PART III – REQUIRED PROGRAM INFORMATION

Each proposal should include a narrative and/or statistical response based on the following sections and should not exceed eight (8) single-sided pages (excluding the standard contract and budget pages, required forms, letters, and attachments) and must be in at least 10-point Arial font.

A. Overview
1. Summarize the district’s primary reason(s) for proposing to begin or expand full-day kindergarten. Describe the needs of students and schools that support the reasons for this transition to full-day kindergarten.
2. Describe the involvement of kindergarten teachers, other school staff, school-based or community-based preschool programs, families, or others in the development of this proposal.

B. Determination of Eligibility
1. Complete the following chart to determine the district’s eligibility amount.

<table>
<thead>
<tr>
<th>a. Number of Classrooms to be Transitioned</th>
<th>b. Eligibility Amount per Classroom</th>
<th>c. Maximum Eligibility Amount (a x b = c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of part-time sessions projected to transition to full-day kindergarten in September 2015 for the 2015-2016 school year (FY16).</td>
<td>$7,500 (maximum)</td>
<td>$______________</td>
</tr>
</tbody>
</table>

NOTE: Grant awards may be adjusted to a lower amount per classroom.

C. Current Kindergarten Information: Use existing data from a recent needs assessment or from other relevant sources.)
1. a. Number of public part-time kindergarten sessions in the district in FY15 _____
    b. Current enrollment in part-time kindergarten in FY15 _____
2. a. Number of public full-day kindergarten classrooms in the district in FY15 _____
    b. Current enrollment in full-day kindergarten in FY15 _____
3. Range of part-time kindergarten classroom sizes in district: _____ to _____
   (Do not include special education classrooms with regulated class sizes.)
   Lowest Highest
4. Range of full-day kindergarten classroom sizes in district: _____ to _____
   (Do not include special education classrooms with regulated class sizes.)
   Lowest Highest
5. Adult-to-child ratios in part-time kindergarten:
   (Do not include special education classrooms with regulated ratios.)
   1:_____ to 1:_____ Lowest* Highest**
6. Adult-to-child ratios in full-time kindergarten:
   (Do not include special education classrooms with regulated ratios.)
   1:_____ to 1:_____ Lowest* Highest**

*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.
7. a. Number of **part-time sessions** with aides/paraprofessionals in the classroom* __________
   b. Number of **part-time sessions** with no aides/paraprofessionals in the classroom __________
   c. Number of **full-day kindergarten classrooms** with full-time aides/paraprofessionals in the classroom __________
   d. Number of **full-day kindergarten classrooms** with part-time aides/paraprofessionals in the classroom __________
   e. Number of **full-day kindergarten classrooms** with no aides/paraprofessionals __________

*Volunteers or specialists (e.g., PE, Music) and personnel providing special education services one-on-one and for discrete periods of time should not be counted as aides/paraprofessionals for this question.

8. a. How many part-time or full-day kindergarten classrooms are **accredited** by the National Association for the Education of Young Children’s (NAEYC):
   (1) Number of part-time classes _______ (2) Number of full-day classes _______
   b. How many classrooms are enrolled in an earlier phase of the process (e.g., self-study and/or candidacy):
   (1) Number of part-time classes _______ (2) Number of full-day classes _______

9. Estimate the percentage of children who enter kindergarten not having attended a **public or private preschool** or other early education and care program. __________

10. a. How many kindergarten children have **Individualized Education Programs** (IEPs)? _______
    b. Of that number, how many are served in **inclusive** kindergarten programs? _______

11. **Circle** one of the following levels that best reflects the extent to which the identified group supports the transition to full-day kindergarten:

<table>
<thead>
<tr>
<th>Parents/Families</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
<th>Opposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Committee</td>
<td>High</td>
<td>Moderate</td>
<td>Low</td>
<td>Opposed</td>
</tr>
<tr>
<td>Teachers</td>
<td>High</td>
<td>Moderate</td>
<td>Low</td>
<td>Opposed</td>
</tr>
<tr>
<td>District/School Administrators</td>
<td>High</td>
<td>Moderate</td>
<td>Low</td>
<td>Opposed</td>
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</table>

12. Which of the following do you perceive will be the top two **obstacles** to implementing full-day kindergarten? (Designate which is #1 and which is #2.)

   _____ Space/facilities       _____ School committee priority
   _____ Fiscal resources        _____ District priority
   _____ Paraprofessional qualifications _____ Community and family priority
   _____ Curriculum and assessment _____ Municipality priority
   _____ Other: ____________________________

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1 Inclusive kindergarten classrooms are ones that serve children with IEPs, including children on IEPs for “related services” only and serve children without IEPs.
D. Implementation Plan  *(Districts awarded grants will be asked to submit more detailed and specific plans in the end-of-year report)*

1. a. Discuss known **school readiness issues** in the community, such as but not limited to needs of families, readiness of schools for all learners, child development, and/or providing data and research (identify sources).

b. Discuss how the **School Readiness and Early Childhood/Early Elementary Curriculum Committee(s)** will be established with the required representatives during the course of the grant. (See Appendix A, Section B for a list of members.) In addition, please describe how the committee will be involved in the transition process and how members will provide a leadership role in the implementation of full-day kindergarten classes.

c. Discuss how the Committee(s) will be involved in further defining, gathering, and analyzing information on school readiness.

