children in their classroom. OSR teachers should attend all IEP meetings and work directly with the LEA to ensure progress is being made towards meeting IEP goals for any child with a current IEP in place. For contact information to local special education coordinators contact the Alabama State Department of Education at (334-242-9700) or www.alsde.edu.

CR 2.4 Administration of Medication

First Class Pre-K program 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 2.5 Classroom Equipment, Materials, and Supplies

Each classroom is expected to provide developmentally appropriate furnishings, equipment, supplies, manipulatives, and activities. A list of required equipment, materials, and supplies can be found in Appendix P.

CR 2.6 Outdoor Play Area

An age-appropriate, fenced-in, playground with shade should be made available each day. Other opportunities for outside activities are encouraged (ex. tricycle trail, green space, gardens, art, music, etc.) Playgrounds should have a minimum of 60 square feet per child. Please see Gross Motor section of the *Classroom Guidelines* for additional information.

CR 2.7 Other Program Components

The First Class Pre-K day may not be religious in nature, however a moment of silence is acceptable. Activities religious in nature must take place outside of the 6.5-hour First Class Pre-K school day.

Field trips are an important part of the educational experience. OSR requires at least one 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. Field trips and all accompanying costs must be free and available to all children in the First Class Pre-K Classroom.

CR 3 Instructional Services and Curriculum

CR 3.1 Curriculum

The Alabama First Class Pre-K framework is an effective model based on the latest research on how to support young children as they develop and learn. Curriculum content is comprehensively presented and reinforced with intentional teaching strategies for pre-k teachers. Implementation of the curriculum is embedded into the ***Alabama Reflective Coaching Model*** that includes effective teaching practices, curriculum content based on early learning standards, and professional development.

Evaluations of statewide early childhood pre-k systems indicate that the most effective programs link early learning standards with curriculum and assessment. Alabama's 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.

DECE does review curricula to provide guidance on which early learning childhood curricula are most aligned to the Alabama First Class Pre-K Framework and Alabama Standards for Early Learning and Development. It is important to note that First Class Pre-K teachers and administrators work closely with coaches and/or program monitors to choose a curriculum that will help a teacher be successful. All curricula must promote appropriate instructional practice and be used as a supplement to the Alabama First Class Pre-K Framework.



The Alabama Pre-K Child and Family

CF 1 The Pre-Kindergarten Child

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 Pre-K program encourages diversity in each of its classrooms. Any OSR grant recipient found to discriminate will be immediately defunded from the First Class program.

The intent of the First Class Pre-K program is to provide state-funded, high quality, voluntary pre-k for Alabama's four-year-olds.

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 First Class Pre-K.

**An opinion of the Attorney General states in effect that under the common law, one's age is computed by including the day of birth so that a given age is attained the day before the birthday anniversary. (Authority: Ala. Code §16-28-4 (1975) Interpretation based on Report of Attorney General of Alabama October-December 1963, Volume 113, page 20).*

CF 1.2 Residency Requirement

The child must be an Alabama resident and maintain residency while enrolled. For purposes of this program, an 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 prior to the school year start date in order to restrict enrollment to that school district only.

CF 1.3 Required Health Information

Upon admission into a First Class Pre-K program classroom, 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 their typically developing peers 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 (see *Appendix O*). See the Department of Early Childhood Education website for the referral process at <http://children.alabama.gov/>.

CF 2 Parent/Family Engagement Expectations

Alabama First Class Pre-K programs shall provide meaningful opportunities for families to be involved in their child's education. A comprehensive plan for family engagement to implement strategies designed to develop partnerships with families and build reciprocal relationships that promote shared decision-making should be developed by all programs. An annual plan specifying the ways parents may earn hours and the number of hours earned specified is due October 1 and will be reviewed by the Monitor.

A monthly calendar/flyer/newsletter outlining upcoming family engagement opportunities should be shared at the beginning of each month with your First Class Pre-K families and your Monitor.

Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending 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 on the Parent/Family Engagement Log (see *Appendix K-Parent/Family Engagement* hours should be offered in 1-hour increments). Children may not be dismissed from a First Class Pre-K classroom due to lack of parent/family participation.

CF 2.1 Parental Programming

The following are examples of meaningful opportunities for families to be engaged in their child's education:

1. Home visits, including home visitation models such as HIPPY, 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 and parent engagement activities
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/Family Orientation

All First Class Pre-K programs are required to have an on-site family orientation meeting within the first 20 working days prior to the start of the school year. A list of topics to discuss at this meeting is found in *Appendix J. Parent attendance at orientation is expected and must be documented on the Parent/Family Engagement Sign-In Sheet (see Appendix I).*

Programs should have families complete the Parent/Family Contract (*Appendix H*) and ASQ-3 screener for their child at orientation.

It is the responsibility of the program to provide computer access and assistance to families when needed for information to be completed online (i.e. ASAP Registration and ASQ-3 Screeners).

F 2.3 Parent-Teacher Conferences

At least 2 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. The second conference should be held after the final GOLD® checkpoint and prior to May 31. Both conferences should be documented using the Teaching Strategies™ GOLD® Family Conference Form. In some circumstances, it may be necessary to use the GOLD® Development and Learning Report for parent conferences if finalization is not possible before holding parent conferences. Monitors will verify signed parent conference forms onsite.

CF 3 Student Attendance

CF 3.1 Procedures for Student Attendance

Regular attendance ensures pre-k children benefit from participating in a quality early education. Regular attendance is a school readiness skill, in addition to a good measure of parent engagement. 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 onsite by the 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. Teachers are encouraged to contact parents daily regarding attendance concerns. Attendance issues are best handled before they reach chronic levels. Program Directors should consult with their Monitor if they have questions concerning child attendance. For additional information concerning attendance, visit www.attendanceworks.org.

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.

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.

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.

This documentation should be shared with your Monitor. The following information should be documented:

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

Consecutive Absenteeism is defined as not attending class for 10 consecutive days without a medical or other reasonable explanation. OSR approval “to dismiss after 10 consecutive days of non-attendance” should be requested in writing and sent to the First Class Region Director. The following information should be included in the request:

1. Dates the child was absent from the program
2. Date teacher/director contacted parents with concerns
3. Date of documented parent meeting to discuss the absenteeism (if meeting was held)
4. Last date the child attended the program (this will be the dismissal date)

The program may only drop the child from the class roll if pre-approval is granted and received, in writing, from the OSR Region Director.

If the program director has been repeatedly unable to contact a family after the child has missed 10 consecutive days and the parent has not formally withdrawn the child, the program director should notify the Region Director and automatically withdraw the child in ASAP as of the child's last day of attendance, and a new child should be added from the waitlist within 3 school days.

CF 3.3 Attendance Expectations for Children Receiving Special Education Services

Occasionally, it will be necessary for children to receive special 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

CF 4.1 Positive, Social-Emotional Approaches to Student Discipline

No employee shall use any form of corporal punishment as a method of discipline in the First Class Pre-K program. This includes, but is not limited to: paddling, striking, pulling, pushing, swatting, placing hands on, or hitting. No use of time-out will be allowed. Appropriate practices include redirection, encouragement, problem-solving, effective planning, calming strategies, and smooth, engaging transitions.

When behaviors arise that may be challenging to the child, teacher, and other children in the setting, classrooms need supports that create a community and awareness to support the child with the behavior so the missing skills can be modeled and taught. An awareness of the effects of trauma and toxic stress on the developing brain is also emphasized to help teachers understand that all behavior including challenging behavior is a form of communication. Children are not able to verbalize anxiety stress, anger, or frustration, but do convey these feelings through behaviors. Reflecting with teachers as to the “why” of the behaviors brings solutions with permanent impact whereas a focus on controlling behaviors only brings short-term strategies with no real impact. This switch from “what’s wrong with you?” to “what’s happened to you?” is the basis for truly changing the trajectory that many young children find themselves on due to living in toxic stress of the effects of intergenerational trauma. Every child does not have trauma; however, every child benefits from trauma-informed practice.

