

**First Class Foundation Site B-5 Program**

**Program Guidelines**

**2021-2022**

**Alabama Department of Early Childhood Education**

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## **Site Selection and Criteria**

The Alabama Department of Early Childhood Education (ADECE) has led the nation in implementing the statewide First Class Pre-K program, which has been awarded the highest quality rating by the National Institute for Early Education Research (NIEER) for 15 consecutive years. This foundational level of quality is being expanded to include the youngest learners, birth to age five. Sites with a successful First Class Pre-K classroom may apply to receive funding for classrooms that support the learning and development of younger learners within the First Class Foundation Birth to 5 Program. Expanding high quality early childhood education to younger age groups will have long-lasting, positive impacts for children.

Sites applying must have the following criteria in place:

- Successful implementation of a First Class Pre-K Classroom
- Existing infant and toddler classrooms onsite
- Program must be in good standing with licensing, or cannot be licensed due to program regulations
- Stability of staff assigned to classrooms
- Goals for improvement or enhancement

### **Expectations for Quality Program Implementation**

To receive funding, First Class Foundation Birth to 5 sites agree to the following assurances as outlined in the Memorandum of Understanding:

- Childcare Centers must have commitment from directors and all classroom teachers to create a First Class Foundation Birth-5 site
- Directors, teachers, and employees are required to follow the First Class Foundation Birth To 5 Program and Classroom Guidelines
- Directors must purchase age-appropriate classroom materials from approved vendors. A list of vendors and packages will be provided
- Teachers must obtain a Child Development Associate (CDA), or higher certification, to meet requirements of Alabama STARS Quality Rating and Improvement System (QRIS)
- Directors are expected to maintain detailed, current financial records. Monitors will visit throughout the year to review the program's budget. The monitor must have access to receipts and invoices documenting expenditures for all funds received. Program directors must have prior approval for any purchase over \$300.00. The purchase request will be submitted using Appendix M
- Directors and teachers are expected to work collaboratively with B-5 Coaches, B-5 Program Administrator, and Monitors (B-5 and First Class Pre-K)
- Teachers and directors must receive coaching at regular intervals to ensure best practices are implemented at the classroom and program level
- The Director will enroll in the QRIS Enhancement and Assessment process to attain a QRIS Star Rating
- Directors and teachers will develop and implement a family engagement plan
- Directors and teachers will provide interventions for children experiencing developmental delays and behavioral challenges. This includes the development of a

positive discipline policy to prevent challenging behaviors and the development of a policy to provide positive interventions to children showing challenging behaviors

- Each program will implement a developmentally appropriate assessment and screening process to monitor student outcomes and ensure children are receiving interventions if indicated
- Directors will participate in Birth To 5 Leadership Academy
- Directors will create and maintain a sustainability plan for the Birth To 5 program
- Funds are sent in four payments, with a possible withholding of funds from payments occurring due to the misuse of funds or non-compliance with program requirements
- Teachers will partner with B-5 coaches and monitors to utilize data to establish outcomes for achievement in the major domains, monitor the status of implementation, and intervene when necessary to assure children are receiving developmentally appropriate instruction
- Program Directors will submit quarterly and annual progress reports to Project Administrator
- Program Directors will assure that each Birth To 5 Framework program is administered in accordance with all ADECE applicable requirements and guidelines
- Program Directors will review these assurances at the beginning and ending of each school year to ensure full compliance with all expectations
- Each program will complete an Annual Needs Assessment to determine financial needs for program improvement to include staff development

The expectations of the First Class Foundation B-5 Program are to encourage programs to enroll in the statewide Quality Rating System and receive incentives to sustain quality built by being a First Class B-5 Program. The DECE staff will support directors to build programs to meet the desired STAR level at the end of the program year. The guidelines below highlight the areas which will be necessary to achieve higher STAR levels and to create programs of quality based on the principles of best practices in early childhood education.

## **Environmental Guidelines**

All early learning environments should include outdoor and indoor spaces which are culturally responsive and developmentally appropriate for the children enrolled. The ADECE Coach will guide the design of the environment from the list of areas and items below. The coach will support enhancement based on each classroom's unique needs. A developmentally appropriate environment will facilitate the implementation of the curriculum. Materials should be rotated to encourage exploration, choice, and engagement. Variation will also allow for individualization, particularly for children with differing needs. Recommended areas are as follows:

### **Hello and Good-Bye Area**

Should be placed at the children's eye level; children should be able to see and interact with what is displayed.