2. a. Describe the use of **integrated curriculum** across the content areas, **instruction practices, and formative assessment instruments** in current full- and/or part-time kindergarten classrooms.

b. Describe how the revised 2011 Curriculum Frameworks in **English Language Arts and Literacy**, **Mathematics**, and the **Kindergarten Learning Experiences (KLE)** for **Science and Technology/Engineering**, **History and Social Science**, **Comprehensive Health**, and the **Arts** sections based on the current Massachusetts Curriculum Frameworks will be used to support the kindergarten curriculum. Propose a plan for how a full-day curriculum and schedule will be developed. Note the Department of Elementary and Secondary Education (ESE) is in the process of revising the KLE to align it with the revised MA Curriculum Frameworks. The revised document will be made available to districts when it is final.

c. If full-day programs already exist in the district, attach a sample weekly full-day kindergarten schedule.

3. Propose a **professional development** plan for teachers, paraprofessionals/aides (from public and private preschool to 3rd grade, when appropriate), and administrators to prepare for full-day kindergarten. Describe potential topics and the format or model of professional development (e.g., three-day seminar, follow-up classroom observations), including how participants will become familiarized with NAEYC accreditation criteria and the **Kindergarten Learning Experiences**.

4. a. Provide information on the current model(s) for the **inclusion of children with disabilities**, staffing, and integration of therapies in kindergarten (full- and/or part-time).

b. Propose some ideas for improving inclusion in the full-day programs in FY16

5. a. Provide information on the education of **English language learners** in kindergarten (if applicable).

b. Propose some ideas for enhancing or improving supports for English language learners (if applicable) in FY16.

6. Describe current and/or proposed practices and plans for the **transition** of children from:

a. home, community-based preschools (family child-care, Head Start, and licensed child care), and public preschools into kindergarten; and

b. kindergarten into first grade.

E. Linkages

1. Describe existing and proposed **collaboration** among public kindergarten program staff (e.g., teachers, principals) with: the school committee; **Coordinated Family and Community Engagement (CFCE) grant coordinators** from the Department of Early Education and Care, Head Start Program, and/or other early childhood council(s); private preschool and kindergarten providers; after-
school/extended-day programs; and other relevant organizations. Address joint projects or other plans concerning transitions of children, family support and engagement, and other comprehensive services.

F. Cost and Facilities for Full-Day Kindergarten

1. a. Discuss any space accommodations, capital projects, or renovations needed or proposed to open full-day classrooms in FY16.
   b. Describe how the grant funds will help support those projects. (Note: Capital projects costing more than $5,000 cannot be funded with this grant.)

2. a. Discuss potential funding sources for the full-day program in addition to grant funds (federal, local, state, other sources).
   b. State whether charging tuition for the full-day program(s) is to be considered for FY16 and the projected annual tuition amount. See the Department’s Tuition and Lottery Policies and Sliding Fee Scale Policies for related information.

   c. $________ Projected Total Cost of Providing Full-Day Kindergarten in FY16
      
      c.1. $______ Projected Contributions from FY13 Revolving Account (if applicable)
      c.2. $______ Projected Contributions from 701 grant funds (if applicable)
      c.3. $______ Projected Contributions towards the cost from the local funds
      c.4. $______ Projected Contributions from other funding sources (e.g., other grants, in-kind) not tuition
      c.5. $______ Projected Sub-total for non-tuition contributions towards the FY16 cost
           (= Total of c.1. through c.4.)

      $________ Remaining balance to be covered by annual tuition (c. minus c.5.)

      $________ Projected total amount of tuition to be collected from families in FY16
      (use the current sliding fee scale and demographic data of families in kindergarten, such as the number of children qualifying for free- or reduced-lunch.)

G. Letters of Assurances

1. Include with the proposal a letter of assurance from the Superintendent stating that, if awarded the grant:
   a. no public preschool program operated currently in a public school building will lose its space or be closed in order to implement the proposed full-day kindergarten program;
   b. parents will be notified as soon as possible that full-day kindergarten will be opened and parents will be provided with all eligibility criteria, including any tuition policies (Local tuition policies must align with the Department’s policy);
   c. kindergarten staff will begin or continue the pursuit of NAEYC accreditation for its kindergarten programs;
   d. the district will comply with the Department’s Tuition and Lottery Policies and Sliding Fee Scale Policies; and
   e. staff will attend any professional development opportunities organized by the Department in FY15.
2. Pending award, a letter of assurance from the School Committee Chair demonstrating support for the proposal and commitment to opening full-day kindergarten in FY16 will be required in the spring of 2015.

H. Contact for Program Questions:

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<tr>
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