The Alabama Department of Early Childhood Education

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

2020/2021 New Classroom Funding Application

Presenters:
Barbara Cooper, Ph.D., Director Office of School Readiness
Allison Muhlendorf, Executive Director, ASRA
Over one million new neural connections are formed every second in the first few years.
95% of a child’s brain develops from birth through age 5.
Early Years of Life Matter

Nobel Prize winner Professor James Heckman’s work with a consortium of economists, psychologists, statisticians, and neuroscientists shows that early childhood development directly influences economic, health and social outcomes for individuals and society.
ALABAMA FIRST CLASS PRE-K FRAMEWORK
Equity Focused
Quality of Teacher-Child Interactions in First Class Pre-K Classrooms, 2019

CLASS (Classroom Assessment Scoring System)

<table>
<thead>
<tr>
<th></th>
<th>Alabama Post Test</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Climate</td>
<td>6.30</td>
<td>6.04</td>
</tr>
<tr>
<td>Negative Climate*</td>
<td>1.10</td>
<td>1.06</td>
</tr>
<tr>
<td>Teacher Sensitivity</td>
<td>5.78</td>
<td>5.90</td>
</tr>
<tr>
<td>Regard for Student Perspective</td>
<td>5.55</td>
<td>5.44</td>
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<tr>
<td>Behavior Management</td>
<td>5.91</td>
<td>5.99</td>
</tr>
<tr>
<td>Productivity</td>
<td>5.97</td>
<td>6.10</td>
</tr>
<tr>
<td>Instructional Learning Format</td>
<td>5.44</td>
<td>5.29</td>
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<tr>
<td>Concept Development</td>
<td>2.82</td>
<td>2.44</td>
</tr>
<tr>
<td>Quality of Feedback</td>
<td>3.55</td>
<td>2.98</td>
</tr>
<tr>
<td>Language Modeling</td>
<td>3.40</td>
<td>3.46</td>
</tr>
</tbody>
</table>

*Want lower score
Overall Summary of Impacts of First Class Pre-K

Children who attend First Class Pre-K are:

More likely to be:
- Ready for Kindergarten
- Proficient in reading
- Proficient in math

Less likely to be:
- Retained in grade
- Chronically absent

Less likely to:
- Need special education
- Have disciplinary issues
Exceeding Developmental Expectations

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

### Percent of Children Meeting or Exceeding Widely Held Expectations for Development and Learning

**First Class Pre-K, Entry (Fall 2018) versus Exit (Spring 2019)**

*(Teaching Strategies GOLD)*

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-Emotional</td>
<td>48.8</td>
<td><strong>93.0</strong></td>
</tr>
<tr>
<td>Physical</td>
<td>56.3</td>
<td><strong>94.7</strong></td>
</tr>
<tr>
<td>Language</td>
<td>53.1</td>
<td><strong>90.9</strong></td>
</tr>
<tr>
<td>Cognitive</td>
<td>43.6</td>
<td><strong>92.2</strong></td>
</tr>
<tr>
<td>Literacy</td>
<td>51.3</td>
<td><strong>94.7</strong></td>
</tr>
<tr>
<td>Math</td>
<td>30.2</td>
<td><strong>87.1</strong></td>
</tr>
</tbody>
</table>
Impact: Reading and Math Proficiency for Low Income Students

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

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

- Proficient = Level 3 or 4 on Scantron and in expected grade based on year of Kindergarten entry (never retained)
- Results statistically significant by Chi square analyses at p<0.0001
Impact: 3rd Grade Reading and Math Proficiency for Low Income Students

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

Scantron, Spring 2019, Proficiency at 3rd Grade

<table>
<thead>
<tr>
<th></th>
<th>First Class Pre-K</th>
<th>No First Class Pre-K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>34.0%</td>
<td>31.7%</td>
</tr>
<tr>
<td>Math</td>
<td>44.8%</td>
<td>41.0%</td>
</tr>
</tbody>
</table>

Results statistically significant by Chi square analyses at p<0.0005
3rd Grade Achievement Gap Based on Income

