Below you will find the latest updates related to kindergarten and the Quality Full-Day Kindergarten Grant program.

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KINDERGARTEN EXPANSION GRANTS (LINE-ITEM 7030-1002)

FY13 Budget Process

Several months ago, the Governor began the FY2013 budget cycle by releasing the Governor’s budget. The Governor’s budget outlines the Governor’s recommendation for budget line-items across all state agencies. For FY13, the Governor recommended $25.9m, a $3m increase, to the Kindergarten Expansion Grant (line-item 70303-1002).

Last week, the House Ways and Means Committee released its version of the budget and included $24.9m, a $2m increase, for the Kindergarten Expansion Grant line. Amendments to the House Ways and Means budget were due last Friday. The House will now take up the budget through its debate process and vote on a final version.

Once the House releases its budget, the Senate Ways and Means Committee will then release its budget and proceed through the same process (i.e., amendments, debate, full Senate vote). The House and the Senate budgets will then move on to Conference Committee where any differences in the two budgets will be worked out. The Governor then signs or does line-item vetoes of the budget before it becomes final.

We will keep you posted on the budget process as it moves along.
**FY 13 Quality Full-Day Kindergarten Grants (FC 701)**

We will keep you posted on the grant’s development and timeline once we have more information.

**FY13 Quality Full-Day Kindergarten Policies**

The Department of Elementary and Secondary Education (the Department) has posted its [policies and the sliding fee scale](#) for the Quality Full-Day Kindergarten Grant. Districts that plan to charge tuition for the second half of the full-day kindergarten program in the 2012-2013 school year must submit a signed assurance statement and the district’s tuition policy and sliding fee scale for approval to the Department before providing this information to families.

If your district plans to charge a tuition in the 2012-2013 school year and has not yet submitted its assurance statement and tuition policy, including the sliding fee scale, for review, please send it to Donna Traynham as soon as possible. Please keep in mind that the Department needs two weeks to review and approve the policy, including the sliding fee scale. Districts must receive approval before sending any information out to families.

**FY 12 Quality Full-Day Kindergarten Grant (FC 701)**

**Confirmation of FY12 Full-Day Kindergarten Classes and Awards for Additional Classes**

For many districts, it is often difficult to predict how many children will enroll in kindergarten in any given school year, making the number of needed classrooms unpredictable. As happens every year, while some districts experienced lower enrollment, others had more kindergarteners coming to their schools.

Data from your FY12 grant application and the classroom confirmation forms show that 23 districts opened 32 fewer full-day kindergarten classrooms while another 42 districts opened nearly 100 classrooms more than anticipated. Thank you to all of you for being so responsive to the classroom confirmation form. The information gathered was important in our understanding the availability of full-day kindergarten this year and planning for the upcoming school year.

We have proposed plans for the unallocated funds and unfunded full-day kindergarten classrooms. The Department will notify districts when a plan has been approved.

If you have any questions related to the confirmation form or other kindergarten program and policy issues, feel free to contact us: Donna Traynham (781-338-6372; dtraynham@doe.mass.edu); or Min-hua Chen (781-338-6352; mchen@doe.mass.edu).
There are two components of the Kindergarten Expansion Grant (State budget line item 7030-1002): the Quality Full-Day Kindergarten Grant (FC 701) and the Transition to Full-Day Kindergarten Grant (FC 702). Based on the FY12 state budget language, the Department offered districts with part day kindergarten and that planned to open full-day kindergarten classrooms in the 2012-2013 school year, the opportunity to apply for the 702 transition grant. The purpose of this grant is to encourage and assist the voluntary expansion of high-quality, full-day kindergarten classrooms across Massachusetts.

After a competitive process, the Department awarded 11 districts the FY 12 Transition to Full-Day Kindergarten Grant (Fund Code 702) in February. The grant is intended to help districts with the preparation needed during fiscal year 2012 (FY12) to open full-day classes in FY13. A total of 62 classes will be transitioned to full-day in September, 2012.

As a reminder, districts that receive the 702 funds must submit a letter from its School Committee assuring that the district has programmatic and financial commitment to implement full-day kindergarten. This letter of assurance from the School Committee is due to the Department by May 30. Please send the letters to Min-hua Chen at:

MA Department of Elementary and Secondary Education  
Learning Support Services - 75 Pleasant Street  
Malden, MA  02148

As the fiscal year rapidly nears the end, please review your budgets to determine whether an amendment is needed. If the district needs to submit an amendment, they must be submitted by April 30. In order for the Department to process the amendment, we will need the AM1 form completed and submitted with an original signature. We also must have a revised budget and budget narrative in order to process the amendment.