- Adult Chair
- Family Pictures
- Sign in/ Sign Out Sheets
- Parent Board
- Lesson Plans

### **Toileting/ Diapering**

- Changing station (away from food prep)
- Covered trash container (plastic-lined)
- Child-sized toilet
- Stepstool (for adult toilets and sinks)
- Hand washing sink (accessible for children)
- Individual paper towels (for handwashing)
- Toothbrushes (storage)
- Changing paper/ changing pad
- Diapering is on demand per child

### **Mealtime Area**

- Food prep area (away from diapering)
- Seating for feeding infants (rocker, glider, etc.)
- Area for breastfeeding
- Child-sized tables
- Child-sized chairs (feet should be on the floor)
- Feeding chairs
- Unbreakable serving utensils

### **Sleeping and Resting Area**

- Individual cribs/cots
- Clean fitted crib/cot sheets

### **Classroom Furniture**

- Shelves for storage of materials
- Carpet/ Area Rug
- Trash Can (Hands-Free)
- Containers for materials

**Safe Place**

- Soft furnishing for child and teacher to sit together
- Pictures of emotions
- Breathing Icons
- Calming materials (books, stuffed animals, feeling buddies)

**Art Area**

- Easel
- Play dough
- Finger Paints
- Water Paints
- Paint Brushes (varied sizes)
- Paint Cups with Lids
- Paint Smocks/ Covers
- Blunt Tip Scissors
- Paper
- Crayons (large/ jumbo)
- Markers (large size)
- Glue Sticks
- Colorful pictures and posters

Understanding the difference in “art” and “craft” in early childhood programs is important as teachers plan activities to allow for creative expression. “Art” should be a focus in early childhood programs and “crafts” should be limited, if used at all.

**ART**

Creative, unique, original  
 Comes from within the child  
 Open-ended, end results unknown  
 Process is valued over end product  
 Allows for self- expression

**CRAFT**

Similar or identical to other children’s  
 Directed by an adult  
 Direction-oriented resulting in end product  
 Finished product valued over process  
 Copying and imitating expected

**Fine Motor**

- Grasping Toys
- Busy Boxes
- Textured Toys
- Balls
- Washable Crib Toys
- Mobile (attached to cribs of children under 5 months)
- Stuffed Animals (machine-washable)
- Infant Activity Mats (play gym)
- Hand Puppets
- Nesting and Stacking Toys
- Musical Toys
- Foam Boards
- Shape Sorters
- Peg Boards with Large Pegs
- Large Plastic Snap Beads
- Measuring Spoons
- Puzzles (1 or 2 pieces with knobs)
- Puzzles (4 to 5 pieces with knobs)
- Puzzles (no knobs; 6 to 8 pieces)
- Activity/ Busy Boxes
- Matching Games
- Crawl-Through Tunnel
- Grasping Toys
- Stacking Rings
- Interlocking Play Sets (at least 3 sets)

### **Music**

- CD Player (1)
- Music Boxes
- Safe Home Instruments (ex: Shakers)
- CDs or Tapes (6-10)
- Variety: Classical, Popular, Cultural, Multi-Lingual
- Musical Toys
- Musical Instruments (1 per child)

### **Dramatic Play**

- Soft Animals
- Pots and Pans
- Toy Telephones
- Dress- Up Clothes
- Child-Sized House Furniture
- Cooking/Eating Equipment
- Dolls
- Dolls' Clothes

- Doll Crib/Bed
- Mirror (full length)
- Child-sized Stove
- Child-sized Sink
- Kitchen Utensils

### **Block Area**

- Soft Blocks (cloth or vinyl)
- Small Plastic Blocks (not Legos)
- Foam Blocks
- Multi-colored Rectangular Blocks
- Cardboard Blocks
- Colored Wooden Table blocks (uniform blocks and alphabet blocks)
- Cars
- Trucks
- Trains
- Buses
- Airplanes
- Block People
- Animals (zoo, dinosaurs, farm)
- Containers to Fill and Dump

### **Sensory Area**

- Sand/ Water Table
- Shovels and Buckets
- Small Cars and Trucks
- Floating Toys
- Plastic Containers

### **Library Area**

- Wide selection of books including varying races, cultures, abilities, and ages; fantasy (pretend stories about people and animals); fact-based/informative; nature and science; animals; familiar objects; familiar routines
- Sturdy Books
- Soft Books
- Washable Books
- Bookshelf for storage
- Soft Pillows
- Soft Sofa

### **Nature/Science**

- Collections of natural objects (i.e., rocks, insects, seed pods)
- Living Things to care for and observe (i.e., house plants, gardens, pets, butterfly garden)
- Nature/Science Books



- Nature/Science Pictures
- Nature/Science Games or Toys (i.e., matching cards, nature sequence cards)
- Nature/ Science Tools (i.e., magnets, magnifying glasses, thermometers, prisms)
- Safe Place

### **Gross Motor**

- Loose Parts which can be rotated daily
- Storage Containers for loose parts
- Helmets for children on ride toys
- Sand/ Water Table
- Sand Toys
- Water Toys
- Shaded Area
- Hazard-free outdoor play area, appropriate for designated age group

The Environmental Checklist is completed by the ADECE Coach and teacher to identify areas of need and possible enhancement opportunities. Materials and classroom set-up are evaluated to determine physical needs and to familiarize the teacher with using the environment as reinforcement. Classrooms will be supported to exceed licensing standards and to enhance quality. The items above are examples of quality materials and should be in place for appropriate age groups. The Coach will validate the addition of materials to the classroom.

