



**Report on the Kindergarten Development Grants:
Transition Planning for Full-day Kindergarten
Quality Full-day Kindergarten**

**Line-item 7030-1002
January, 2009**

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January 2009

Dear Members of the General Court:

I pleased to submit this Report to the Legislature on Kindergarten Development Grants pursuant to Chapter 182 of the Acts of 2008 line item 7030-1002 which addresses certain aspects of the Kindergarten Development Grant Program (line item 7030-1002). This language states that:

"...the department shall report to the house and senate committees on ways and means on the total number of grants requested and awarded; provided further, that the report shall detail common factors associated with both successful and unsuccessful applications and shall include the total number of full-day and half-day kindergarten classrooms projected to be in operation in public schools in fiscal year 2010"

Universal, voluntary full-day kindergarten is a component of an early care and education system for children birth to third grade (PK-3). Kindergarten is the threshold year in children's lives and education, standing between diverse preschool programs and the public education system. Funding for the Kindergarten Development Grant Program in the last ten fiscal years (FY2000 to FY09) has supported school districts' voluntary transition from half-day to full-day kindergarten and quality enhancement of existing full-day programs.

Between FY00 and FY09 the percentage of kindergarten students attending full-day programs grew from 29 percent to 75 percent of students who attend public school kindergarten. A variety of factors contributed to the growth of full-day programs, including a commitment by districts to expand their early education programs and the support provided by the state. There are now 265 districts in the Commonwealth that have full-day kindergarten.

In FY09, 162 districts received Quality Full-day Kindergarten grants and of these 118 have district-wide full-day programs. No Transition to Full-day grants were given in FY09 although 31 districts were interested in applying prior to the FY09 budget downturn. Funding guidelines define full-day programs as 5 hours per day, 5 days per week, or a minimum of 850 hours per school year. Any district may charge tuition to families for children to attend the non-mandated hours of a full-day program.

Because of the current fiscal environment, FY10 may be a difficult one for full-day kindergarten. A reduction of funds will likely mean that individual classroom allocations or the number of full-day classrooms funded will be lowered. Some districts may decide to return to part-time programs, while others may institute or increase tuition. Families in these districts could face the task and expense of finding alternative early care and education programs, which may or may not

be present in the community. Of equal concern is program quality. Support at the local level for the programs is made more difficult because there is no mandate for districts to provide full-day kindergarten.

One of the goals of the governor's readiness initiative is to expand and improve early childhood programs. Despite the current fiscal crisis, the Department's Kindergarten Development Grants have helped lay the groundwork in this effort and will continue to be an important source of support for school districts. In order to move closer to achieving the goals, training and other initiatives that improve curricula, instruction, and assessment in ways that predict and produce positive child and program outcomes are also needed.

The benefits of full-day kindergarten can be maintained and magnified as children continue through school. It can contribute to cost savings and improve educational outcomes if the elements of quality are in place from preschool through third grade, with strong leadership at every level.

If you have questions please feel free to contact me or Barbara Solomon, Administrator of Elementary Education at 781-338-6262.

Sincerely,

A handwritten signature in black ink, appearing to read "Mitch D. Chester". The signature is written in a cursive style with a large initial "M".

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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Legislative request

The Department of Elementary and Secondary Education is pleased to submit this Report to the Legislature on Kindergarten Development Grants pursuant to Chapter 182 of the Acts of 2008 line item 7030-1002. This report to the House and Senate Committees on Ways and Means addresses the progress made on certain aspects of the Kindergarten Development Grant Program (line item 7030-1002). This language states that:

“...the department shall report to the house and senate committees on ways and means on the total number of grants requested and awarded; provided further, that the report shall detail common factors associated with both successful and unsuccessful applications and shall include the total number of full-day and half-day kindergarten classrooms projected to be in operation in public schools in fiscal year 2010”

Program overview

Universal, voluntary full-day kindergarten is a component of an early care and education system for children birth to third grade (PK-3). Kindergarten is the threshold year in children’s lives and education, standing between diverse preschool programs and the public education system. The legislature and the governor have approved funding for the Kindergarten Development Grant Program in the last ten fiscal years (FY2000 to FY09) to support school districts’ voluntary transition from half-day to full-day kindergarten and to address the quality of existing full-day programs. The grant was designed as an ongoing program to accomplish two primary goals:

1. Increase the number of districts with high-quality full-day kindergarten by supporting districts’ preparations to implement full-day kindergarten classrooms through the *Transition Planning for Full-day Kindergarten Grant*
2. Support elements of high quality in order to provide children with optimal learning experiences in their first formal year of public education through the *Quality Full-day Kindergarten Grant*.

Between FY00 and FY09 the percentage of kindergarten students attending full-day programs grew from 29 percent to 75 percent. A variety of factors contributed to the growth of full-day programs, including a commitment by districts to expand their early education programs and the support provided by the state through Kindergarten Development Grants. There are now 265 districts in the Commonwealth with full-day kindergarten (see Appendix D).

In FY09, 162 districts received Quality Full-day Kindergarten grants and of these 118 have district-wide full-day programs. No Transition to Full-day grants were given in FY09, but in FY08 30 districts received Transition funding, among them 17 were grants to new districts and 13 were grants to districts expanding the number of full-day classrooms. Funding guidelines define full-day programs as 5 hours per day, 5 days per week, or a minimum of 850 hours per school year.

Any district may charge tuition to families for children to attend the non-mandated hours of a full-day program. If the district has a Quality or Transition grant, tuition for families earning less than 100 percent of the state median income is based on a sliding fee scale. Annual tuition is capped at \$4,000 and a formula is provided to calculate the sliding scale payments. Children

from families earning less than 25 percent of the state median income and children on Individualized Education Plans (IEPs) requiring a full-day program must attend free of charge. Districts not offering universal access to full-day classes place children by lottery, parent request, or full-day classes may be restricted to particular neighborhood schools. Forty-three districts that received grant funding in FY09 charged tuition ranging from \$870 per pupil to \$4,000 per pupil with an average rate of \$2,682.

Table 1 shows the programmatic and funding history for the Quality and Transition grant programs. While funding for Transition grants has fluctuated with changing fiscal conditions, Quality grants have been supported consistently and over time the number of grantees and the number of classrooms funded have increased.