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

**Reading Proficiency**
- **Statewide = 34.1**
- Non-Poverty: 53.3
- Poverty: 23.7
- No-FCPK: 23.5
- FCPK: 26.5

**Math Proficiency**
- **Statewide = 54.3**
- Non-Poverty: 73.5
- Poverty: 43.9
- No-FCPK: 43.5
- FCPK: 49.7

2016-2017 ACT-Aspire
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

<table>
<thead>
<tr>
<th>Skill</th>
<th>Fall Percent Meet/Exceed</th>
<th>Spring Percent Meet/Exceed</th>
<th>Percentage Point Gains, Fall to Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-emotional</td>
<td>48.4</td>
<td>93.0</td>
<td>44.2</td>
</tr>
<tr>
<td>Physical</td>
<td>56.3</td>
<td>94.7</td>
<td>38.4</td>
</tr>
<tr>
<td>Language</td>
<td>53.1</td>
<td>90.9</td>
<td>37.8</td>
</tr>
<tr>
<td>Cognitive</td>
<td>43.6</td>
<td>92.2</td>
<td>48.6</td>
</tr>
<tr>
<td>Literacy</td>
<td>51.3</td>
<td>94.7</td>
<td>44.4</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>30.2</td>
<td>87.1</td>
<td><strong>56.9</strong></td>
</tr>
</tbody>
</table>
Kindergarten Readiness: At First Class Pre-K Graduation

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

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

Percent ready for Kindergarten

- Social-Emotional: 89.1%
- Physical: 90.6%
- Language: 82.7%
- Cognitive: 84.8%
- Literacy: 79.1%
- Math: 71.8%
Impact: Narrowing the 3rd Grade Achievement Gap in Math for Low Income Students

Statewide: 54.3
No-FCPK Poverty: 43.5
FCPK Poverty: 6.2 point increase 49.7
All Poverty: 43.9
FCPK Poverty: 5.8 point increase 49.7

The 6.2% difference means 2,207 more children could have been proficient if all in poverty had FCPK.
Impact: Narrowing the 3rd Grade Achievement Gap in Reading for Low Income Students

- Statewide: 34.1%
- No-FCPK Poverty: 23.5%
- FCPK Poverty: 26.5%

- The 3% difference means 1,068 more children could have been proficient if all in poverty had FCPK

- All Poverty: 23.7%
- FCPK Poverty: 26.5%

2016-2017 ACT-Aspire
Impact: Grade Retention for All Students

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

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

- 8.7% for First Class Pre-K
- 11.9% for No First Class Pre-K

3.2 point difference

The 3.2 percentage point difference represents a ¼ reduction in retention.

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

Reducing retention = Fewer “extra years” → cost savings

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

Results statistically significant by Chi square analyses at p<0.0001
Impact: Chronic Absenteeism for All Students

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>First Class Pre-K</th>
<th>No First Class Pre-K</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>13.5</td>
<td>15.4</td>
</tr>
<tr>
<td>4th</td>
<td>12.8</td>
<td>14.9</td>
</tr>
<tr>
<td>5th</td>
<td>12.0</td>
<td>14.5</td>
</tr>
<tr>
<td>6th</td>
<td>12.3</td>
<td>15.0</td>
</tr>
<tr>
<td>7th</td>
<td>13.1</td>
<td>16.2</td>
</tr>
<tr>
<td>8th</td>
<td>13.9</td>
<td>17.0</td>
</tr>
</tbody>
</table>

Results statistically significant by Chi square analyses at p<0.0001

**Percentage Chronically Absent by Grade, 2018-2019 school year**

- Chronically absent students missed 15 or more days per year
Impact: Attendance for Low Income Students

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>FCPK</th>
<th>No-FCPK</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>8.5%</td>
<td>9.1%</td>
</tr>
<tr>
<td>4th</td>
<td>7.3%</td>
<td>8.9%</td>
</tr>
<tr>
<td>5th</td>
<td>6.8%</td>
<td>8.9%</td>
</tr>
<tr>
<td>6th</td>
<td>7.0%</td>
<td>9.3%</td>
</tr>
<tr>
<td>7th</td>
<td>7.3%</td>
<td>10.9%</td>
</tr>
</tbody>
</table>

Chronically absent students missed 18 or more days per year

These differences result in an estimated $5,403,655 in cumulative “lost cost” avoided
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