## **Staff Credentials and Professional Development**

### **Staff Credentials:**

1. Directors will participate in the B-5 Leadership Academy. Professional development opportunities for directors and teachers can be paid from the B-5 fund.
2. Teaching teams will possess or work toward attaining at least **one** of the following credentials:
  - Early Childhood Education degree (B.A./B.S. or M.A./M.S.) with a minimum of 18 credit hours in early childhood/ child development coursework.
  - Special Education degree in Early Childhood with a minimum of 18 credit hours in early childhood/child development coursework,.
  - Human Environmental Science degree (B.A./B.S. or M.A./M.S.) with a concentration in Early Childhood Development or Child Development.
  - Associate Degree (A.S.) in Child Development or equivalent from an accredited institution
  - Current age-appropriate CDA
  - Teachers without a CDA will be encouraged to earn a CDA or complete 9 hours in ECE subject area within 12 months.

## **Professional Development Support**

To maintain quality teaching standards, annual professional development is expected for all staff directly associated with the First Class Foundation Site. ADECE staff may provide trainings or programs may secure subject matter experts (SME) to complete the trainings for their programs. Training offered by organizations other than ADECE staff must document the learning objectives for each training and the credentials of each trainer.

Required topics for pre-service are:

- Alabama Standards for Development and Learning (ASELDs)
- Planning and Implementing Developmentally Appropriate activities for children (curriculum and assessment)
- First Class Foundation B-5 Procedures and Guidelines
- Supporting Effective and Nurturing Adult-Child Interactions (Responsive Caregiving)

Additional recommended research-based professional development:

- Effective Curricula Implementation
- Partnering with Families
- Supporting Children with Disabilities and their Families
- Supporting Dual Language Learners
- Addressing Challenging Behaviors
- Preparing Children and Families for Transitions
- Use of Data to Individualize Learning Experiences to Improve Outcomes

Programs may request trainings based on staff and program needs.

Teachers must attend a minimum of 10 hours of approved trainings in addition to hours required by DHR licensing standards. Administrators are strongly encouraged to participate in First Class Foundation professional development opportunities. Professional development is an important component of quality. ADECE recommends that all sites make training opportunities accessible to staff by paying for regular training costs, travel, and substitutes, from B-5 funds. Online professional development opportunities approved by ADECE also serve as professional development hours. Coaches have more information about professional development opportunities and expectations.

Training is individualized, based on teachers' needs and experience in classroom. This is achieved through coaching and one-on-one technical assistance in reflective conversations with the teacher to focus on the effectiveness of the practice. Coaches will work with teachers to create a professional development plan with short term and long-term goals. These goals will be linked to teacher needs, interests, and assessment tools implemented in the program.

Professional development should be scheduled, if possible, throughout the program year to provide consistent content delivery to all education staff. During these times, the classrooms may be closed so that teachers can engage fully with the content provided. Training Certificates are awarded to document completion of training and coded to DHR requirements for credit with the Professional Development registry. For programs that cannot close during operational hours, virtual options will be available to staff.

## **Curriculum Requirements**

First Class Foundation sites are recommended to use the Alabama Standards for Early Learning and Development as a guide when selecting a developmentally appropriate curriculum. Sites must purchase a curriculum that meets these criteria: (1) the program is developmentally appropriate and (2) the curriculum is approved by the Department of Early Childhood Education. [The Creative Curriculum® for Infants, Toddlers and Twos](https://www.frogstreet.com/curriculum/) or Frog Street <https://www.frogstreet.com/curriculum/> are examples of appropriate curricula.

Teachers will receive professional development on the ASELDs and will also receive training to support the use of the selected curriculum. If the curriculum has a fidelity tool, the fidelity tool must be purchased by the program and each classroom should be assessed with the tool. The data from the assessment will be shared with the First Class Foundation Coach at the beginning of each funding cycle.

Additional considerations:

- Academic curriculum is progressive and based on children’s developmental milestones
- Teachers receive training through Certified Trainers. ADECE can offer Certified Training support for The Creative Curriculum or Frog Street Curriculum
- Birth to Five coaches will conduct additional trainings as needed throughout the year. This allows for individualization of professional development for teachers

## **Implementation Process**

Planning for Infant/Toddler curriculum instruction includes defined teaching practices that enable adults to create effective classrooms where children learn through active participation. In addition to providing an engaging learning environment and using a comprehensive curriculum, the teacher should create the following:

- Unique and responsive routines
- Conflict-resolution skills
- Positive attachment relationships
- Modelling activities that produce an early learning environment where all children can thrive

Alabama’s Standards for Early Learning and Development, along with curriculum and assessment, work together to promote children’s development and learning. The ASELDs is used to define the curriculum, which is the specific learning experiences and content that will be taught. The curriculum is built on feedback from the children themselves, family interests, and professionals’ knowledge of child development.

Lesson plans should include the following areas: Language and Literacy, Cognitive and Math, Social Emotional, Physical, Science/Nutrition (weekly), Outside Play, Environmental Changes, and Family Engagement. The interests, curiosity, and needs of the children should be taken into consideration when developing classroom plans. As noted by NAEYC and other child development experts, lessons and free choice activities that are created around themes or studies maximize learning in a meaningful context. Worksheets and ditto sheets do not provide experiences that are developmentally appropriate and are prohibited from use.

