

**APPENDIX A: ADDITIONAL PROGRAM INFORMATION****A. Definitions**

A **full-day kindergarten program** offers a minimum of five instructional hours, five days a week, 180 days per school year.

A **part-time kindergarten program** offers at least 425 hours of instructional time during the school year.

**Early childhood** is a developmental stage that lasts from birth to around eight years of age, generally through third grade.

**Inclusion** means integration of children with disabilities with children without disabilities for at least 80% of the school day.

**Quality:** For the purposes of this grant, quality is defined, in part, by the National Association of the Education of Young Children's (NAEYC) accreditation criteria, including class size and adult-child ratios. (See Section F for information and resources on accreditation.) Among the quality elements of a full-day kindergarten are: integrated and differentiated curriculum based on activities that promote the development of the whole child (See the *Kindergarten Learning Experiences*.); formative assessment used for program improvement; an inviting indoor and outdoor environment; interactions/relationships; and a positive emotional climate that promotes social-emotional health and growth.

**B. Required Committee(s)**

**School Readiness and Early Childhood/Early Elementary Curriculum Committee(s):** A representative group that addresses school readiness and early childhood/early elementary curriculum must be convened if this grant is awarded. This may be conducted as one or two committees that build on, rather than replace, existing committees and councils in the community with similar or overlapping functions. It may be a subcommittee(s) of the Community Partnerships for Children or other early childhood, family support, or relevant council. The committee(s) is not to be composed solely of school staff.

**Tasks:** If possible, core members of the committee should be convened to develop the proposal and oversee the implementation of this grant, if funded. The focus of the committee is to ensure that the community, school district, and public and private early childhood programs are ready to provide high-quality educational experiences for children, from preschool through kindergarten and beyond if possible. This committee will oversee the development and implementation of the plan for the Quality Full-Day Kindergarten Grant that will be awarded in FY2010, subject to satisfactory completion of the approved Transition to Full-Day Kindergarten proposal and state appropriation of funds.

This committee is responsible for:

1. exploring and assessing school readiness issues community-wide;
2. collaborating with: public and private preschools and kindergartens; school committees; the Community Partnerships for Children Council or other early childhood council; after-school and out-of-school-time programs and providers; families; and other relevant programs and organizations;
3. facilitating the transition of children with and without disabilities from home and preschool programs into kindergarten and first grade;
4. assisting in the development of curriculum for the full-day program and the alignment with the state *Kindergarten Learning Experiences*, *Guidelines for Preschool Learning Experiences*, and Massachusetts Curriculum Frameworks; and
5. promoting continuity of curriculum and formative assessment from preschool (public and private) through third grade.

**APPENDIX A: ADDITIONAL PROGRAM INFORMATION - continued****B. Required Committee(s) - continued**

Recommended members include:

1. the kindergarten coordinator and early childhood coordinator (if different individual);
2. at least one kindergarten teacher and one preschool teacher;
3. a 1<sup>st</sup> grade, 2<sup>nd</sup> grade, or 3<sup>rd</sup> grade teacher;
4. a principal;
5. a special education representative;
6. an instructional aide/paraprofessional;
7. the curriculum coordinator;
8. parents of a preschool child, a kindergarten child, and a 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> grade child;
9. a representative of the Community Partnerships for Children Council and/or other early childhood council (if applicable);
10. at least one representative of a private early education and care program;
11. a representative of Head Start (if applicable);
12. a representative of the 21<sup>st</sup> Century Community Learning Center (if applicable) and/or after-school/out-of-school-time program;
13. a representative of Reading First (if applicable);
14. a school council or school committee member; and
15. other interested parties.

**C. Program Activities**

Districts awarded a Transition to Full-Day Kindergarten grant must address the following tasks to be ready to implement full-day kindergarten in the fall of 2009.