First Class Pre-K: 13.8%
No First Class Pre-K: 16.7%

Results statistically significant by Chi square analyses at p<0.0001

Does not include IEP for gifted exceptionality
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>No Pre-K</th>
<th>Pre-K</th>
</tr>
</thead>
<tbody>
<tr>
<td>K (2010)</td>
<td>9.0%</td>
<td>9.7%</td>
</tr>
<tr>
<td>1st (2011)</td>
<td>8.7%</td>
<td>10.4%</td>
</tr>
<tr>
<td>2nd (2012)</td>
<td>14.2%</td>
<td>15.5%</td>
</tr>
<tr>
<td>3rd (2013)</td>
<td>20.5%</td>
<td>21.6%</td>
</tr>
<tr>
<td>4th (2014)</td>
<td>21.0%</td>
<td>22.5%</td>
</tr>
<tr>
<td>5th (2015)</td>
<td>21.1%</td>
<td>22.6%</td>
</tr>
</tbody>
</table>

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

Analyses through 2015-2016 school year
Impact: Disciplinary Issues

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

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

<table>
<thead>
<tr>
<th>School Year</th>
<th>First Class Pre-K</th>
<th>No First Class Pre-K</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>11.8%</td>
<td>22.5%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>9.6%</td>
<td>22.4%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>8.7%</td>
<td>20.8%</td>
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</tbody>
</table>
Impact: Disciplinary Issues

Children who attended First Class Pre-K are **have lower discipline rates** consistently across grades. The discipline rate differences are larger in middle and high school.
<table>
<thead>
<tr>
<th>Budget Year</th>
<th>State Appropriations</th>
<th>Number of Classrooms</th>
<th>Number of Students</th>
<th>Number of Eligible Children</th>
<th>Number of Teachers Employed</th>
<th>Percent Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>$4,326,050</td>
<td>57</td>
<td>1,026</td>
<td>60,002</td>
<td>114</td>
<td>1.7%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$5,367,898</td>
<td>59</td>
<td>2,062</td>
<td>60,565</td>
<td>118</td>
<td>1.8%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$10,000,000</td>
<td>128</td>
<td>2,304</td>
<td>62,354</td>
<td>256</td>
<td>3.7%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$15,490,831</td>
<td>185</td>
<td>3,330</td>
<td>59,803</td>
<td>370</td>
<td>5.5%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$18,376,806</td>
<td>215</td>
<td>3,870</td>
<td>61,093</td>
<td>430</td>
<td>6%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$18,376,806</td>
<td>217</td>
<td>3,906</td>
<td>62,104</td>
<td>434</td>
<td>6%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>$19,087,050</td>
<td>217</td>
<td>3,906</td>
<td>62,104</td>
<td>434</td>
<td>6%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>$19,087,050</td>
<td>217</td>
<td>3,906</td>
<td>59,987</td>
<td>434</td>
<td>6.5%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>$28,624,146</td>
<td>311</td>
<td>5,598</td>
<td>60,665</td>
<td>622</td>
<td>9%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>$38,462,050</td>
<td>419</td>
<td>7,698</td>
<td>59,216</td>
<td>838</td>
<td>13%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>$48,462,050</td>
<td>652</td>
<td>11,736</td>
<td>58,740</td>
<td>1,304</td>
<td>20%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>$64,462,050</td>
<td>811</td>
<td>14,934</td>
<td>59,736</td>
<td>1,622</td>
<td>25%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>$77,462,050</td>
<td>941</td>
<td>15,996</td>
<td>57,123</td>
<td>1,882</td>
<td>28%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>$95,962,050</td>
<td>1,045</td>
<td>18,756</td>
<td>58,317</td>
<td>2,090</td>
<td>32%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>$122,798,645</td>
<td>1,209</td>
<td>21,762</td>
<td>58,520</td>
<td>2,418</td>
<td>37%</td>
</tr>
</tbody>
</table>

**Investing in Alabama’s Future**

In May 2019, the Alabama Legislature approved Governor Ivey’s recommended budget increase for the Alabama Department of Early Childhood Education, including the largest ever single-year expansion of First Class Pre-K.
Percentage of four-year-olds enrolled in First Class Pre-K 2019-2020

Counties with less than 37 percent access
Counties with 37 percent access or more

UAB School of Public Health 2019
Early Learning and Family Support: First Teacher Home Visiting