Table 1: Funding history of full-day kindergarten grants

Fiscal Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Grantees	119	145	132	119	130	128	132	158	178	162
Quality	81	105	118	119	130	128	128	130	149	162
Transition	38	40	14	0	0	0	4	28	30	0
Classrooms	1,434	1,671	1,746	1,624	1,743	1,797	1,913	2,103	2,306	2,246
Quality	1,260	1,470	1,651	1,624	1,743	1,797	1,837	1,966	2,134	2,246
Transition	174	201	95	0	0	0	76	137	172	0
Full-day Enrollment	23,588	26,460	31,369	29,232	32,246	33,245	31,650	35,710	39,520	42,674*
Funding (\$ in millions)	\$14.0	\$27.0	\$28.0	\$28.2	\$22.8	\$22.8	\$24.8	\$26.8	\$33.8	\$30.5
Quality	\$11.2	\$23.5	\$26.5	\$28.2	\$22.8	\$22.8	\$23.8	\$24.8	\$27.8	\$30.5
Transition	\$2.8	\$3.5	\$1.5	\$0.0	\$0.0	\$0.0	\$1.0	\$2.0	\$6.0	\$0.0

*Estimate

Quality Full-day Kindergarten Grants

Quality Full-day Kindergarten grants support the development of existing full-day programs. Quality grants are continuation grants, meaning that there is no limit on the number of years that a district can receive funding as long as they comply with program requirements. In FY09, \$30.5 million in Quality grants will be distributed to 162 districts (see Appendix A, the map in Appendix B, and Appendix C). Most Quality grant dollars, 90 percent, fund staff positions, including administrators, teachers, and paraprofessionals. Funding priorities and activities include:

- Develop a full-day curriculum based on the *Massachusetts Curriculum Frameworks*, particularly reflecting the *Kindergarten Learning Experiences* (ESE, 2008);
- Support paraprofessionals in each class to maintain appropriate adult-child ratios and appropriate class sizes;
- Improve continuity of curriculum and assessment, preschool to grade 3;

- Promote family involvement and improve the transition of children and their families from preschool into kindergarten and then into first grade;
- Seek accreditation from the National Association for the Education of Young Children (NAEYC) or an alternative accreditation path approved by ESE;
- Increase the number of children with disabilities included in the regular classroom, improve the quality of inclusion, and improve the quality of classes and services for children with disabilities;
- Improve the education of English language learners;
- Offer effective professional development for administrators, teachers, and paraprofessionals;
- Purchase of materials and resources to support curriculum, assessment, and accreditation.

All districts with Quality grants must establish ongoing School Readiness and Early Childhood/Early Elementary Curriculum committees, which may operate separately, jointly, or as a subcommittee to another council. Required members include representatives of private preschools and kindergartens; Head Start; teachers from public preschools, kindergartens, grades 1 to 3, and special education teachers; after-school programs; school administrators and curriculum coordinators; parents; Reading First and Even Start (if applicable); and other interested community members.

The primary tasks of the committee are to: improve the readiness of children and the readiness of schools; assist with developing and aligning an interdisciplinary and inclusive full-day curriculum that addresses all domains of development using the *Kindergarten Learning Experiences*; align assessment from preschool to at least grade 2; and improve transitions for children and families from preschool into kindergarten and from kindergarten into first grade.

Transition to Full-day Kindergarten Grants

Transition to Full-day Kindergarten grants assist districts that want to convert part-time sessions to full-day programs. The \$3 million that was allocated for Transition grants in FY09 was eliminated by the 9c budget cuts in October 2008. Before funding was eliminated, however, 34 districts had submitted applications that would have qualified for \$2.1 million in funding.

Looking back at FY08, \$2.2 million of the \$6 million appropriated was granted to 30 districts at \$15,000 per classroom for an estimated 172 new classrooms (see Appendix A and Appendix D). Unexpended grant funds reverted to the general fund at the end of the fiscal year. Overall, grant requests fell short of expectations. Some school committees chose not to accept funding after their districts were approved due to concerns that they would not be able to financially support a full-day kindergarten program over the long-term. Others may have decided not to apply because of the ongoing expense or lack of space. In converting to full-day programs, most districts must allocate twice as much space for kindergarten classrooms than they do for part-time programs, where often one classroom can be used for two sessions each day.

Over the years that the Transition grant program has been funded, eligible high-need districts seeking funding have been given priority for awards, but the grant has also been used to move toward universal full-day kindergarten in all kinds of communities. Since districts are not

mandated to provide full-day kindergarten, there is considerable variance in the priority and funding sources used to support it, including tuition. The Transition and Quality grants have provided a significant incentive for districts to adopt and expand full-day kindergarten.

Among the FY08 grant recipients, 17 of the 30 districts were new to the program and 13 were expanding existing programs. Most of the funds were spent in four major categories: curriculum and related materials (39 percent); stipends and salaries for teachers and administrators to support grant activities (19 percent); professional development (10 percent); and classroom supplies, instructional technology, and parent outreach (23 percent). Funding priorities for the program include:

- Develop interest, support and commitment to full-day kindergarten in the district, municipality, and among parents;
- Assess the needs of and resources available for children and families in the community;
- Initiate School Readiness and Early Childhood/Early Elementary Curriculum Committees (joint or separate) and recruit required and optional members;
- Plan how to meet the priorities of the Quality Full-day Kindergarten Grant when full-day classrooms are opened;
- Develop a full-day curriculum, consider assessment methods and systems, and align curriculum with preschool and early elementary grades;
- Conduct professional development, mentoring, and/or study groups on topics such as accreditation, curriculum, or inclusion;
- Purchase furnishings, materials, supplies, and resources for classrooms;
- Renovate or improve classrooms, buildings and/or playgrounds.¹

Considerations in evaluating proposals include the quality and the content of proposals, districts' priority level (based on MCAS), communities' low-income status, and the amount of funding available. In FY08, no district that submitted a grant proposal was refused a grant. Proposals recommended for funding presented comprehensive and feasible plans and demonstrated an understanding of the requirements of the planning project and the subsequent Quality Full-day Kindergarten grant. Other indicators include:

- A collaborative process was used to develop the plan, including participation of kindergarten teachers and families;
- Evidence that full-day kindergarten has support in the district and the community; and
- Reflection on strengths and weaknesses regarding "school readiness" (e.g., rate of preschool participation, appropriateness of curriculum) that are based on research.