1. Plan the transition of existing part-time kindergarten sessions to high-quality, full-day kindergarten classrooms by:
  - a. identifying/assessing supports and obstacles to moving from part-time sessions into full-day kindergarten; and
  - b. promoting collaboration and community support for full-day kindergarten, including town governance, school committee, school administration, teachers, parents, and community-based early childhood and school-age program providers.
2. Create an infrastructure to maintain high-quality full-day kindergarten programs by:
  - a. developing, selecting, and/or adapting kindergarten curriculum and assessments appropriate for a full-day schedule, based on research in early childhood development and education and best practices for teaching and how young children learn;
  - b. developing a framework for continuity of curriculum and formative assessment from preschool through grade three;
  - c. facilitating transitions of children and families from preschool to kindergarten and into first grade;
  - d. providing opportunities for staff to become familiar with the National Association for the Education of Young Children (NAEYC) accreditation process and to develop a plan for accrediting the kindergarten program;
  - e. improving inclusion of children with disabilities; and
  - f. supporting the education of English language learners.

**APPENDIX A: ADDITIONAL PROGRAM INFORMATION – continued**

**C. Program Activities - continued**

3. Districts may prepare for implementation of full-day kindergarten in the fall of 2009 by:
  - a. selecting and ordering equipment, materials, and supplies for new classrooms, including curriculum, accreditation materials, and other items necessary to support any part of the program;
  - b. providing and conducting professional development;
  - c. planning for the selection and implementation of an on-going assessment system to document children's progress and evaluate curriculum effectiveness;
  - d. preparing for/hiring teachers and/or instructional aides/paraprofessionals (Each classroom must have an assistant for at least half of the school day.) in all funded full-day classrooms to establish appropriate adult-child ratios that support active, integrated, and differentiated curriculum; formative assessment; the inclusion of children with disabilities; and the education of English language learners; and
  - e. identifying/hiring a Kindergarten Program Coordinator for FY2010 (and FY2009, if possible) to coordinate activities and committees and link to and collaborate with other organizations and individuals. Most successful full-day programs have a person responsible for these activities.

See <http://finance1.doe.mass.edu/Grants/grants09/rfp/701.html> for more information on the Quality Full-Day Kindergarten Grant (Fund Code: 701).

**D. Fund Use**

To accomplish these activities, funds may be used for:

1. salaries or stipends for the coordination of the transition to full-day kindergarten and associated activities (If this person is a CPC or early childhood coordinator or in another grant-funded position, funding for the position among funding sources should be proportionate.);
2. stipends and/or substitutes to support teachers, aides/paraprofessionals, administrators, parents/guardians, and other individuals from the early education community to develop or attend proposed professional development, committee meetings, and other activities;
3. consultants, professional development, and other support related to grant priorities and approved grant activities;
4. costs associated with the review of the *Kindergarten Learning Experiences*, development of curriculum, and alignment of the curriculum between Pre-K-3, using the kindergarten document, the *Guidelines for Preschool Learning Experiences* and the Massachusetts Curriculum Frameworks;
5. capital improvements or improvements to facilities that are necessary to implement full-day programs and to make rooms/buildings appropriate for young children;
6. quality improvements to help meet NAEYC accreditation standards, accreditation self-study materials, or fees;
7. materials/supplies for new classrooms (including furnishings), appropriate playground equipment (amount of grant funds requested should be proportionate to its use by kindergarten children (i.e., if used by preschoolers and/or elementary students, an estimated proportion of funding must come from other sources); and
8. other expenditures related to the grant priorities.

**APPENDIX A: ADDITIONAL PROGRAM INFORMATION - continued****E. NAEYC Accreditation**

The Quality Full-Day Kindergarten grant program, which follows the Transition to Full-Day Kindergarten grant program requires districts to seek accreditation from the National Association for the Education of Young Children (NAEYC). This is an early childhood organization whose accreditation system is recognized by research to raise the level of program quality and improve child outcomes. To support best practices in early childhood programs, the NAEYC accreditation standard for class size and adult-child ratios are strongly recommended for the Quality-grant funded classrooms. The standard requires: a ratio of 1:10 in a class of up to 20 children; a ratio of 1:11 in a class of 22 children; and a ratio of 1 staff person per 12 children for the maximum acceptable class size of 24.