This lens provides teachers an individualized lens of each child to meet them where they are and build the skills the child will need to be successful. Teachers may struggle with this lens, may have limited access to this information, and may struggle with how to apply it to the age group they serve. When challenging behaviors arise, the impact is far-reaching and impacts not only the teacher and child but also the large classroom community and their families as well. Teachers may feel their position pushes them to teach “academics”, however in early childhood education a strong foundation in social-emotional and opportunities to strengthen their executive functioning skills is the foundation that all learning will be based upon. By broadening the scope of what a teacher feels is their responsibility, a child truly does receive an education that is developmentally appropriate and truly a strong start that meets not only the academic child but the social-emotional child.

To ensure that the whole child is being addressed in the classroom, the Devereaux Early Childhood Assessment for Preschool (DECA-P) is used as a social-emotional assessment to determine the child’s needs when behaviors arise. The purpose of the assessment is to create strategies for the child so they will be successful in the classroom and build the social-emotional skills needed for success. Recent research indicates that a child’s development in the social-emotional skills in early childhood is a strong indicator of a child’s future success into adulthood. When challenging behaviors arise, teachers may feel overwhelmed or unsure as to how to help the child. By using the assessment and the Devereaux system, not only are steps being taken to build a strong foundation of the child, but also to relieve stress on teachers.

CF 4.2 Universal DECA-P Implementation

The Devereux Early Childhood Assessment for Preschoolers (DECA-P) is a social-emotional assessment with a behavioral screener built in. The DECA assessment process helps users identify individual children’s social and emotional strengths and needs, and the data collected can be used to create individualized plans to develop Within-Child Protective Factors through intentional skill development. Aligned DECA strategies can be used to develop skills at the universal level, to individualize and improve social-emotional quality for all children; and at the targeted level, for children with specific social and emotional needs.

Teachers will work together to complete an assessment on each child in their classroom **after** 4 weeks of contact/observation. The initial class roster will be imported into the e-DECA system at the beginning of the year; however, children enrolled after the start of school will need to be entered by the teacher. The Coach will supply each classroom with step by step instructions to enter data into the system. Each child will have a pre-and post-assessment. The pre-test is done 4 weeks after contact with the child and the post-test will be completed between April 15 and May 15.

For children who are no longer enrolled in the program, no steps will need to be taken as there will be no post-test completed. Children will not need to be made inactive in the system. Teachers will receive through their coach their usernames and passwords during the first 4 weeks of school.

After all DECA-P's are entered into the e-DECA system, the Coach will support the teacher with the following tools:

- DARS (Devereux Adults Resilience Survey): This is an optional tool to support teacher self-care and building adult resilience. The coach will ensure the teacher can access and is aware of this tool. This should be completed during the first 4 weeks of school to support the teacher's self-care plan.
- DECA-P Reflective Checklist: This tool shows the universal strategies that should be implemented to support 75% of children in their development of the protective factors (initiative, attachment, and self-regulation). This is a reflective tool for the Coach to walk the teacher through to complete based on the needs of their children.
- DECA-P classroom profile: This tool shows the teacher where children in their classroom have strengths and areas in which they need support by using the DECA-P Reflective Checklist. Strategies can be implemented universally to address these needs.
- Individual Child Reports (home and family strategies): The strategy selector will support all children but especially those that may need more individualized strategies over the universal. The strategy selector aligns home and school as well with strategies meaning children will benefit from a home and classroom alignment in expectations. This report may be used with family conferences, as well.