Weekly lesson plans are required in all classrooms. The lesson planning format the teacher chooses must be approved by the ADECE Coach at the beginning of the school year. All plans will be based on the Alabama Standards for Early Learning and Development. Lesson plans will be submitted to the ADECE Coach in a timely manner (Thursday before implementation). The Coach will monitor curriculum fidelity by reviewing the posted lesson plan and classroom observation. Teachers are required to reference the resources in all lesson plans. Lesson plans should be created in accordance with routines noted on the lesson plan checklist for the developmental age group.

### **Lesson Plan Checklist:**

- Infant/toddler lesson plans are created for individual children
- Small Group Activities are planned to include Music and Movement and Language Modeling
- Individual Activities are planned for individual needs with specific skills identified (This is an implementation statement, not something that would be on a lesson plan)
- A variety of communication activities are included such as songs, finger plays, stories, etc.
- At least one nutrition lesson is provided weekly to all students. This can include talking about foods, how to eat foods, how foods help provide energy; nutrition lesson should be developmentally appropriate for children
- Includes developmentally appropriate pictures, books, or toys that realistically represent nature
- Intentional Gross Motor Activities for Physical Development, implemented daily
- Daily experiences with living plants and animals indoors
- **Video, television, computer screens are not listed for use with children under 36 months of age**
- **Worksheets and Ditto Sheets are not used with infant and toddlers**
- Alabama Standards for Early Learning and Development documented in plans
- Resources are identified
- Lesson plans are accessible and up to date

**(See Appendix B, Appendix E-H: Instructional Support Forms)**

### **Establishing a Daily Schedule:**

A written schedule, with a timeline, should be posted outside the classroom door for Directors, Coaches, Monitors, Administrators, and visitors to view. The daily schedule provides a routine and a structure to the classroom but can also tolerate some flexibility to allow for children's interests and needs. When classroom staff are intentional in providing consistent routines and engagement expectations, this teaching practice implementation has been proven to decrease episodes of challenging behaviors demonstrated by children. An age-appropriate schedule can promote a child's understanding of expectations, which will support self-regulation. "Challenging behavior is more likely to occur when children are asked or expected to do things that are not appropriate for their age, stage of development, or individual characteristics. When expectations are realistic, children can achieve and grow" (Cairone & Mackrain, 141).

Schedules should reflect a balance of groupings: whole groups, multiple small groups, exploration of play, and gross motor activities. The Coach must be notified of any permanent schedule changes.

1. Whole groups should **only** occur when developmentally appropriate for older toddlers. ADECE provides age-appropriate guidelines for the checklist.
2. Infant/toddler teachers should focus on implementing individual or small group (1-3 children) activities for most of the day.
3. Exploration of play must be **uninterrupted**. Children should have access to materials and time to explore the items (an engaged adult may facilitate exploration). The activities should last for at least an hour, **not** including time used to clean up. This guidance is for preschool aged children. Younger children should be allowed free play with support from engaged adults.
4. Both teachers are expected to move around the classroom interacting and engaging with children on the child's eye level. This time is a valuable opportunity to collect anecdotal documentation.
5. At least two planned, developmentally appropriate Read Alouds must be scheduled each day. Teachers should consider this to be a time to introduce vocabulary, encourage discussion, and foster an appreciation for quality children's literature. Thoughtful planning also allows teachers to create opportunities to enhance Concept Development and Quality of Feedback (Pianta, LaParo, & Hamre).
6. Music and Movement should be thoughtfully planned and occur daily. Teachers should learn a repertoire of songs, chants, and finger plays for enjoyment and mastering recall of both melody and lyrics. This type of quality music and movement encourages appropriate social interaction, teaches underlying literacy and math skills, and improves spatial awareness (crossing the midline). A variety of resources should be utilized to guarantee exposure to multiple musical genres. Both teachers should actively engage in Music and Movement with the children, encouraging participation and enjoyment.
7. An age-appropriate science/nutrition activity should be planned and occur weekly.
8. The daily schedule should include time for children to nap or relax quietly. Provisions should be made for children that indicate a need to rest during any time of the day. Provisions should be made for early risers and non-nappers.
9. Infants are fed and provided naps on demand. For young infants, tummy time is offered multiple times throughout the day in short periods with an engaged adult.
10. Diapers will be checked every hour and changed as needed throughout the day and recorded on the child's daily report.
11. Schedule and observation indicate gross motor play outdoors, weather permitting, for a minimum of 90 minutes for infant/toddler classrooms or 60 minutes for Preschool/Pre-K outdoors.
12. Learning activities are planned and prepared in advance so materials are ready for use when children arrive at the activity.
13. Schedules are flexible and individualized to each child's needs for rest, play, toileting, and meals/snacks.
14. All children are taken outside daily, weather permitting.
15. Daily Schedule reflects an entire program day.
16. A Picture Schedule with words is posted near the Whole Group Area. Children should participate in monitoring the schedule.

## Screening and Assessment Requirements

All First Class Foundation Sites are expected to implement developmental screeners and developmentally appropriate assessments for each child enrolled. Parental consent is required for both the screening and the assessment. All results must be shared with the family, including an explanation of the tool and an interpretation of the results. If parents wish to pursue a referral for follow-up, contact with local agencies will be made by the program and/or family. This referral can be done through Child Find (Early Intervention); if the child is three or older, the referral will be made to the local education authority (LEA).