Young children benefit from a well-planned curriculum that incorporates content into learning centers and multi-faceted play activities that include the interests of children in the classroom. This is the basis of many of NAEYC policies and accreditation standards. The *Kindergarten Learning Experiences* is consistent with NAEYC standards.

The NAEYC program standards (September 2006) address: curriculum; staff qualifications; health and safety; assessment; physical environment; relationships/interactions; leadership and management; family involvement; and community relationships. Each standard has several criteria.

The accreditation process has the following steps.

1. **Enrollment** – A comprehensive self-study before application for accreditation, which is perhaps the most powerful part for improving classroom quality;
2. **Application** – Submitting an application and determining a timeframe for submitting a formal self-assessment report;
3. **Candidacy** – Meeting fundamental licensing, staffing, and health and safety requirements;
4. **Site Visit** – Observations of the program by an NAEYC assessor to determine if the program meets all the standards; and
5. **Decision** by NAEYC.

For more information on accreditation, visit NAEYC Accreditation:  
[www.naeyc.org/academy/AccreditationMattersWhyEarn.asp](http://www.naeyc.org/academy/AccreditationMattersWhyEarn.asp)

**F. Resources Related to Full-Day Kindergarten***Accreditation*

Quality New York. *Why be Accredited*

[http://www.naeyc.org/selfstudy/pdf\\_other/QNY\\_Research\\_Brief\\_NAEYC\\_Accreditation.pdf](http://www.naeyc.org/selfstudy/pdf_other/QNY_Research_Brief_NAEYC_Accreditation.pdf)

*Assessment*

Council of Chief State School Officers/Early Childhood Assessment Consortium (various dates). Resources on early childhood standards and assessment, definitions of related terms, etc.:

[http://www.ccsso.org/Projects/scass/projects/early\\_childhood\\_education\\_assessment\\_consortium/publications\\_and\\_products/3002.cfm](http://www.ccsso.org/Projects/scass/projects/early_childhood_education_assessment_consortium/publications_and_products/3002.cfm)

*Curriculum*

Frank Porter Graham Child Development Institute (September 2006). Evidence-Based Practice Empowers Early Childhood Professionals and Families. *FPG Snapshot #33*. University of North Carolina/Chapel Hill: <http://www.fpg.unc.edu/%7Eimages/pdfs/snapshots/Snap33.pdf>.

## APPENDIX A: ADDITIONAL PROGRAM INFORMATION - continued

*Curriculum, continued*

Frede, Ellen & Debra Ackerman (March 2007). *Preschool Curriculum Decision Making: Dimensions to Consider*. NIEER Policy Brief: <http://nieer.org/resources/policybriefs/12.pdf> (note: focuses on preschool, but relevant to kindergarten as well, particularly note the questions at the end of the document.)

Gullo, Dominic F., ed. (2006). *K Today: Teaching and Learning in the Kindergarten Year*. Washington DC: NAEYC.

MA Department of Education (2003). *Guidelines for Preschool Learning Experiences*. See the Department of Early Education and Care web site: <http://www.eec.state.ma.us/CurriculumGuidelinesAndStandards.aspx>.

MA Department of Elementary and Secondary Education (April 2008). *Kindergarten Learning Experiences*: <http://www.doe.mass.edu/ess/ta/>

McLane, Joan Brooks (August 2003). Does not! Does Too! Thinking about Play in the Early Childhood Classroom, *Occasional Paper #4*, Erikson Institute.

*Facilities*

Dogan W. Arthur, Cindy Larson, Amy Gillman and Carl Sussman (2005). *Designing Early Childhood Facilities*, Local Initiatives Support Corporation, Volume 2: <http://www.lisc.org/content/publications/detail/3520>

*Kindergarten*

Ackerman, Debra J., W. Steven Barnett & Kenneth B. Robin (March 2005). Making the Most of Kindergarten: Present Trends and Future Issues in the Provision of Full-day Programs. *Policy Report*, National Institute of Early Education Research (NIEER): <http://nieer.org/resources/policyreports/report4.pdf>.