Signs that a district may not be ready to implement full-day kindergarten, or that the grant should be awarded pending specific changes, include:

- Vague or insufficient overview of the district and/or the proposed program and/or lack of evidence that support or input from parents, teachers and other members of the community were sought;
- Unresolved problems with the availability of space, funds, or support from the school committee and/or municipality to open and continue the full-day program;

¹ A separate application must be approved by the Department if the estimate is over \$5,000.

- Unrealistic plans for implementing full-day kindergarten and/or plans that indicate a conflict with sound educational practices, the needs of children, or with the goals and objectives of the grant program.

Projections for fiscal year 2010

Because of the current fiscal environment, FY10 may be a difficult one for full-day kindergarten. The governor's fiscal year 2010 budget proposes \$28.8 million for Kindergarten Development Grants, a \$2 million or 6.6 percent reduction from FY09. A reduction of funds will mean that individual classroom allocations or the number of full-day classrooms funded will need to be lowered.

Related to the change in grant funding or not, some districts may decide to return to part-time programs, while others may institute or increase tuition. Families in these districts could face the difficult task of finding alternative early care and education programs, which may or may not be present in the community. Of equal concern is that program quality will be reduced. Support for the programs is made more difficult because there is no mandate for districts to provide full-day kindergarten. There are no state regulations that maintain basic quality elements for young children, such as appropriate adult-child ratios or class sizes.

One indicator to watch next year will be what happens to the number of part-time classrooms. In the current fiscal year there are approximately 181 part-time classrooms in grant districts, serving around 3,400 children. Across the state there are another 13,780 children attending part-time kindergarten in approximately 740 classrooms.

Conclusion

One of the goals of the governor's readiness initiative is to expand and improve early childhood programs. Despite the current fiscal crisis, the Department's Kindergarten Development Grants have helped lay the groundwork in this effort and will continue to be an important source of support for school districts. In order to move closer to achieving the readiness goals, training and other initiatives that improve curricula, instruction, and assessment in ways that predict and produce positive child and program outcomes are also needed. Consistency in some of these efforts can emerge from state guidance and funding that is not tied to individual grants.

The primary questions that remain to be addressed to achieve universal high-quality full-day kindergarten include:

- How can quality be established and maintained?
- How can local leadership and community commitment be fostered?
- How can adequate funds be generated and administered to support stability and quality?
- How can tuition be eliminated?

The benefits of full-day kindergarten can be maintained and magnified as children continue through school. It can contribute to cost savings and improve educational outcomes if the elements of quality are in place from preschool through third grade, with strong leadership at every level.

Appendix A: FY08 and FY09 Kindergarten Development Grants

Listed below are the districts that received or are receiving Quality Full-day Kindergarten Grants in FY08 and FY09 and those that received Transition to Full-day Kindergarten Grants in FY08. Districts that received transition grants are listed in **bold**, while those that charge tuition in FY09 are listed in *italics*. Note in the column headings: K stands for all kindergarten classes, FDK stands for full-day kindergarten, and PTK stands for part-time kindergarten classes.

District	FY08 K classes	FY08 FDK classes	FY08 PTK classes	FY08 grant funded FDK classes	FDK enrollment	FY08 Percent FDK classes	FY09 FDK classes	FY09 Percent FDK classes
<i>Acushnet</i>	6	4	2	4	74	67%	4	67%
Adams-Cheshire RSD	6	6	0	6	113	100%	6	100%
Agawam	13	13	0	13	272	100%	13	100%
Amesbury	9	9	0	9	191	100%	9	100%
Amherst-Pelham	10	10	0	10	192	100%	11	100%
<i>Arlington</i>	22	22	0	22	395	100%	24	100%
Ashburnham-Westminster RSD	9	3	6	0	55	33%	10	100%
<i>Ashland</i>	11	8	3	8	144	73%	7	73%
Athol-Royalston RSD	7	7	0	6	126	100%	6	100%
<i>Attleboro</i>	25	9	16	9	143	36%	14	56%
<i>Avon</i>	2	1	1	1	17	50%	1	50%
Ayer	4	4	0	4	70	100%	4	100%
<i>Barnstable</i>	21	19	2	18	337	90%	19	90%
Belchertown	9	6	3	6	145	67%	9	100%
<i>Belmont</i>	14	0	14	0	0	0%	14	100%
<i>Berkley</i>	4	2	2	2	46	50%	2	50%
Berkshire Hills RSD	4	4	0	4	59	100%	4	100%
<i>Berlin</i>	2	1	1	1	18	50%	1	50%
<i>Beverly</i>	20	12	8	12	237	60%	12	60%
Blackstone-Millville*	7	0	7	0	0	0%	0	0%
Boston	219	219	0	211	4,179	100%	217	100%
<i>Boylston</i>	3	1	2	0	18	33%	1	33%
Brockton	69	63	6	63	1,156	91%	66	96%

* FY08 grantee that is delaying the opening of full-day classes until fiscal year 2010.

District	FY08 K classes	FY08 FDK classes	FY08 PTK classes	FY08 grant funded FDK classes	FDK enrollment	FY08 Percent FDK classes	FY09 FDK classes	FY09 Percent FDK classes
Brookline	27	27	0	27	501	100%	27	100%
Cambridge	45	45	0	45	786	100%	46	100%
Canton	11	3	8	3	60	27%	5	46%
Carver	8	0	8	0	0	0%	7	88%
Central Berkshire RSD	8	8	0	8	139	100%	8	100%
Chatham	3	3	0	3	51	100%	3	100%
Chicopee	24	24	0	24	483	100%	26	100%
Clinton	8	8	0	8	159	100%	8	100%
<i>Cohasset</i>	6	5	1	5	100	83%	6	100%
Community Day Charter School	2	2	0	2	48	100%	2	100%
Danvers	13	0	13	0	0	0%	13	100%
Dennis-Yarmouth	13	13	0	13	281	100%	13	100%
Douglas	7	6	1	6	120	86%	7	100%
Dracut	13	6	7	6	138	46%	7	54%
Dudley-Charlton RSD	13	13	0	13	312	100%	14	100%
<i>East Longmeadow</i>	10	5	5	5	100	50%	5	50%
Erving	1	1	0	1	19	100%	1	100%
Fairhaven	7	7	0	7	136	100%	7	100%
Fall River	36	36	0	44	821	100%	44	100%
Falmouth	18	18	0	18	301	100%	18	100%
Farmington River RSD	1	1	0	1	17	100%	1	100%
Fitchburg	18	18	0	20	342	100%	18	100%
Foxborough	9	0	9	0	0	0%	6	67%
Framingham	33	30	3	27	538	91%	29	91%
Franklin	24	24	0	24	490	100%	22	100%
Frontier RSD	7	7	0	7	114	100%	7	100%
Gardner	11	3	8	3	58	27%	6	55%
Georgetown	8	4	4	4	66	50%	6	75%
Gill-Montague RSD	5	5	0	5	83	100%	5	100%
Gloucester	11	11	0	11	199	100%	11	100%
Greenfield	7	7	0	7	130	100%	6	100%
Hadley	2	2	0	2	37	100%	2	100%