**Developmentally Appropriate Assessment:** Programs must assess children at three established checkpoints throughout the calendar year. Assessments must be comprehensive and developmentally appropriate. The assessment must be approved through the First Class Foundation Coach and staff must receive training on how to implement the tool with each child. The teacher who has assigned primary care for each child will complete the assessment on each child. The First Class Foundation Coach will support the teacher, as needed, with interpretation of assessment information prior to sharing with families

*Assessment* informs professionals' practices. When professionals observe children's behaviors, their responses to activities and experiences, and their skill mastery, they can design or adapt learning goals to encourage new understandings and development. Professionals use observations, the collection of artifacts, or children's progress towards meeting developmental goals as a guide for implementing intentional learning experiences that fosters developmental growth amongst each child. The ASELs are aligned with Alabama's assessment tools to inform those developmental indicators that can be assessed to indicate children's outcomes.

**Developmental Screeners:** All children enrolled in a First Class Foundation Site will receive the Ages and Stages Questionnaire 3™(ASQ-3) screener and the Ages and Stages Questionnaire, Social Emotional™ (ASQ-SE) screener. These will be done at enrollment and on the child's birthday.

To address concerns noted on the ASQ screener, a policy should be in place with details as to what will be the next steps. Below is an example of such a policy:

If, after three documented attempts, the ASQ-3 or ASQ-SE has not been completed and returned by the family, the teacher will complete the screeners on the child (if the consent for assessment has been signed by the family) and the results will be shared with the family.

- A. ASQ-3/ASQ-SE results:
  1. Monitoring area: 1 gray area
    - a. Child Progress monitored in classroom with educational notes from teacher and home activities are sent with families to support the development at home as well. This is documented in the Individualized Child Plan (ICP) on the classroom lesson plan.
    - b. ASQ-3 Possible Concern: 2 or more gray areas; 1 or more black areas, or family documented concern.
    - c. After the possible concern(s) are identified, the disability concern process will begin.

2. ASQ-SE: Possible Concern: Once the ASQ-SE is scored a concern is noted if a score falls in the “black” area.
  - a. After the possible concern is identified by ASQ-SE, the parent will be given a Devereux Early Childhood Assessment (DECA) to complete from the teacher or Mental Health Coordinator. The DECA is a social emotional assessment which will help to identify strengths and support areas which need to be developed. If the DECA assessment shows an area of concern, the disability concern process begins.

## B. Assessment

1. Assessment of Learning is critical to supporting children’s development and learning in the classroom. It is essential in “making sound decisions about teaching and learning, identifying significant concerns that may require focused intervention for individual children, and helping programs improve their educational and developmental interventions.”
2. Assessment is the process of gathering information about children from several forms of evidence, then organizing and interpreting that information.
3. Teaching and assessment go hand in hand. Information gained from children’s assessments should serve as the roadmap for guiding children’s experiences toward development and learning.
4. Tools: The assessment tool chosen for use by a First Class Foundation site must be approved by the ADECE.
5. Late Enrollment Assessment Expectations:
  - a. If a child is enrolled 4 full weeks or more before a scheduled checkpoint, documentation in each area is required.
  - b. If a child is enrolled less than 4 weeks before the scheduled checkpoint, documentation in the areas of social-emotional and physical development/health is required.
  - c. If a child is enrolled two weeks or less before the scheduled checkpoint, documentation is encouraged, but not expected to be complete, due to time restrictions.
6. For further reading: NAEYC Position Statement: Early Childhood Curriculum, Assessment, and Program Evaluation, Nov. 2003 Basics of Assessment: A Primer for Early Childhood Educators, NAEYC, 2004

## **Family Engagement**

ADECE acknowledges the family as the first and lifelong educator of the child and supports this role through family communication regarding educational data, and through opportunities for engagement with the program. A comprehensive plan for family engagement to implement strategies for creating partnerships with families and build reciprocal relationships that promote shared decision-making should be developed by all programs.

## **Parent Involvement**

An annual plan specifying the ways parents may participate is necessary to ensure the engagement with families is a priority.

A monthly calendar/flyer/newsletter outlining upcoming family engagement opportunities is a means to share activities at the beginning of each month with First Class Foundations families.

Family participation in the First Class Foundations program is encouraged. Examples of ways to participate are attending the family orientation, completing the ASQ-3 screener, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in Individual Education Plan (IEP) meetings, and completing take-home activities.

Teachers are encouraged to share daily notes such as photos, routines activities, and important news with family through conversation, emails, text messages, or electronic tools.