CF 4.3 Individualized Student Interventions

We recognize that there are 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. If 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 Teaching Strategies™ GOLD® assessment may be used to substantiate the need for a parent conference to discuss a referral to the local school system's LEA for preschool special education services and supports. Programs and teachers should have a plan in place for scenarios involving serious social-emotional and behavioral concerns.

Example: A child is throwing a tantrum and throwing things. This incident could harm other students in the classroom, so one (1) teacher should remove the rest of the children from the classroom immediately while the other teacher remains with the child throwing the tantrum to work through the issue. After the issue has been resolved, the teacher would assist the child in cleaning up the classroom, talking about the issue, and thus developing and building a relationship with the child.

Please note it is important to remove the other children instead of the individual child because removing the child from the situation will only make it worse. The child cannot self-regulate if removed from the environment; you have to remove the other children to safety while the child receives support from the second teacher to work through the issue.

The Coach should be notified immediately, the child's parents must be notified the same day as the incident, and a follow-up conference with the parents must be scheduled. During this conference, the teachers need to share effective, positive behavior strategies with the child's parents to ensure continuity between the classroom and the child's home. The teacher needs to communicate with the parent/family using insight-

oriented communication to reflect positive behaviors as well as challenging behaviors. This course of action is for serious social-emotional and behavioral concerns.

Teachers should make every effort to connect with parent/family and the child during the conference in positive ways to support a positive connection with the parent/family. This connection is integral in approaching a child's behavior from a stance of empathy and understanding to help a child regulate their emotions, think clearly, and manage complex social environments, such as the classroom.

CF 4.4 Modified Student Attendance

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 the chaos 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.

Any form of modified attendance (i.e. less than 6.5 hours of instructional time a day) requires prior approval from the Region Director.

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 Coach and Region Director to discuss requests for modified attendance and the submission of the necessary documentation (see *Appendix G*).

CF 4.5 Supporting Children's Social and Emotional Development

Preschool expulsions and suspensions have long-term implications. The U.S. Department of Education and the Department of Health and Human Services warns that "young students who are expelled or suspended are as much as ten times more likely to drop out of high school, experience academic failure and grade retention, hold negative school attitudes, and face incarceration than those who are not" (ED/HHS, 2014, p.3).

First Class Pre-K supports interventions for promoting social, emotional, and behavioral development of young children.

Primary Interventions include:

- Positive adult/child interactions
- Teacher sensitivity
- Teacher responsiveness
- High quality supportive environments
- First Class Pre-K Program Guidelines
- First Class Pre-K Program Appendices
- First Class Pre-K Classroom Guidelines
- Ages and Stages parent completed questionnaire (ASQ-3)
- Coaching support (including trauma-informed practices such as Conscious Discipline)
- Family/Teacher Conferencing

Secondary Interventions may include:

- Targeted social/emotional supports (including Devereux Early Childhood Assessment e-DECA)
- Referral to Help Me Grow
- Specialist Consultation
- Family/Teacher Conferencing

Occasionally a child may exhibit serious social-emotional behavioral concerns. In severe instances when a child is in danger of harming himself/herself or others, he/she should be moved to a safe area to prevent the escalation of the behavior. Once the child has regained control and the situation has been diffused, he/she may return to the classroom. Parents should be immediately notified concerning the incident and a conference should be scheduled. If behavioral concerns persist alternative services and resources to assist the child and the family should be pursued. Your Region Director can provide information concerning community resources and support.

The Alabama Pre-K Teaching Team

TS 1 Lead Teacher

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, including 6.5 hours of instruction and 1 hour of joint planning with the auxiliary teacher.

In cases where the governor declares a state of emergency in your county, OSR teachers must be paid for days out of school and can use OSR funds. Additionally, any missed school days due to this circumstance do not have to be made up.

If a First Class Pre-K program provider requires teachers to work more than 187 days, the provider cannot use First Class program funds for this expense. If a First Class Pre-K program teacher is required to work more than 8 hours per day, the teacher must be paid using non-OSR funds.

