

## PART IV – REQUIRED STATISTICAL INFORMATION

Answer the following questions with the most accurate data available for *FY2009*. All grantees should complete this section.

**A. Program Structure in FY2009**

1. Total children enrolled in kindergarten (all classes) as of June 2009 \_\_\_\_\_
2. Estimated number of children who entered kindergarten **without** preschool experience \_\_\_\_\_  
(Definition of preschool: public preschool, community-based preschool/child care, Head Start, family child care)
3. a. Number of children enrolled in **full-day** kindergarten \_\_\_\_\_  
b. Of those in **3a**, number enrolled who were experiencing homelessness \_\_\_\_\_
4. a. Total number of **full-day kindergarten classrooms** \_\_\_\_\_  
b. Of the number in **4a**, the number of **classrooms** serving children on IEPs \_\_\_\_\_
5. Total number of **part-time kindergarten sessions** \_\_\_\_\_
6. a. What is the range of **full-day** class sizes?\* \_\_\_\_\_ to \_\_\_\_\_ \_\_\_\_\_  
(lowest #) (highest #) (average class size)  
b. What is the range of **part-time** class sizes?\* \_\_\_\_\_ to \_\_\_\_\_ \_\_\_\_\_  
(lowest #) (highest #) (average class size)

\* Do not include substantially separate special education classrooms with regulated class sizes.

7. How many children are being retained in kindergarten for FY2010? \_\_\_\_\_
8. Rank the **three** greatest challenges for creating a PreK-Grade 3 Continuum in the district.  
(1 for most challenging; 2 for second most challenging; 3 for third most challenging)
  - a. \_\_\_ Developing aligned curriculum
  - b. \_\_\_ Implementing aligned assessments and methods of reporting
  - c. \_\_\_ Using standards, curriculum, and assessment to support the needs of the whole child
  - d. \_\_\_ Access to universal full-day kindergarten
  - e. \_\_\_ Access to universal full-day preschool for three and four year olds
  - f. \_\_\_ Engaging school leadership to foster and strengthen a PreK through Grade 3 approach
  - g. \_\_\_ Linkages and collaboration with early childhood programs in the community
  - h. \_\_\_ Family involvement and family-teacher partnerships to develop educational goals for students
  - i. \_\_\_ Adult-child ratios that foster strong relationships
  - j. \_\_\_ Well-qualified instructional aides/paraprofessionals
  - k. \_\_\_ Assessing the quality of learning environments
  - l. \_\_\_ Other \_\_\_\_\_

**B. Staffing for Full-Day Kindergarten Classrooms**

9. a. Complete this chart to show the presence of instructional aides in each full-day classroom on FY2009. Two examples are provided in the shaded area. This chart should reflect the presence of instructional assistance/paraprofessionals regardless of whether or not they are paid by the grant.

**Instructional Aides in Full-Day Classrooms**

Number of FDK Classrooms	Number of FDK Classes with Full-Time Instructional Aide(s)	Number of FDK Classes with Part-Time Instructional Aide(s)	Average FTE for Part-Time Aide(s)	Number of FDK Classrooms with NO Instructional Aide(s)
10	8	2	.5	0
6	0	6	.45	0

**B. Staffing for Full-Day Kindergarten Classrooms - continued**

9. b. What is the range of adult-child ratios in the full-day kindergarten classes? 1: \_\_\_\_\_ to 1: \_\_\_\_\_  
 (lowest)\* (highest)\*\*
- c. What is the average adult-child ratio in the full-day kindergarten classes? 1: \_\_\_\_\_\*\*

\***Lowest** = smallest number of children per adult (teacher, instructional aide) in a class. Do not include specialists working with children with disabilities for short periods of time only. Include part-time aides as 1.

\*\***Highest** = largest number of children per adult.