As the lead agency for home visitation in the state, DECE administers voluntary evidence-based home visiting programs that focus on school readiness, family and child health, and families in need of resources in their communities.
LEADERSHIP
- Embrace the Pre-K-3 early learning continuum
- Ensure developmentally appropriate practice
- Participate in a year long leadership academy and a community of practice

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

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

Language Essentials for Teachers of Reading and Spelling (LETRS)
- Recommit to ensure that every child reads on grade level by the end of 3rd grade
- Intensive learning experience for Alabama P-3 teachers, coaches, administrators, and college and university professors
- 290 educators who voluntarily chose to further their knowledge and skills by participating in the LETRS opportunity: 123 (coaches, administrators, professors), 124 K-3 teachers, and 43 Pre-K teachers.
- 132 educators on the LETRS waitlist
- 8 educators who would like to receive additional training to become an Alabama Facilitator of LETRS in Summer 2019
Alabama needs a comprehensive approach of collaboration that improves education from Pre-K to the workforce. That’s the goal of Strong Start, Strong Finish.

*Every child deserves a strong start to their educational experience.*

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

- Governor Kay Ivey
FOUNDANT Grant Management System

Starting the Application Process
**Funding Amounts:**
First Class Pre-K funds are awarded on a per-classroom basis as follows:

- **New Classroom Set Up (1 year only)**
  - Up to $120,000

- **Tiered Funding (annual funding amount depends on free and reduced lunch population)**
  - Annual Funding Amount of $86,904 for those with less than 50% free and reduced lunch population
  - Funding Amount of $89,712 per year for free and reduced lunch population of 51-60%
  - $92,520 for free and reduced lunch population of 61-75%
  - $95,328 for free and reduced lunch population of 76-90%
  - $100,008 for greater than 90% free and reduced lunch population

- **Excellence Funding (3 year renewal cycle)**
  - Up to $50,400 per year for increasing quality through teacher pay, professional development, classroom environment etc.

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

• Visit our website: children.alabama.gov

• Click on First Class Pre-K Funding Applications
Accessing Your Grant Information

Creating a new account will not link you to existing applications

Logon Page

Email Address

The Email Address field is required.

Password

The Password field is required.

Log On  Create New Account

Forgot your Password?

Password reset
Applicant Dashboard

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

Organization:
Alabama Department Of Early Childhood Education
00-000000
334-383-2700
P.O. Box 302755
Montgomery, Alabama 36130

Contact Email History

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

Process: Exceptional Grant (Non Classroom)
Application: Draft 07/30/2018
Decision: Undecided

Edit Application
Application Page – Options & Preview

2020-21 First Class Funding

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

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

Applicant Dashboard

Applicant:
Tammy Gibson
tammy.gibson@ece.alabama.gov
334-359-2721
P.O. Box 302755
Montgomery, Alabama 36130 Houston

Organization:
Alabama Department Of Early Childhood Education
00-0000000
334-359-2700
P.O. Box 302755
Montgomery, Alabama 36130 Houston

Contact Email History

If your organization information does not appear correct, please contact the funder. Thank you.
Dashboard – Process and Status

<table>
<thead>
<tr>
<th>Process: LETRS Funding Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
</tr>
<tr>
<td>Decision</td>
</tr>
</tbody>
</table>

**Follow Up Forms**

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

**Documents uploaded by Administrator**

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>FILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Box Assurances</td>
<td>Box 001.BMP</td>
</tr>
</tbody>
</table>
Dashboard – Payment

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

- Select Request

Print from FollowUp Packet tab
Reading MOU/Funding Source

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

Amount Awarded
Additional funding is forthcoming for master level teachers.
$120,000.00

Funding Source
State Education Trust Fund

County of Classroom
Please select the county in which the classroom will be located.
Chambers
Organization Information

Organization Summary

Organizational History View

<table>
<thead>
<tr>
<th>DATE</th>
<th>PROCESS</th>
<th>PROJECT</th>
<th>TYPE</th>
<th>STATUS</th>
<th>GRANTED</th>
<th>PAID</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/24/2018</td>
<td>Exceptional Grant (Non Classroom)</td>
<td>(View Request)</td>
<td>NA</td>
<td>Application Draft</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
In 2019-2020, Alabama First Class Pre-K served 1,209 classrooms in all 67 counties.
## Regional Director Contact Information

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