PART III: REQUIRED PROGRAM INFORMATION
FOR FISCAL YEAR 2015-2016 (FY16) QUALITY FULL-DAY KINDERGARTEN GRANTEES
FUND CODE (FC) 701

IMPLEMENTATION PLANS FOR FY16

Answer the questions below related to the grant priorities, providing detailed information about the Full-Day Kindergarten (FDK) program that was supported in FY15 by the Transition to FDK (FC 702) and/or Quality FDK Grants (FC 701).

I. Program Quality

For FY16, districts have the option of addressing program quality through the use of the newly developed *Elements of High Quality Full Day Kindergarten* or through the continued use of the National Association for the Education of Young Children (NAEYC) accreditation or an approved alternative to accreditation. *Elements of a High Quality Full Day Kindergarten* is a resource that was jointly developed by staff from the Massachusetts Department of Elementary and Secondary Education (Department), the Department of Early Education and Care (EEC), and Early Childhood Coordinators from public school districts across the Commonwealth. It provides a framework for thinking about how to support young students in meeting high standards through the provision of developmentally appropriate classroom practices. This document provides a melding of evidence-based practices in the early grades by pulling from a number of different current resources. The *Elements of Quality Full-Day Kindergarten* document will be sent to districts by October 1, 2015.

If the district chooses to use *Elements of a High Quality Full-Day Kindergarten* as the method for addressing the grant’s goal of delivering high quality full-day kindergarten, please answer questions in Section 1.A: *Elements of High Quality Full-Day Kindergarten*. If the district chooses to continue to pursue NAEYC accreditation or an approved alternative to accreditation, please answer questions in Section 1.B: Accreditation. Please note that districts are required to address program quality through the 701 grant, so at least one section must be completed as part of this application process.

A. Elements of Quality Full Day Kindergarten (if the district will not be pursuing NAEYC Accreditation or an approved Alternative to Accreditation)

The district commits to engage in a self-assessment process using the document *Elements of High Quality Full Day Kindergarten* with a team that includes kindergarten staff and administration. The team will be asked to choose one sub-section of the element of *Instruction* as well as one additional element towards which the district would like to direct quality improvement efforts in FY16. If the district is using an alternative pathway for MKEA the element of *Assessment* must be addressed as the second element. The team will be asked to self-assess its full-day kindergarten classrooms using the chosen indicators during the months of October, November and December. On Friday, January 29, 2016, a report will be due to the Department outlining areas of strength and gaps that were identified as part of the self-assessment. As part of the report that will be due in January 2016, districts will be asked to identify 1-2 strategies that will be pursued between January and June 2016, using 701 funds and/or other district funds to address identified gaps. Be sure to include funds for these strategies in the Budget Detail Pages and Budget Narrative.

Please complete and submit Attachment A: *Statement of Assurance*, confirming the district’s commitment to use the *Elements of High Quality Full-Day Kindergarten* as outlined above, and selecting option A in the first bullet of the Attachment.

B. Accreditation (including Alternatives to Accreditation)

Please complete the *Progress in FY15* questions to let the Department know of progress that was made this school year towards accreditation or an alternative.

i. Progress in FY15:

   a. For districts pursuing NAEYC accreditation please complete the following (on the next page):
National Association for the Education of Young Children

<table>
<thead>
<tr>
<th>Name of Elementary School</th>
<th>NAEYC Accreditation Status</th>
<th>Accreditation Confirmation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please identify the appropriate stage for each school:</td>
<td>If accredited, please provide ID# and date of expiration on the accreditation certificate.</td>
</tr>
<tr>
<td></td>
<td>• Enrollment/Self-study</td>
<td>In addition submit, with this grant application, the most recent letter from NAEYC stating the annual report was received and approved.</td>
</tr>
<tr>
<td></td>
<td>• Application/Self-assessment</td>
<td></td>
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<td></td>
<td>• Candidacy</td>
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<td></td>
<td>• Awaiting visit</td>
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<tr>
<td></td>
<td>• Accredited/Reaccredited/Maintained</td>
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<td></td>
<td>• Deferred</td>
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</tbody>
</table>

Add additional lines to the chart as needed.

b. For the districts approved to use an Alternative to Accreditation, who did not request a waiver for FY15, complete and submit Attachment B: Report of Use of an Alternative to NAEYC Accreditation in FY2015 form with this grant application.

ii. Plans for FY16

Describe the district’s goals for accreditation, including any plans for staggered implementation.

iii. Please also complete and submit Attachment A: Statement of Assurance, selecting option B in the first bullet of the attachment.

II. Assessment

1. Progress in FY15

- For districts that are part of the MKEA cohorts 1 or 2 or 3, please describe how the district, schools and teachers are using the assessment data gathered through the administration of the assessment tool to inform curriculum and instruction.

- For districts that are part of cohort 4, describe your plans for implementation.

2. Plans for FY16

(See Options for FY16 Massachusetts Kindergarten Entry Assessment (MKEA) Implementation in the RFP’s Additional Information section for more details.)

Please check one:

- The district will continue to implement the MKEA Standard Plan using GOLD/WSS _____

- The district is requesting an Alternative Pathway plan _____

  - If requesting an Alternative Pathway, please identify the option you will be pursuing in FY16 and describe the required professional development plan.