Education Commission of the States (ECS) (September 2004). Full-day kindergarten programs improve chances of academic success, in *The Progress of Education Reform 2004*, Vol. 5, No.4. <http://www.ecs.org/clearinghouse/54/83/5483.pdf>.

ECS (various dates) several kindergarten topics: <http://www.ecs.org/ecsmain.asp?page=/html/issue.asp?issueID=37>.

Krauerz, Kristie (January 2006). Ladders of learning: Fighting fade-out by advancing PK – 3 alignment. *Issue Brief #2*. New American Foundation Early Education Initiative: [http://www.newamerica.net/files/archive/Doc\\_File\\_2826\\_1.pdf](http://www.newamerica.net/files/archive/Doc_File_2826_1.pdf).

MA Department of Education (January, 2008). *Report on Kindergarten Development Grants*. Legislative report <http://www.doe.mass.edu/research/reports/0108kindergarten.doc>

National Association for the Education of Young Children (NAEYC) (March 2005). Why We Care about the K in K-12, in *Young Children on the Web*, <http://www.journal.naeyc.org/btj/200503/05aftetal.pdf>.

Pianta, Robert., Cox, M. and Snow, K. (2007). *School Readiness, Early Learning, and the Transition to Kindergarten*. Baltimore. MD: Paul Brookes Publishing. [Book]

Plucker, Jonathan *et al* (2004). *The Effects of Full Day Versus Half Day Kindergarten: Review and Analysis of National and Indiana Data*. <http://www.doe.state.in.us/primetime/kindergarten.html>.

Porch, S. (2002). *Full-Day Kindergarten*. Arlington, VA: Educational Research Service. [Book]

Vecchiotti, Sara (2001) *Kindergarten: the Overlooked School Year*. Working Paper of the Foundation for Child Development: [http://www.fcd-us.org/usr\\_doc/KindergartenAnOverlookedPriority.pdf](http://www.fcd-us.org/usr_doc/KindergartenAnOverlookedPriority.pdf).

WestEd (April 2005) Full-day kindergarten: Expanding learning opportunities. *Policy Brief*, [http://www.wested.org/online\\_pubs/po-05-01.pdf](http://www.wested.org/online_pubs/po-05-01.pdf)

**APPENDIX A: ADDITIONAL PROGRAM INFORMATION - continued**

*General Resources*

National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). Position papers: <http://naecs.crc.uiuc.edu/position.html>, in particular, *Early Childhood Curriculum*

*Assessment, and Program Evaluation: Building an Effective Accountability System in Programs for Children Birth through Age 8* (November 2003), a joint position statement with NAEYC; *Recess and the Importance of Play* (2002); and *STILL Unacceptable Trends in Kindergarten Entry and Placement* (2000).

National Association for the Education of Young Children (NAEYC) (various dates). Position statements: [www.naeyc.org/about/positions.asp](http://www.naeyc.org/about/positions.asp).

U.S. Department of Education, Institute of Education Sciences (2007). *What Works Clearinghouse* <http://ies.ed.gov/ncee/wwc/> or <http://www.whatworks.ed.gov/>. Summarizes research and evidence on a variety of interventions, including curricula, and other products.

*Professional Development*

National Professional Development Center on Inclusion, *What do we mean by professional development in early childhood?* [http://www1.fpg.unc.edu/community/npdci/assets/NDPCI-CoP\\_ProfessionalDevelopment\\_03-04-08.pdf](http://www1.fpg.unc.edu/community/npdci/assets/NDPCI-CoP_ProfessionalDevelopment_03-04-08.pdf)

National Professional Development Center on Inclusion. *Professional Development 1-2-3 Planning Guide* <http://www1.fpg.unc.edu/community/npdci/assets/NPDCI-PD-Planning-Guide.pdf>