District	FY08 K classes	FY08 FDK classes	FY08 PTK classes	FY08 grant funded FDK classes	FDK enrollment	FY08 Percent FDK classes	FY09 FDK classes	FY09 Percent FDK classes
Hampden-Wilbraham	10	10	0	10	210	100%	10	100%
Hampshire RSD	10	10	0	7	133	100%	10	100%
<i>Harvard</i>	4	2	2	2	35	50%	2	50%
Harwich	6	6	0	6	99	100%	6	100%
Holyoke	24	24	0	24	364	100%	20	100%
Hull	5	5	0	5	92	100%	4	100%
Ipswich	7	6	1	6	127	86%	6	86%
Lawrence	48	48	0	48	859	100%	48	100%
Lee	3	3	0	3	45	100%	3	100%
Leicester	7	7	0	7	136	100%	7	100%
Leominster	24	24	0	24	441	100%	24	100%
Leverett	1	1	0	1	17	100%	1	100%
Lexington	20	0	20	0	0	0%	20	100%
Lincoln	7	7	0	7	123	100%	6	100%
Lowell	51	51	0	51	1,125	100%	49	100%
Lunenburg	5	3	2	3	57	60%	3	60%
Lynn	55	55	0	55	974	100%	55	100%
Malden	28	28	0	28	492	100%	35	100%
Manchester-Essex RSD	2	2	0	2	39	100%	2	100%
<i>Marblehead</i>	12	12	0	12	240	100%	13	100%
<i>Marlborough</i>	22	13	9	13	241	59%	14	64%
Martha's Vineyard Charter School	1	1	0	1	11	100%	1	100%
Martha's Vineyard RSD	10	10	0	10	150	100%	9	100%
Mashpee	7	7	0	7	134	100%	7	100%
<i>Mattapoisett</i>	4	3	1	3	45	75%	3	75%
Maynard	7	7	0	7	119	100%	7	100%
Medford	21	21	0	21	357	100%	19	100%
<i>Melrose</i>	13	11	2	11	229	85%	11	85%
Methuen	23	23	0	25	546	100%	24	100%
Middleboro	13	13	0	13	280	100%	14	100%
Milford	15	9	6	9	189	60%	15	60%
Millbury	7	7	0	7	147	100%	7	100%

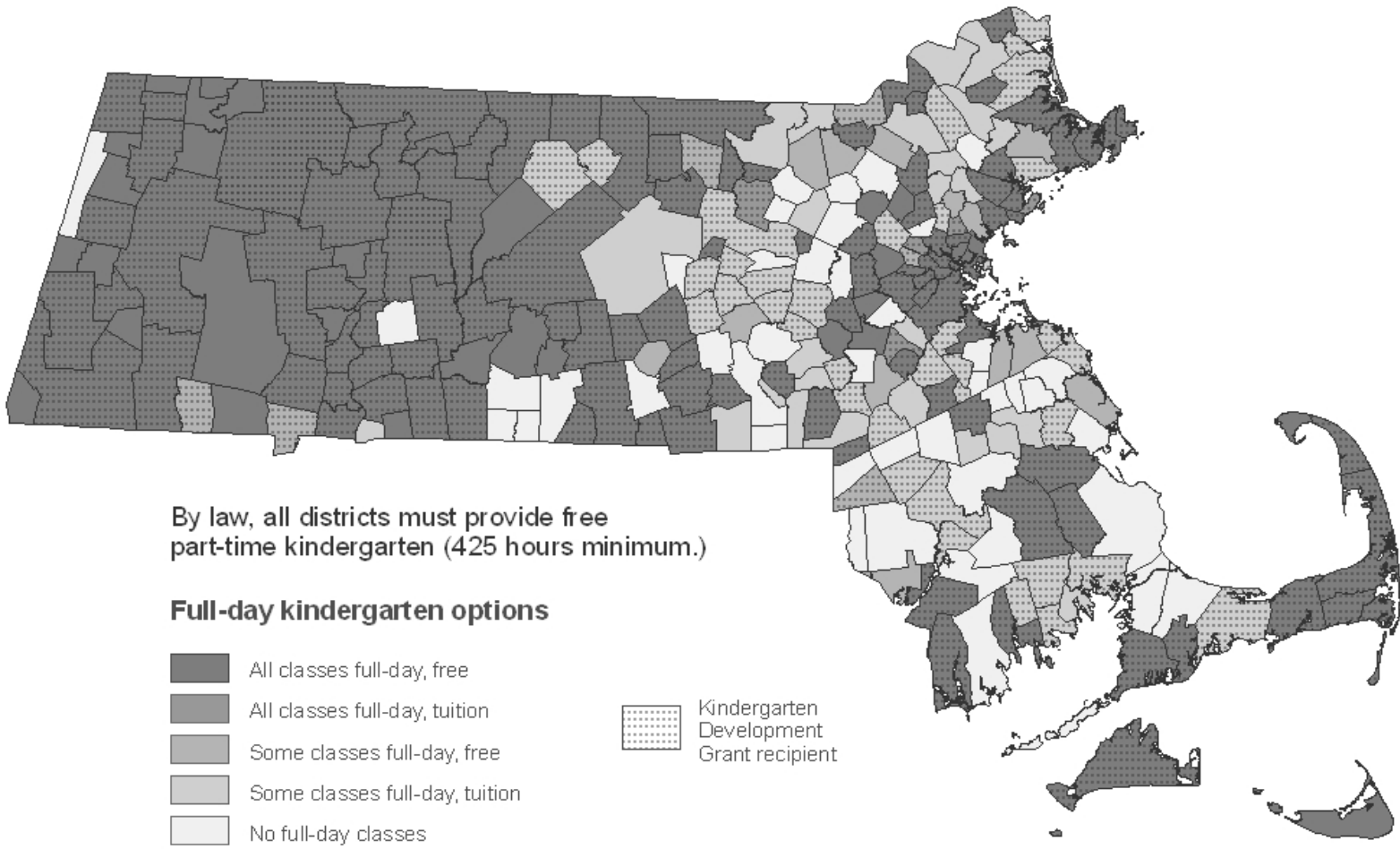
District	FY08 K classes	FY08 FDK classes	FY08 PTK classes	FY08 grant funded FDK classes	FDK enrollment	FY08 Percent FDK classes	FY09 FDK classes	FY09 Percent FDK classes
<i>Millis</i>	6	4	2	4	81	67%	4	67%
Milton	15	3	12	2	54	20%	14	100%
Mohawk Trail RSD	7	7	0	7	77	100%	7	100%
Monson	5	5	0	5	98	100%	5	100%
Nahant	2	2	0	2	28	100%	2	100%
Narragansett RSD	5	0	5	2	0	0%	1	20%
<i>Nashoba RSD</i>	15	8	7	8	121	53%	7	47%
Natick	21	21	0	21	432	100%	21	100%
Nauset RSD	10	10	0	10	158	100%	11	100%
Neighborhood House Charter School	2	2	0	4	41	100%	2	100%
New Bedford	60	60	0	60	1,122	100%	60	100%
New Salem-Wendell	1	1	0	1	16	100%	1	100%
Newburyport	10	6	4	0	102	60%	8	80%
Newton	47	47	0	48	877	100%	41	100%
<i>Norfolk</i>	8	7	1	7	134	88%	6	88%
North Adams	8	8	0	7	118	100%	8	100%
<i>North Andover</i>	16	9	7	9	196	56%	9	56%
North Brookfield	3	3	0	3	54	100%	3	100%
North Middlesex RSD	15	15	0	15	315	100%	15	100%
Northampton	11	11	0	11	181	100%	11	100%
<i>Northborough</i>	9	7	2	7	140	78%	10	100%
Northbridge	8	8	0	8	178	100%	8	100%
Norton	10	3	7	3	61	30%	6	60%
Norwood	12	12	0	12	266	100%	13	100%
Orange	5	5	0	6	94	100%	5	100%
Peabody	24	24	0	24	448	100%	24	100%
<i>Pembroke</i>	12	4	8	4	82	33%	4	33%
Pioneer Valley RSD	5	5	0	5	66	100%	6	100%
Pittsfield	28	28	0	28	504	100%	28	100%
Plainville	6	6	0	6	114	100%	6	100%
Quabbin RSD	12	12	0	12	222	100%	11	100%
Quincy	37	37	0	37	631	100%	37	100%