TS 1.2 Age Requirements

All lead teachers must be at least 21 years of age or older.

TS 1.3 Education Requirements

All lead teachers must possess one of the following degrees:

1. Human Environmental Science degree with a concentration in Early Childhood Development or Child Development
2. Early Childhood Education degree (B.S., B.A., or M.A./M.S.) or completion of a bachelor's degree program leading to P-3 certification in Early Childhood Education with a minimum of 18 credit hours in early childhood/ child development coursework.



3. Special Education degree in Early Childhood with a minimum of 18 credit hours in early childhood/child development coursework, or a bachelor's degree program leading to certification in Early Childhood Special Education with a minimum of 18 credit hours in early childhood/child development coursework.

Note: Teacher certification is only required for teachers employed in public schools.

Official transcripts on all new lead teachers must be submitted to OSR no later 30 days from hire date. Transcripts must be official and mailed, sealed and unopened, or electronically received by OSR from the actual institution. All degrees must be earned from an institution that has received regional accreditation.

TS 1.4 Lead Teacher Salary

Lead teacher salaries must be paid according to their Salary Matrix (see *Appendix A*). This is the base salary and does not include benefits.

Programs are responsible for paying teacher salaries out of local funds until OSR funds are distributed to the program.

TS 2 Auxiliary Teacher

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 workday to include 6.5 hours of instruction and 1 hour of planning in coordination with the lead teacher. OSR requires programs to pay the CDA salary for Auxiliary Teachers (see *Appendix A*).

TS 2.2 Employment Requirement

An auxiliary teacher must meet all of the following minimum requirements:

- Must possess a high school diploma or GED.
- Must possess a Child Development Associate credential (CDA) or at least 9 credit hours of college coursework in Early Childhood Education or Child Development from a regionally accredited institution.

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 30 days from hire date. Transcripts must be officially mailed directly to OSR, sealed and unopened, or sent electronically to OSR from the actual regionally accredited institution. All college coursework must be from an institution that has received regional accreditation.

TS 2.2 Auxiliary Salary

A minimum salary for auxiliary teachers is indicated on the OSR Salary Scale (see *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 Pre-K 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. Criminal background checks are required of all First Class Pre-K program personnel including substitute teachers and any other person having regular contact with the classroom children.

Volunteer parents may not be left in the classroom unsupervised by classroom personnel. If an OSR grantee personnel are arrested or convicted of criminal behavior during employment in the First Class Pre-K classroom, the program must promptly inform OSR.

All classrooms must have a notarized Background Check Verification Form submitted by mail to the Montgomery Office within 10 days of the first day of school (see *Appendix C*).

TS 3.2 Employees

All First Class Pre-K program personnel are not employees of OSR. First Class Pre-K personnel may not occupy more than one position during the 7.5 hour teacher workday (e.g. director and teacher; director and auxiliary teacher).

TS 3.3 Substitutes

The First Class Pre-K provider shall ensure that a substitute lead teacher and/or substitute auxiliary teacher is present and working when the regular teacher(s) is/are absent, whether due to illness, required training, personal leave, etc. Long-term substitutes, which are defined as teaching longer than 3 weeks, should meet the credentials of the teacher they are replacing. If a long-term substitute is required, the Region Director should be notified prior to the sub placement. Each site is responsible for compensating all substitutes, and OSR funds may be used for this purpose. **Criminal background checks are required for all substitute teachers.**

Any classroom that does not have the appropriate substitute(s) in place when either teacher is out will be fined \$500/day per each incident and may be in jeopardy of losing funding.

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 Pre-K program. 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 Professional Development

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. Administrators are strongly encouraged to participate in First Class Pre-K professional development opportunities.

Because professional development is an important component of quality, OSR expects all sites to make training opportunities accessible to staff by paying for regular training costs, travel, and substitutes from OSR funds.

Teachers who are certified and employed by school systems using EDUCATEAlabama are required to participate.