A Home Language Survey is another means to engage with families. This survey allows for determination of preferred language for communication with families and language for assessments and screenings. In the event that a child speaks a language other than English, programs should attempt to find a bilingual speaker to assist with assessments and screenings. If this person cannot be found, the family will share with the program developmental notes regarding the child's growth, and this will be documented in the assessment system. A Home Language Survey is to be completed by families within 4 weeks of enrollment. This survey allows for determination of preferred language for communication with families and language for assessments and screenings. An example is below:

**(See Appendix I: Home Language Survey)**





## First Class Foundations Home Language Survey

Child's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

What language(s) is (are) spoken in your home? \_\_\_\_\_

Which language did your child learn first? \_\_\_\_\_

If speaking, which language does your child use most frequently at home? \_\_\_\_\_

What language do you speak most frequently with your child? \_\_\_\_\_

In what language would you prefer to get information from the school? \_\_\_\_\_

### Parent/Family Orientation

Orientation should be held yearly with an alternate plan for families who enroll after the orientation to receive the pertinent information. Information that can be shared at the orientation would be program calendars, communication from program to families in the event of emergency or staff shortages, policies and procedures, teacher introduction and program structure of staffing. This is the time for your families to get to know your program and to build confidence in the work you do each day.

### Parent-Teacher Conferences

At least three individual conferences per year between the lead teacher and parent/guardian are should be held to discuss child growth and interests. The dates that follow are recommendations to align with First Class Pre-k to streamline the process for families and staff. The first conference should be held after the October developmental assessment checkpoint but prior to December 15. The second conference should be held after February 1<sup>st</sup> but prior to March 1<sup>st</sup>. The third conference should be held during the final developmental assessment checkpoint and prior to May 31. It is preferred that conferences should be in person but may be conducted through teleconferencing software if needed. All conferences should be documented.

### **Budget Expectations: Required For All Programs**

First Class Foundation Sites are awarded funding to provide a high-quality learning environment and experience for children. All programs should ensure that funds received are used in the B-5 classrooms for which they are appropriated.

Contracts will be awarded to First Class B-5 Foundation site 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 and adherence to the B-5 recommendations and stipulations. It is important that programs demonstrate financial solvency and sound fiscal management. Programs will operate awarded funding based on the calendar year January through December.

Program Directors will be required to provide a monthly accounting report of how awarded funding will be allotted. Program Directors are required to submit the B-5 Expenditure Analysis, along with all purchase and transaction receipts for material and events paid with awarded B-5 funds. Expenditure Analysis and receipts must be submitted monthly to the B-5 System Administrator. Failure to submit receipts in a timely manner, within 90-days of expenditure, may result in denial of B-5 funds to cover the identified expense.

### **Permission to Purchase**

All furnishings and/or equipment in excess of \$300.00 must be inventoried and pre-approved by the B-5 Program Administrator. Inventory lists should be kept onsite and available for review upon request.

All B-5 funds must be encumbered by December 31<sup>st</sup> of each funding year.

**(See Appendix J: Permission to Purchase Form)**



## Permission to Purchase Form

Individual non-consumable items over \$300.00 must be pre-approved by the assigned B-5 Monitor or Program Administrator *prior to purchasing items.*

Name of Class: \_\_\_\_\_ County: \_\_\_\_\_

Lead Teacher: \_\_\_\_\_

Email: \_\_\_\_\_

First Class Foundations B-5 Monitor: \_\_\_\_\_

Equipment/Materials/Supplies	Company	Quantity	Total

Site/Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

Pre-Approved By: \_\_\_\_\_ Date: \_\_\_\_\_  
B-5 Monitor/Program Administrator

*All purchases made with B-5 funds must be verified by your Monitor or Program Administrator with appropriate documents, including itemized receipts or itemized paid invoices, on a regular basis. Failure to provide appropriate documentation within 60 days from the date of approved purchase(s) will result in ineligibility for purchase(s) to be paid with B-5 funds. A copy of this document must be given to your Monitor if pre-approval for purchase is given.*

## **Coaching Support**

### **B-5 Coaching**

Coaching will be focused on building teacher-child interactions. This element has been noted to have the largest impact on quality in an early childhood classroom. A pre-assessment with the CLASS tool will be done in November/December 2021. The CLASS tool is a nationally acknowledged tool to assess teacher-child interactions and is used in the determination of the QRIS STAR Rating System. Once the assessment is complete, a baseline for each classroom will be determined and coaching goals will be built around the CLASS scores.

In addition, the QRIS system also uses an internal developed tool called the Best Practice Rubric which measures elements of quality in the program. In November/December of 2021, each program will be assessed with the Best Practice Rubric and goals will be established with the director as to what STAR level is desired. Once that is determined, funds for 2022 will be awarded based on the need to attain desired STAR level. DECE coaches will support directors on building their programs to meet the items identified in the Best Practice Rubric

All information related to the QRIS STAR program can be found on <https://alabamaqualitystars.org/>

The forms below will be used to document support given to programs through the coaching model.