District	FY08 K classes	FY08 FDK classes	FY08 PTK classes	FY08 grant funded FDK classes	FDK enrollment	FY08 Percent FDK classes	FY09 FDK classes	FY09 Percent FDK classes
Randolph	12	4	8	4	83	33%	8	67%
River Valley Charter	2	2	0	2	32	100%	2	100%
<i>Rochester</i>	4	3	1	3	66	75%	3	75%
Rockport	4	4	0	4	77	100%	3	100%
Salem	27	27	0	33	411	100%	26	100%
Seven Hills Charter	3	3	0	3	74	100%	1	100%
<i>Scituate**</i>	15	1	14	0	14	0%	1	7%
Shirley	3	3	0	3	61	100%	4	100%
<i>Shrewsbury</i>	21	4	17	4	79	19%	4	19%
Shutesbury	1	1	0	1	19	100%	1	100%
Silver Lake RSD	14	6	8	6	125	43%	14	100%
Somerset	10	10	0	10	201	100%	10	100%
Somerville	26	26	0	26	429	100%	26	100%
South Hadley	7	7	0	7	159	100%	7	100%
South Shore Charter	6	6	0	6	49	100%	2	100%
<i>Southborough</i>	8	6	2	6	120	75%	6	75%
Southbridge	9	9	0	9	195	100%	9	100%
Southern Berkshire	6	6	0	5	75	100%	6	100%
Southwick-Tolland	7	4	3	0	57	57%	6	86%
Spencer-East Brookfield RSD	8	8	0	8	151	100%	8	100%
Springfield	136	136	0	130	1,945	100%	138	100%
<i>Stoneham</i>	12	2	10	2	38	17%	3	25%
Stoughton	15	15	0	16	300	100%	15	100%
Sutton	6	6	0	7	124	100%	6	100%
Swampscott	7	0	7	0	0	0%	8	100%
<i>Taunton</i>	31	31	0	31	594	100%	32	100%
Triton RSD	13	7	6	7	139	54%	6	54%
Truro	1	1	0	1	22	100%	1	100%
Ware	5	5	0	5	93	100%	5	100%
<i>Wareham</i>	10	6	4	6	129	60%	7	70%

** Fiscal year 2007 grantee that delayed opening of full-day classes until FY09.

District	FY08 K classes	FY08 FDK classes	FY08 PTK classes	FY08 grant funded FDK classes	FDK enrollment	FY08 Percent FDK classes	FY09 FDK classes	FY09 Percent FDK classes
Watertown	15	15	0	15	203	100%	15	100%
Webster	8	8	0	8	155	100%	8	100%
West Springfield	13	13	0	13	256	100%	13	100%
Westfield	31	31	0	31	402	100%	31	100%
Weston	8	0	8	0	0	0%	8	100%
Westport	6	6	0	7	129	100%	7	100%
<i>Westwood</i>	13	13	0	13	223	100%	13	100%
Williamstown	4	4	0	3	60	100%	3	100%
Wilmington	13	13	0	13	282	100%	13	100%
Winchendon	7	7	0	7	132	100%	7	100%
<i>Winthrop</i>	9	7	2	7	107	78%	7	78%
Woburn	22	22	0	22	367	100%	22	100%
Worcester	87	87	0	87	1,906	100%	90	100%
TOTALS	2,477	2,149	328	2,135	39,766	83%	2,246	90%

Appendix B: Fiscal year 2009 district kindergarten programs



Appendix C: List of FY09 district kindergarten programs

This table is the companion to the map in Appendix B. It includes program types by district and indicates whether or not the district was awarded a Kindergarten Development Grant in FY09. Of the 162 grants awarded, 156 went to school districts and 6 went to charter schools. The charter schools do not appear on the map, but they are: Community Day Charter Public School, Neighborhood House Charter School, Martha's Vineyard Charter School, River Valley Charter School, Seven Hills Charter Public School, and South Shore Charter Public School. All charter school kindergarten classes are full-day and tuition free.