Online professional development opportunities approved by OSR may also serve as professional development hours. 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 PowerSchool. Teachers should also keep copies of training certificates onsite for verification of attendance.

“No shows” at any OSR-sponsored training will be charged \$500 per class. The \$500 per class will be deducted from the next OSR check disbursement.

TS 4.3 Training Reimbursements to Staff

The program provider shall ensure that OSR funds are used to pay for substitute teachers and costs associated with staff travel (e.g. meals, lodging, mileage at the current state mileage rate) 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.

IT Instructional Support Team

IT 1.1 Regional Support Team

The Office of School Readiness will work closely with program sites to ensure the highest possible quality pre-k programs. Region Directors, Coaches, and 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, and/or supplies requests; training needs; and other assistance.

All First Class Pre-K classrooms will be assigned a Coach and a Monitor. 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. Monitors will assist Region Directors in adhering to the Program Guidelines and funding compliance.

IT 1.2 Region Monitors

Monitors will work closely with Program Directors. They will monitor and evaluate program progress during planned and random onsite visits throughout the year. They will provide guidance, support, and resources to ensure program quality.

IT 1.3 Region Coaches

Coaches will provide feedback, coaching, and assessments through regular site visits. Evaluation data is important for the overall First Class Pre-K program and serves the purposes of continuous program improvement as well as measurement of progress toward goals. Coaches will work closely with classroom teachers to identify and track progress toward goals.

DA Disciplinary Action for Noncompliance with Office of School Readiness Regulations

Disciplinary action will be imposed on pre-k sites that **DO NOT** meet First Class Pre-K Program and/or Classroom Guidelines and stipulations by prescribed dates given by OSR staff, including Region Directors, Coaches, Monitors, and/or the OSR Director or Secretary of Early Childhood Education. Warnings, fines, and/or proration may occur for sites with noncompliance issues. Recommendations and stipulations will be documented and shared with each site by First Class Pre-K Monitors during each site visit. Failure to comply with stipulations as mandated by the First Class Pre-K Program Guidelines, First Class Pre-K Classroom Guidelines, and given by the Region Director may result in suspension or termination as described herein.

DA 1.1 Suspension

Suspension Recommendation

The Region Director will notify the program director, in writing, of his/her recommendation to suspend funding.

The suspension notice shall include:

1. The reason(s) for the proposed suspension;
2. The effective date of the proposed suspension; and
3. Information which states that the program has the opportunity to submit written material in opposition to the recommended suspension and/or request a hearing.

If a hearing is not requested, the hearing committee will meet within 15 days after the deadline for the program to submit written materials or request a hearing. The decision of the 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 hearing committee will be promptly transmitted via certified mail and electronic mail to the assigned monitor and program director.

Grounds for Immediate Suspension

First Class Pre-K programs that are suspended or placed on probation by DHR are automatically suspended by the Alabama Department of Early Childhood Education, Office of School Readiness. Funds are forfeited during the period of the suspension or probation. Funding is not automatically reinstated if the program's license is reinstated by DHR. OSR reserves its right to review the program upon reinstatement of the DHR license to determine whether to reinstate funding, continue the OSR suspension for a period of time, or terminate funding.

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. The Alabama Department of Early Childhood Education reserves the right to relocate students, and all classroom supplies and equipment, during the suspension process.

If the program makes a written request for a hearing in response to a suspension recommendation, such a hearing will be scheduled.

1. The Region Director will notify the program of the date and time for the hearing.
2. The hearing committee will be composed of the Secretary of Early Childhood Education, OSR Director or designee, and the Region Director.
3. If the program does not appear for the hearing, the hearing process will continue.
4. The hearing committee will determine the suspension status of the program.

The decision of the hearing committee regarding suspension of a site will be made within five business days after the conclusion of the hearing. The written decision of the hearing committee will be promptly transmitted via certified mail and electronic mail to the assigned monitor and program director.