**Birth To Five GOALS & ACTION PLAN:**

2021-2022

<b>Section 1:</b>		
<b>Date:</b>	<input type="checkbox"/> Family Home-Based <input type="checkbox"/> Center-Based	
<b>Site/ <u>Coachee</u>:</b>		
<b>Classroom:</b>		
<b>The SMART goal I will work on:</b>		
<b>Action Steps to Achieve Goal:</b>		
<b>Target Completion Date:</b>	<b>Resources to Support Teacher:</b>	
<b>Date:</b>	<b>Coach's Signature:</b>	<b>Teacher's Signature:</b>
<b>What's Happening in the Classroom:</b>		
<b>Teacher / Coach Communications:</b>		

Education 2021-2022



Birth To Five Communication Log:

<b>Class Name:</b>
<b>Coachee:</b>
<b>Date:</b>
<b>Program Partner:</b>
<b>Site location:</b>
<b>Time:</b>
<b>Delivery Format (In Person/ Phone/ Web-Based/ Email/ Text):</b>
<b>Communication Notes:</b>
<b>Follow Up:</b>

Coach's Signature: \_\_\_\_\_

Coachee's Signature: \_\_\_\_\_

## Appendices: Sample Forms to Support Guidelines

### Appendix A



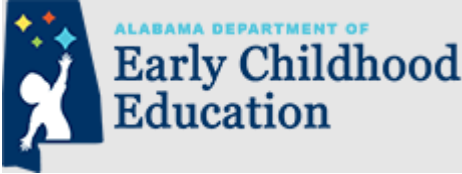
## First Class Foundations Infant/Toddler Daily Schedule Checklist

Classroom Name \_\_\_\_\_

	Schedule reflects a 6.5 hour day
	Hellos/Goodbyes Ritual
	Read-Alouds are scheduled daily (Consisting of an individual or small group of 2-3)
	Music and Movement is scheduled and occurs daily
	Exploration of play is scheduled daily for a minimum of 60 minutes uninterrupted and not including clean up time
	Gross Motor is scheduled for 90 minutes daily (this time may be divided into segments)
	A Picture Schedule is posted near the <b>Whole Group Area</b> Children should participate in monitoring the schedule
	Rest time
	A Science/Nutrition activity is planned and occurs weekly
	Daily Schedule Approved by Coach

\*\*Infants are fed on demand, approximately every three hours. Diapering and toileting are on an individual basis. Diapers will be checked every hour and recorded on the child's daily report.

**Appendix B**



**First Class Foundations Preschool/Pre-K Daily Schedule Checklist**

Classroom Name \_\_\_\_\_

	Schedule reflects a 6.5 hour day
	Hellos/Goodbyes Ritual
	2 planned and purposeful Read-alouds are scheduled daily
	Music and Movement is scheduled and occurs daily
	Small Group (3-5 children) is scheduled daily and does not exceed 20 minutes
	Exploration of play is scheduled daily for a minimum of 70 minutes uninterrupted, and not including clean up time
	Gross Motor is scheduled for 60 minutes daily (this time may be divided into segments)
	Rest Time
	A Picture Schedule is posted near the <b>Whole Group Area</b> Children should participate in monitoring the schedule
	A Science/Nutrition activity is planned and occurs weekly
	Daily Schedule Approved by Coach

**Appendix C**





## First Class Foundations Parent/Family Contract

Child's Full Name: \_\_\_\_\_

Name of Class: \_\_\_\_\_

County: \_\_\_\_\_

Teacher: \_\_\_\_\_

Our goal is for your child to gain the greatest possible benefits from this First Class Foundation experience. Each parent is asked to carefully review the following guidelines for participating in the program. Your signature will acknowledge that you have read and understand these guidelines.

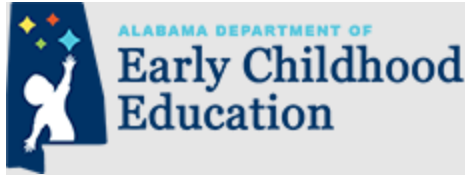
I agree to:

- Attend an orientation meeting at new enrollment to discuss the following: program expectations, biographies of child's teacher, emergency procedures
- Attend two scheduled family conferences (one per semester)
- Attend additional conferences when requested to discuss my child's progress
- Complete a minimum of 12 hours of parent involvement
- Submit all required forms and documentation to my child's teacher by given deadlines, such as a developmental screener and developmentally appropriate assessments as needed for my child's development.
- Work cooperatively with my child's teachers and other site personnel
- Give ADECE permission to assess and follow the academic performance of my child
  - Give permission to use my child's demographic information for ADECE reports and publications (no identifiable information will be directly associated with my child)
- Give permission for my child to receive any additional assessments administered for the First Class Foundations program. I understand that this program is voluntary and

that as the parent/guardian it is my responsibility to work with the program to resolve any issues that may arise during the school year.

Parent/Guardian Signature: \_\_\_\_\_

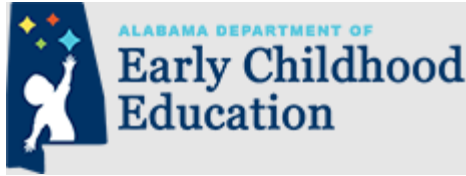
Date: \_\_\_\_\_



## First Class Foundations Lesson Plan Checklist

Classroom Name \_\_\_\_\_

	ASELDs Objectives and Standards listed
	Centered Theme or Topic Noted
	Hellos/Goodbyes Rituals
	Music and Movement
	Science/Nutrition Activity Recorded (Note which day science activity will occur)
	Planned and Intentional transitions
	2 Planned and Purposeful Read-Alouds
	Exploration of Play- Developmentally Appropriate Activities described, based on age group of students
	Materials and Resources listed