\*\*\***Divide** the total number of children by the total number of adults (e.g., 60 children, 3 teachers, 3 aides = adult-student ratio of 1:10). **Do not include substantially-separate special education classrooms.**

**C. Status of NAEYC Accreditation**

10. Describe the status of NAEYC accreditation for all kindergarten classrooms. (Circle FD for full-day and PT for part-time sessions.)

a. Number of Buildings w/FDK Classes	b. Number of Buildings Accredited	c. Total Number of Accredited FDK Classrooms  (Including those scheduled for re-accreditation)		d. Number Classes in Enrollment and/or Application  (Self-Study)		e. Number Classes Accepted for Candidacy		f. Number of Classes Denied Candidacy		g. Number of Classes Awaiting Assessment Decision		h. Number of Classrooms Deferred		i. Number Classes Not Involved in NAEYC		i. Number of PreK Classes Involved in NAEYC	
		FD	PT	FD	PT	FD	PT	FD	PT	FD	PT	FD	PT	FD	PT		
																	Number Involved: _____  Number Accredited: _____

11. List the names of the NAEYC accredited buildings in the district.

**D. Inclusion**

12. a. How many children in **full-day** kindergarten have Individualized Educational Programs (IEPs)? \_\_\_\_\_
- b. Of the # in **Question 12a**, how many were in inclusive/integrated\* classrooms? \_\_\_\_\_  
 (\*defined as "fully-included" – included with peers at least 80% of the day)
13. a. How many children in **part-time** kindergarten have Individualized Educational Programs (IEPs)? \_\_\_\_\_
- b. Of the # in **Question 13a**, how many were in inclusive/integrated\* classrooms? \_\_\_\_\_  
 (\*defined as "fully-included" – included with peers at least 80% of the instructional time)

**E. Schedule and Options**

14. When does the district conduct kindergarten screening for incoming students?
- January - March                       July - September
- April - June                               c. Other. Describe:
15. a. If full-day kindergarten is offered district-wide, does a part-time option exist for families that do not want the full-day program?  Yes  No
- If yes, select the option.
- a. Parents pick the student up mid-day.
- b. District offers a session of part-time kindergarten as needed.
- c. Other. Describe.

**E. Schedule and Options - continued**

16. If full-day kindergarten is **not** offered district-wide, how are children selected for the full-day classes?

- a. Based on the location of the elementary school or early childhood center.
- b. By lottery. Describe how the lottery works.
- c. Parent request or as needed.
- c. Other criteria or process. Describe the process.

**F. Tuition**

17. Does the district charge tuition for full-day kindergarten?  Yes  No

(If yes, answer the questions 18. and 19. and attach a copy of the district's revised FY2010 sliding fee scale.)

18. What is the final 2009-2010 tuition for full-day kindergarten? \$\_\_\_\_\_

19. Has the district submitted a *FY2010 Tuition Policies Statement of Assurance*?  Yes  No

If no, please submit to the Office of Elementary School Services to the attention of Emily Caille. It is posted at: <http://www.doe.mass.edu/ess/ta/fc701.doc>.

20. Does the district charge tuition for any public preschool program?  Yes  No

(If yes, answer the following questions 21. and 22.)

21. What is the final 2009-2010 tuition for the public preschool program? \$\_\_\_\_\_

22. What is the public preschool program schedule?  Part-time  Full-day

**G. Program Contact Information**

Kindergarten Coordinator	
Name:	
Position:	
Mailing Address:	
Phone:	Extension:
Email:	
Second Kindergarten Contact	
Name:	
Position:	
Mailing Address:	
Phone:	Extension:
Email:	
Check if the second contact wishes to receive the FDK email updates and announcements. <input type="checkbox"/>	

**Name of Grant Program:** Quality Full-Day Kindergarten

**Fund Code:** 701

**G. Program Contact Information - continuation**

Fiscal Contact	
Name:	
Position:	
Mailing Address:	
Phone:	Extension:
Email:	
Check if the fiscal contact wishes to receive the FDK email updates and announcements. <input type="checkbox"/>	
List additional names and email addresses of individuals who wish to receive the FDK email updates and announcements.	