DA 2 Termination of First Class Pre-K Program Sites

The Region Director 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 First Class Pre-K Program and/or Classroom Guidelines; or 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.

Termination Recommendation

The Region Director will notify the program, in writing, of his/her recommendation to terminate funding. Within five (5) days of the recommendation for termination, the Region Director will contact the Director of OSR who will arrange a date and time for a formal hearing. A formal hearing will be scheduled within thirty (30) days of the recommendation for termination. If the program director does not appear 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 is final. No funds will be disbursed to a program during termination proceedings.

Grounds for Immediate Termination

The Secretary of Early Childhood Education may immediately terminate funding without a formal hearing in cases of child endangerment or gross negligence. Termination of pre-k sites is immediate when the facility and/or campus is found to pose any safety risk to the children. Aid will be terminated and students will be removed from the facility.

Thereafter, all unused funds must be refunded to the Alabama Department of Early Childhood Education. Equipment, furniture, classroom equipment, and supplies as well as playground equipment shall be returned to the Department if purchased with First Class Pre-K funds, and grantee will incur the cost of removal and delivery of said items. Alternatively, the program may keep said items and refund cost of said items to the Department.

DA 2.1 Formal Hearing Regarding Termination

When a recommendation for termination of funding is made, the presiding officer (Secretary of Early Childhood Education) 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.

1. The formal hearing committee will be composed of the Secretary of Early Childhood Education, OSR Director or designee, and the Region Director.
2. The Region Director and program director are entitled to present their cases 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.
3. 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.
4. The written decision of the formal hearing committee will be promptly transmitted via certified mail to the Region Director and program director.

If a decision is made to terminate, thereafter, all unused funds must be refunded to the Alabama Department of Early Childhood Education. Equipment, furniture, classroom equipment and supplies as well as playground equipment must be returned to the Department if purchased with First Class Pre-K funds, and the program will incur the cost of removal



and delivery of said items. Alternatively, the program can keep said items and refund cost of said items to the Department.

2021 SENATE APPROPRIATIONS

HB 1466

2021 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee Roughrider Room, State Capitol

HB 1466
3/29/2021
Senate Appropriations Committee

Relating to establishing four-year old program grants; relating to the definition of four-year old program.

Senator Wanzek opened the hearing at 11:01 AM.

Senators present: **Krebsbach, Wanzek, Bekkedahl, Poolman, Erbele, Dever, Oehlke, Rust, Davison, Hogue, Sorvaag, Mathern, and Heckaman.** Chairman **Holmberg** was absent.

Discussion Topics:

- Definition of “at risk’ kids
- Public/private school systems for grants
- FTEs
- Funding Allocation Resource Model

Representative Robin Weisz, District 14 – introduced the bill.

Brady Larson, Legislative Council – testified neutrally.

Kirsten Baesler, Superintendent, ND Department of Public Instruction – testified in favor.

Senator Wanzek closed the hearing at 11:31 AM.

Senator Krebsbach moved Do Pass on HB 1466.

Senator Oehlke second.

<i>Senators</i>		<i>Senators</i>	
Senator Holmberg	A	Senator Hogue	Y
Senator Krebsbach	Y	Senator Oehlke	Y
Senator Wanzek	Y	Senator Poolman	Y
Senator Bekkedahl	Y	Senator Rust	N
Senator Davison	Y	Senator Sorvaag	Y
Senator Dever	Y	Senator Heckaman	Y
Senator Erbele	N	Senator Mathern	Y

Roll Call vote – 11-2-1. Motion carried.

Rose Laning, Committee Clerk

REPORT OF STANDING COMMITTEE

HB 1466, as engrossed: Appropriations Committee (Sen. Holmberg, Chairman)
recommends **DO PASS** (11 YEAS, 2 NAYS, 1 ABSENT AND NOT VOTING).
Engrossed HB 1466 was placed on the Fourteenth order on the calendar.