District	Program type	Grant recipient
Abington	No full-day classes	No
Acton	Some classes full-day, tuition	No
Acushnet	Some classes full-day, tuition	Yes
Adams-Cheshire	All classes full-day, free	Yes
Agawam	All classes full-day, free	Yes
Amesbury	All classes full-day, free	Yes
Amherst-Pelham	All classes full-day, free	Yes
Andover	Some classes full-day, tuition	No
Arlington	All classes full-day, tuition	Yes
Ashburnham-Westminster	All classes full-day, free	Yes
Ashland	Some classes full-day, tuition	Yes
Athol-Royalston	All classes full-day, free	Yes
Attleboro	Some classes full-day, free	Yes
Auburn	Some classes full-day, free	No
Avon	Some classes full-day, tuition	Yes
Ayer	All classes full-day, free	Yes
Barnstable	Some classes full-day, tuition	Yes
Bedford	All classes full-day, free	No
Belchertown	All classes full-day, free	Yes
Bellingham	Some classes full-day, tuition	No
Belmont	Some classes full-day, free	Yes
Berkley	Some classes full-day, tuition	Yes
Berkshire Hills	All classes full-day, free	Yes
Berlin	Some classes full-day, tuition	Yes
Beverly	Some classes full-day, tuition	Yes
Billerica	No full-day classes	No
Blackstone-Millville	No full-day classes	No
Boston	All classes full-day, free	Yes
Bourne	No full-day classes	No
Boxborough	No full-day classes	No
Boxford	Some classes full-day, tuition	No
Boylston	Some classes full-day, tuition	Yes
Braintree	No full-day classes	No
Bridgewater-Raynham	No full-day classes	No
Brimfield	No full-day classes	No

District	Program type	Grant recipient
Brockton	All classes full-day, free	Yes
Brookfield	All classes full-day, free	No
Brookline	All classes full-day, free	Yes
Burlington	All classes full-day, free	No
Cambridge	All classes full-day, free	Yes
Canton	Some classes full-day, tuition	Yes
Carlisle	No full-day classes	No
Carver	All classes full-day, free	Yes
Central Berkshire	All classes full-day, free	Yes
Chatham	All classes full-day, free	Yes
Chelmsford	Some classes full-day, free	No
Chelsea	All classes full-day, free	No
Chicopee	All classes full-day, free	Yes
Clarksburg	All classes full-day, free	No
Clinton	All classes full-day, free	Yes
Cohasset	Some classes full-day, tuition	Yes
Concord	No full-day classes	No
Danvers	All classes full-day, free	Yes
Dartmouth	No full-day classes	No
Dedham	Some classes full-day, tuition	No
Dennis-Yarmouth	All classes full-day, free	Yes
Dighton-Rehoboth	No full-day classes	No
Douglas	All classes full-day, free	Yes
Dover	All classes full-day, free	No
Dracut	Some classes full-day, free	Yes
Dudley-Charlton	All classes full-day, free	Yes
Duxbury	No full-day classes	No
East Bridgewater	Some classes full-day, tuition	No
East Longmeadow	All classes full-day, free	No
Eastham	Some classes full-day, tuition	Yes
Easthampton	All classes full-day, free	No
Easton	No full-day classes	No
Erving	All classes full-day, free	Yes
Everett	All classes full-day, free	No
Fairhaven	All classes full-day, free	Yes
Fall River	All classes full-day, free	Yes
Falmouth	All classes full-day, free	Yes
Farmington River	All classes full-day, free	Yes
Fitchburg	All classes full-day, free	Yes
Florida	All classes full-day, free	No
Foxborough	Some classes full-day, tuition	Yes
Framingham	Some classes full-day, tuition	Yes
Franklin	All classes full-day, free	Yes
Freetown	No full-day classes	No
Frontier	All classes full-day, free	Yes
Gardner	Some classes full-day, tuition	Yes

District	Program type	Grant recipient
Gateway	All classes full-day, free	No
Georgetown	All classes full-day, free	Yes
Gill-Montague	All classes full-day, free	Yes
Gloucester	All classes full-day, free	Yes
Gosnold	No full-day classes	No
Grafton	No full-day classes	No
Granby	No full-day classes	No
Granville	All classes full-day, free	No
Greenfield	All classes full-day, free	Yes
Groton-Dunstable	Some classes full-day, tuition	No
Hadley	All classes full-day, free	Yes
Hamilton-Wenham	Some classes full-day, free	No
Hampden-Wilbraham	All classes full-day, free	Yes
Hampshire	All classes full-day, free	Yes
Hancock	No full-day classes	No
Hanover	No full-day classes	No
Harvard	All classes full-day, tuition	Yes
Harwich	All classes full-day, free	Yes
Hatfield	All classes full-day, free	No
Haverhill	Some classes full-day, tuition	No
Hingham	Some classes full-day, free	No
Holbrook	No full-day classes	No
Holland	No full-day classes	No
Holliston	Some classes full-day, tuition	No
Holyoke	All classes full-day, free	Yes
Hopedale	Some classes full-day, tuition	No
Hopkinton	No full-day classes	No
Hudson	No full-day classes	No
Hull	All classes full-day, free	Yes
Ipswich	All classes full-day, free	Yes
Lakeville	No full-day classes	No
Lanesborough	All classes full-day, free	No
Lawrence	All classes full-day, free	Yes
Lee	All classes full-day, free	Yes
Leicester	All classes full-day, free	Yes
Lenox	All classes full-day, free	No
Leominster	All classes full-day, free	Yes
Leverett	All classes full-day, free	Yes
Lexington	Some classes full-day, tuition	Yes
Lincoln	All classes full-day, free	Yes
Littleton	No full-day classes	No
Longmeadow	Some classes full-day, tuition	No
Lowell	All classes full-day, free	Yes
Ludlow	All classes full-day, free	Yes
Lunenburg	Some classes full-day, free	Yes
Lynn	All classes full-day, free	Yes

