APPENDIX A: ADDITIONAL PROGRAM INFORMATION FY15

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 3rd 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 for 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.) Quality elements of a full-day kindergarten include: integrated and differentiated curriculum based on activities that promote the development of the whole child (see the Kindergarten Learning Experiences); formative assessment used to inform instruction and for program improvement; an inviting indoor and outdoor environment; interactions/relationships; and a positive emotional climate that promotes kindergarten children’s 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 Coordinated Family and Community Engagement (CFCE) 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, families and public and private early childhood programs are ready to provide high-quality educational experiences for children, from preschool through kindergarten and up to 3rd grade. This committee will oversee the development and implementation of the plan for the Quality Full-Day Kindergarten Grant that will be awarded in FY16, subject to satisfactory completion of the approved FY15 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; Head Start programs; school committees; the Coordinated Family and Community Engagement 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 revised 2011 Curriculum Frameworks in English Language Arts and Literacy and Mathematics, the draft revised Science and Technology/Engineering (with a final version to be adopted in FY16); and the Kindergarten Learning Experiences (KLE) for History and Social Science, Comprehensive Health, and the Arts sections based on the current Massachusetts Curriculum Frameworks;
B. Required Committee(s) - continued

5. a plan for implementation of the MA Kindergarten Entry Assessment (MKEA) initiative, if not already engaged; and
6. promoting continuity of curriculum and formative assessment from preschool (public and private) through 3rd grade.

Recommended members include:
1. the kindergarten coordinator and early childhood coordinator (if different individuals);
2. at least one kindergarten teacher and one preschool teacher;
3. a 1st grade, 2nd grade, or 3rd 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 1st or 2nd or 3rd grade child;
9. a representative of the Coordinated Family and Community Engagement 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 21st Century Community Learning Center (if applicable) and/or after-school/out-of-school-time program;
13. a school council or school committee member; and
14. other interested parties.

C. Program Activities

Districts awarded a FY15 Transition to Full-Day Kindergarten grant must address the following tasks to be ready to implement full-day kindergarten in FY16.

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; planning for implementation of Teaching Strategies GOLD as part of the MKEA initiative;
   b. developing a framework for continuity of curriculum and formative assessment from preschool through 3rd grade;
   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 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.
C. Program Activities - continued

3. Districts may prepare for FY16 implementation of full-day kindergarten during FY15 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 to help staff with curriculum development and efficient use of the full-day schedule;
   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 FY16 (and FY15, if possible) to coordinate activities and committees and link to and collaborate with other organizations and individuals. The coordinator can be full-time or part-time, depending on the size of the program.

See the [Fund Code 701 FY15 RFP](#) for more information on the Quality Full-Day Kindergarten Grant.

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 Coordinated Family and Community Engagement 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 based on the current Massachusetts Curriculum Frameworks; 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 (Please note: capital projects costing more than $5,000 cannot be funded with this grant);
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.
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 Full-Day Kindergarten 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 Massachusetts Curriculum Frameworks are consistent with NAEYC standards.

The NAEYC program standards 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.

F. Resources Related to Full-Day Kindergarten

Accreditation

Kentucky Association for Early Childhood Education: NAEYC Accreditation: http://www.kaec.org/naeyc_accred.htm


Assessment


NECTAC (national early childhood technical assistance center). Screening, Evaluation and Assessment: http://www.nectac.org/topics/earlyid/screeneval.asp
APPENDIX A: ADDITIONAL PROGRAM INFORMATION FY15 - continued

F. Resources Related to Full-Day Kindergarten - continued


Curriculum


NAECS (National Association of Early Childhood Specialists in State Departments of Education) and NAEYC *THE NAEYC/NAECS-SDE JOINT STATEMENT ON THE COMMON CORE STANDARDS FOR K-3* and http://www.naecs-sde.org/policy.

Facilities


Kindergarten


APPENDIX A: ADDITIONAL PROGRAM INFORMATION FY15- continued


General Resources