## Infant Lesson Plan Template

Classroom Name: \_\_\_\_\_

Teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_

Lesson Plan Theme or Topic: \_\_\_\_\_

Age Group: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Hello/Goodbye Rituals</b>					
<b>Exploration of Play</b>					
<b>Music and Movement</b>					
<b>Read Aloud 1</b>					
<b>Read Aloud 2</b>					
<b>Gross Motor Activity</b>					
<b>Science/ Nutrition Activity</b>					

(Implemented Once Weekly)					
<b>Transitions</b>					

<p><b>Lesson Plan Objectives and Standards:</b></p>
<p><b>Theme or Topic Incorporations for Classroom:</b></p>
<p><b>Resources Needed for Lesson Implementation:</b></p>
<p><b>Family Involvement:</b></p>

**Appendix F**



# First Class Foundation Infant Individual Child Lesson Planning Form

Child's Name: \_\_\_\_\_

Classroom Name: \_\_\_\_\_

Topic/Theme: \_\_\_\_\_

Week of: \_\_\_\_\_

Content Area	ASELD Objective	Activity	Materials Needed
<b>Hello &amp; Goodbye Ritual</b>			
<b>Exploration of Play:</b> <ul style="list-style-type: none"> <li>• <b>Language Development</b></li> <li>• <b>Physical Development</b> (Gross and Fine Motor)</li> <li>• <b>Cognitive Development</b></li> </ul>			
<b>Social-Emotional Development</b>			
<b>Science/ Nutrition Activity</b>			

<b>Read Alouds (2)</b>			
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**Appendix G**



## Toddler/Preschool Lesson Plan Template

Classroom Name:

Teacher(s):

Date:

Lesson Plan Theme or Topic:

Age Group:

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Arrival Activity</b>					
<b>Exploration of Play</b>	Dramatic Play:  Library:  Block Center:  Sensory Center:  Fine Motor/ Manipulatives:  Art:	Dramatic Play:  Library:  Block Center:  Sensory Center:  Fine Motor/ Manipulatives:  Art:	Dramatic Play:  Library:  Block Center:  Sensory Center:  Fine Motor/ Manipulatives:  Art:	Dramatic Play:  Library:  Block Center:  Sensory Center:  Fine Motor/ Manipulatives:  Art:	Dramatic Play:  Library:  Block Center:  Sensory Center:  Fine Motor/ Manipulatives:  Art:

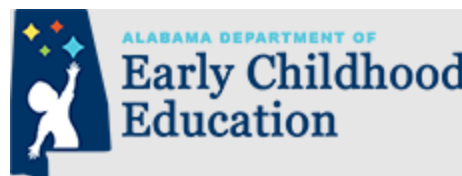


<b>Music and Movement</b>					
<b>Read Aloud 1</b>					
<b>Read Aloud 2</b>					
<b>Gross Motor Activity</b>					
<b>Science/ Nutrition Activity</b>  (Implemented Once Weekly)					
<b>Transitions</b>					

**Lesson Plan Objectives and Standards:**

<b>Theme or Topic Incorporations for Classroom:</b>
<b>Resources Needed for Lesson Implementation:</b>
<b>Family Involvement:</b>

**Appendix H**



**First Class Foundations Home Language Survey**

**Child's Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

What language(s) is (are) spoken in your home? \_\_\_\_\_

Which language did your child learn first? \_\_\_\_\_

If speaking, which language does your child use most frequently at home? \_\_\_\_\_

Which language do you speak most frequently to your child? \_\_\_\_\_

In what language would you prefer to get information from the school? \_\_\_\_\_



## Permission to Photograph

I, \_\_\_\_\_ (Parent/Guardian Name) give permission for The First Class Foundation Classroom to photograph, video record, or voice record my child, \_\_\_\_\_ (child's name) for the following purposes:

(Initial below each opportunity to grant permission for the First Class Foundation Classroom to use):

\_\_\_\_\_ Assessment Purposes

\_\_\_\_\_ Social Media

\_\_\_\_\_ Newsletters

\_\_\_\_\_ Site Displays (bulletin boards, classroom labeling, etc.)

\_\_\_\_\_ Other Media

\_\_\_\_\_ Agency Promotional Publications

My child is a FOSTER child, and she/he cannot be photographed for any reason.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



## Permission to Purchase Form

Individual non-consumable items over \$300.00 must be pre-approved by the assigned B-5 Monitor or Program Administrator *prior to purchasing items.*

Name of Class: \_\_\_\_\_ County: \_\_\_\_\_

Lead Teacher: \_\_\_\_\_

Email: \_\_\_\_\_

First Class Foundations B-5 Monitor: \_\_\_\_\_

Equipment/Materials/Supplies	Company	Quantity	Total

Site/Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

Pre-Approved By: \_\_\_\_\_ Date: \_\_\_\_\_

**B-5 Monitor/Program Administrator**

*All purchases made with B-5 funds must be verified by your Monitor or Program Administrator with appropriate documents, including itemized receipts or itemized paid invoices, on a regular basis. Failure to provide appropriate documentation within 60 days from the date of approved purchase(s) will result in ineligibility for purchase(s) to be paid with B-5 funds. A copy of this document must be given to your Monitor if pre-approval for purchase is given.*