District	Program type	Grant recipient
Lynnfield	Some classes full-day, tuition	No
Malden	All classes full-day, free	Yes
Manchester Essex	All classes full-day, free	Yes
Mansfield	No full-day classes	No
Marblehead	All classes full-day, tuition	Yes
Marion	Some classes full-day, tuition	No
Marlborough	Some classes full-day, tuition	Yes
Marshfield	Some classes full-day, free	No
Marthas Vineyard	All classes full-day, free	Yes
Mashpee	All classes full-day, free	Yes
Mattapoisett	Some classes full-day, tuition	Yes
Maynard	All classes full-day, free	Yes
Medfield	No full-day classes	No
Medford	All classes full-day, free	Yes
Medway	Some classes full-day, tuition	No
Melrose	All classes full-day, tuition	Yes
Mendon-Upton	No full-day classes	No
Methuen	All classes full-day, free	Yes
Middleborough	All classes full-day, free	Yes
Middleton	No full-day classes	No
Milford	All classes full-day, free	Yes
Millbury	All classes full-day, free	Yes
Millis	Some classes full-day, tuition	Yes
Milton	Some classes full-day, tuition	Yes
Mohawk Trail	All classes full-day, free	Yes
Monroe	All classes full-day, free	No
Monson	All classes full-day, free	Yes
Mount Washington	All classes full-day, free	No
Nahant	All classes full-day, free	Yes
Nantucket	All classes full-day, free	No
Narragansett	Some classes full-day, tuition	Yes
Nashoba	Some classes full-day, tuition	Yes
Natick	All classes full-day, free	Yes
Nauset	All classes full-day, free	Yes
Needham	No full-day classes	No
New Ashford	All classes full-day, free	No
New Bedford	All classes full-day, free	Yes
New Salem-Wendell	All classes full-day, free	Yes
Newburyport	Some classes full-day, tuition	Yes
Newton	All classes full-day, free	Yes
Norfolk	Some classes full-day, tuition	Yes
North Adams	All classes full-day, free	Yes
North Andover	Some classes full-day, tuition	Yes
North Attleborough	No full-day classes	No
North Brookfield	All classes full-day, free	Yes
North Middlesex	All classes full-day, free	Yes

District	Program type	Grant recipient
North Reading	Some classes full-day, tuition	No
Northampton	All classes full-day, free	Yes
Northborough	Some classes full-day, tuition	Yes
Northbridge	All classes full-day, free	Yes
Norton	Some classes full-day, tuition	Yes
Norwell	No full-day classes	No
Norwood	All classes full-day, free	Yes
Orange	All classes full-day, free	Yes
Oxford	No full-day classes	No
Palmer	All classes full-day, free	No
Peabody	All classes full-day, free	Yes
Pembroke	Some classes full-day, tuition	Yes
Pentucket	Some classes full-day, tuition	No
Petersham	All classes full-day, free	No
Pioneer Valley	All classes full-day, free	Yes
Pittsfield	All classes full-day, free	Yes
Plainville	All classes full-day, free	Yes
Plymouth	No full-day classes	No
Provincetown	All classes full-day, free	No
Quabbin	All classes full-day, free	Yes
Quaboag	All classes full-day, free	No
Quincy	All classes full-day, free	Yes
Randolph	Some classes full-day, tuition	Yes
Reading	Some classes full-day, tuition	No
Revere	All classes full-day, free	No
Richmond	All classes full-day, free	No
Rochester	Some classes full-day, tuition	Yes
Rockland	No full-day classes	No
Rockport	All classes full-day, free	Yes
Rowe	All classes full-day, free	No
Salem	All classes full-day, free	Yes
Sandwich	No full-day classes	No
Saugus	Some classes full-day, free	No
Savoy	All classes full-day, free	No
Scituate	Some classes full-day, tuition	Yes
Seekonk	No full-day classes	No
Sharon	Some classes full-day, tuition	No
Sherborn	All classes full-day, free	No
Shirley	All classes full-day, free	Yes
Shrewsbury	Some classes full-day, tuition	Yes
Shutesbury	All classes full-day, free	Yes
Silver Lake	All classes full-day, free	Yes
Somerset	All classes full-day, free	Yes
Somerville	All classes full-day, free	Yes
South Hadley	All classes full-day, free	Yes
Southborough	Some classes full-day, tuition	Yes

District	Program type	Grant recipient
Southbridge	All classes full-day, free	Yes
Southern Berkshire	All classes full-day, free	Yes
Southwick-Tolland	Some classes full-day, free	Yes
Spencer-East Brookfield	All classes full-day, free	Yes
Springfield	All classes full-day, free	Yes
Stoneham	Some classes full-day, tuition	Yes
Stoughton	All classes full-day, free	Yes
Sturbridge	No full-day classes	No
Sudbury	No full-day classes	No
Sutton	All classes full-day, free	Yes
Swampscott	All classes full-day, free	Yes
Swansea	Some classes full-day, free	No
Taunton	Some classes full-day, tuition	Yes
Tewksbury	Some classes full-day, free	No
Topsfield	Some classes full-day, tuition	No
Triton	Some classes full-day, tuition	Yes
Truro	All classes full-day, free	Yes
Tyngsborough	Some classes full-day, tuition	No
Tyringham	All classes full-day, free	No
Uxbridge	Some classes full-day, tuition	No
Wachusett	Some classes full-day, tuition	No
Wakefield	Some classes full-day, free	No
Wales	No full-day classes	No
Walpole	Some classes full-day, free	No
Waltham	All classes full-day, free	No
Ware	All classes full-day, free	Yes
Wareham	Some classes full-day, tuition	Yes
Watertown	All classes full-day, free	Yes
Wayland	No full-day classes	No
Webster	All classes full-day, free	Yes
Wellesley	All classes full-day, free	No
West Boylston	No full-day classes	No
West Bridgewater	Some classes full-day, tuition	No
West Springfield	All classes full-day, free	Yes
Westborough	Some classes full-day, free	No
Westfield	All classes full-day, free	Yes
Westford	Some classes full-day, free	No
Weston	All classes full-day, free	Yes
Westport	All classes full-day, free	Yes
Westwood	All classes full-day, tuition	Yes
Weymouth	Some classes full-day, free	No
Whitman-Hanson	Some classes full-day, tuition	No
Williamstown	All classes full-day, free	Yes
Wilmington	All classes full-day, free	Yes
Winchendon	All classes full-day, free	Yes
Winchester	No full-day classes	No

District	Program type	Grant recipient
Winthrop	Some classes full-day, tuition	Yes
Woburn	All classes full-day, free	Yes
Worcester	All classes full-day, free	Yes
Wrentham	Some classes full-day, tuition	No

Appendix D: Statewide data on kindergarten programs, FY08 and FY09

The following data are from the FY08 and 2009 October SIMS and full-day kindergarten grant applications. Districts with less than 10 percent of their students in full-day kindergarten are not counted because they typically serve only children with IEPs who require full-day programs.² Data pertaining to districts receiving Kindergarten Development Grants appear in *italics*.

School districts	FY08	FY09
Providing kindergarten (includes charters)	305	306
Providing full-day kindergarten (FDK)	248	265
<i>Receiving Quality grants</i>	<i>149</i>	<i>162</i>
<i>Receiving Quality grants with district-wide FDK</i>	<i>106</i>	<i>118</i>
<i>Receiving Transition grants</i>	<i>30</i>	<i>0</i>
Districts with part-time kindergarten (PTK) (only)	57	46
Enrollment		
Public kindergarten (85% of cohort)	68,230	68,540
FDK	47,961	51,361
Percent of students in FDK	70%	75%
<i>FDK in Quality grant districts</i>	<i>39,766</i>	<i>42,674</i>
PTK (all)	20,272	17,179
<i>PTK in grant districts</i>	<i>3,900</i>	<i>3,400 *</i>
Classrooms		
FDK classrooms	2,578 *	2761 *
<i>FDK classrooms in grant districts</i>	<i>2,135</i>	<i>2,246</i>
PTK classrooms	1,081 *	916 *
<i>PTK classrooms in grant districts</i>	<i>208</i>	<i>181 *</i>
Tuition		
Districts charging tuition for FDK (all)	59	69
Percent of students paying tuition for FDK (all)	10.80%	11.50%
<i>Grant districts charging tuition</i>	<i>39</i>	<i>43</i>
<i>Range of annual tuition lo/hi in grant districts</i>	<i>\$870/\$4,000</i>	<i>\$870/\$4,000</i>
<i>Average annual tuition in grant districts</i>	<i>\$2,550</i>	<i>\$2,682</i>

*Estimate

² Abington, Blackstone-Millville, Braintree, Chelmsford, Dighton-Rehoboth, Easton, Grafton, Holbrook, Medfield, Middleton, Needham, N. Attleboro, Norwell, Tewksbury, Westford

- **43 grant recipients charge tuition in FY09:** Acushnet, Arlington, Ashland, Avon, Barnstable, Belmont, Berkley, Berlin, Beverly, Boylston, Canton, Cohasset, East Longmeadow, Foxborough, Framingham, Gardner, Harvard, Lexington, Marblehead, Marlborough, Mattapoisett, Melrose, Millis, Milton, Narragansett Regional School District, Nashoba Regional School District, Newburyport, Norfolk, North Andover, Northborough, Norton, Pembroke, Randolph, Rochester, Scituate, Shrewsbury, Southborough, Stoneham, Taunton, Triton Regional School District, Wareham, Westwood, Winthrop.
- **4 grant recipients eliminated tuition in FY09:** Georgetown, Belchertown, Lunenburg, and Milford.
- **26 districts that did not receive grants charge tuition in FY09:** Acton, Andover, Bellingham, Boxford, Dedham, East Bridgewater, Groton-Dunstable, Haverhill, Holliston, Hopedale, Longmeadow, Lynnfield, Marion, Medway, North Reading, Pentucket Regional School District, Reading, Sharon, Topsfield, Tyngsboro, Uxbridge, Wachusett Regional School District, West Bridgewater, Westborough, Whitman-Hanson, Wrentham.

Appendix E:

Chapter 182 of the Acts of 2008

7030-1002 For kindergarten development grants to provide ongoing grant awards to continue quality enhancement of existing full-day kindergarten classrooms and to encourage the transition of half-day classrooms into full-day kindergarten classrooms; provided, that the department shall administer a grant program to encourage the voluntary expansion of high quality, full-day kindergarten education throughout the commonwealth; provided further, that grants of not more than \$18,000 per classroom shall be made available to public schools for planning transition from half-day classrooms to full-day kindergarten classrooms; provided further, that grants may be awarded in the first year of transition to full-day kindergarten implementation as a transition to Chapter 70 funding in subsequent years; provided further, that grants funded through this appropriation shall not annualize to more than \$18,000 per classroom in subsequent fiscal years; provided further, that preference shall be given to grant applicants with high percentages of students scoring in levels 1 or 2 on the Massachusetts comprehensive assessment system exam, as determined by the department based on available data; provided further, that any grant funds distributed from this item shall be deposited with the treasurer of such city, town or regional school district and held in a separate account and shall be expended by the school committee of such city, town or regional school district without further appropriation, notwithstanding any general or special law to the contrary; provided further, that such program shall supplement and shall not supplant currently funded local, state and federal programs at the school or district; provided further, that not less than \$3,000,000 shall be expended on grants to expand half-day classrooms to new full-day classrooms; provided further, that any unexpended portion of said \$3,000,000 as of January 1, 2009 may be used for quality grants or for first year transition grants as authorized by this item; provided further, that not later than January 15, 2009, the department shall report to the house and senate committees on ways and means on the total number of grants requested and awarded; provided further, that the report shall detail common factors associated with both successful and unsuccessful applications and shall include the total number of full-day and half-day kindergarten classrooms projected to be in operation in public schools in fiscal year 2010; provided further, that funds appropriated in this item for transition grant awards may be expended through August 31, 2009, for the purposes of transition projects scheduled for the school year beginning in September 2009; provided further, that all kindergarten programs previously funded through community partnership councils at the department of early education and care shall receive grants from this item in amounts not less than they received in fiscal year 2008; and provided further, that no funds shall be expended for personnel costs \$33,802,216