On Wednesday, February 1, 2012, 44 representatives, including Superintendents and Early Childhood Coordinators from 21 school districts and 1 charter public school attended the Massachusetts Kindergarten Entry Assessment (MKEA) meeting to kick off the project. In partnership with the Department of Elementary and Secondary Education staff, the Department of Early Education and Care presented an overview of the screening and assessment system as it relates to the larger education agenda and the goals of the Early Learning Challenge Grant. School districts will select one of three assessment tools, Work Sampling, High Scope (COR), or Teaching Strategies Gold, to be used with incoming kindergarten students this fall, to inform classroom instruction.
School districts participating in the first year activities have submitted their plans to implement the MKEA beginning in the 2012-2013 school year. Moving forward, the Department of Early Education and Care will provide the tools necessary for each kindergarten student to be assessed in the upcoming school year as well as the financial support necessary for school districts to begin roll-out of their professional development and implementation plans.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

We are happy to report that the kindergarten regional network meetings returned this fiscal year. We had two regional networking meetings in Holyoke and Lowell in January. We were fortunate to have Tracey Martineau from the Department of Elementary and Secondary Education join us at the meetings to discuss the revisions to the English Language Arts (ELA) Curriculum Framework, specifically in kindergarten, and to discuss with us the importance of oral language development. Tracey’s session provided the participants with the opportunity to think about the link between the revised English Language Arts and Literacy Framework with instructional practices.

On Friday, April 13, Barb Wilder-Smith, the Lead Researcher and Technical Assistance Specialist for the MA Tools of the Mind (TOM) research project, presented on our kindergarten webinar. TOM developed a play assessment for kindergarten. The purpose is to help kindergarten teachers assess play, and to support the development of play, as a central part of delivering high quality instruction.

We also plan to have one more set of regional meetings in May. One regional meeting has been scheduled for **Monday, May 21st in Framingham.** The second regional meeting has been scheduled for **Wednesday, May 23rd in Mattapoisett** (Old Rochester RSD). We will send the registration link out shortly but please mark your calendars. The agenda will run from 10:00-3:00.

**Resources (journal publications, articles and websites)**


Center for Public Education (http://www.centerforpubliceducation.org/)
*Starting out Right: Pre-k and Kindergarten*

Center on the Developing Child at Harvard (http://developingchild.harvard.edu/)
  * The Foundations of Lifelong Health
  * Persistent Fear & Anxiety Can Affect Young Children's Learning and Development
  * The ABCs of ADD
  * The Forum at HSPH Features Discussion of Toxic Stress

Child Health Online (http://www.childhealthonline.org)
*Free Downloadable Health & Safety Booklets*
Council of Chief State School Officers (http://www.ccsso.org)
The Council of Chief State School Officers (CCSSO) sponsors State Collaboratives on Assessment and Student Standards (SCASS). The Early Childhood Education Assessment (ECEA) SCASS Consortium is focused on helping states design and implement standards for children's learning and development through early childhood program quality, child and program assessments, data systems, and accountability initiatives for early education, kindergarten and primary grade programs. Many resources are available on early childhood assessment through the ECEA SCASS.

Education Commission of the States (http://www.ecs.org)
Education Commission of the States has information on kindergarten and other elementary school issues.

Foundation for Child Development (http://fcd-us.org)
- **Starting Early with English Language Learners: Lessons from Illinois**
- **The Foundation for Child Development also has a program initiative focused on PK-3: A New Beginning for Publicly Supported Education.**

Frank Porter Graham Child Development Institute (http://www.fpg.unc.edu/main/about.cfm)
- **Resources on dual language development**

National Association for the Education of Young Children (http://www.naeyc.org)
National Association for the Education of Young Children has information about Accreditation and other early education issues.

National Association of Early Childhood Specialist in State Departments of Education (http://www.naecs-sde.org)
The National Association of Early Childhood Specialists in State Departments of Education has several position papers available on assessment, standards, and curriculum.

National Center for Children in Poverty (http://www.nccp.org/)

National Clearinghouse for English Language Acquisition (http://www.n cela.gwu.edu)
The National Clearinghouse for English Language Acquisition collects, coordinates and conveys a broad range of research and resources in support of an inclusive approach to high quality education for ELLs. To fulfill its mission NCELA supports high quality networking among state-level administrators of Title III programs.

National Early Childhood Technical Assistance Center (http://www.nectac.org)
The National Early Childhood Technical Assistance Center (NECTAC) is supported by the US Department of Education under the Individuals with Disabilities Education Act (IDEA), Part C and Part B. The organization provides resources related to early childhood and early childhood special education.

- **Screening, Evaluation and Assessment**

**National Institute for Early Education Research** (http://www.nieer.org)
- The National Institute for Early Education Research has online reports that focus on early education research topics, including a report titled "Making the Most of Kindergarten: Present Trends and Future Issues in the Provision of Full-day Programs."
- **Improving Public Financing for Early Learning Programs**, Steven Barnett and Jason T. Hustedt (2011)

**New America Foundation** (http://earlyed.newamerica.net/)

-Maggie Severns. New Research on Impact of Schools and Teachers on English Language Learners. (3/2012)

**Rhode Island Kids Count** (http://www.rikidscount.org/matriarch/default.asp)
- Issue Brief: *Reading by the End of Third Grade Matters*

- *Improving Reading Comprehension in Kindergarten through 3rd Grade* (2010)
- *The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten* (2010)
- EdEvidence Issues: Focus on Early Literacy
- The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten
- First Grade Follow-up Impact Report and Exploratory Analyses of Kindergarten Impacts
- What Works Clearing House
- WWC Quick Review of the Report “*The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten*”

**WGBH Teachers' Domain** (http://www.teachersdomain.org)
WGBH Teachers’ Domain provides a number of online resources related to K-5 education.

**Youtube** (http://www.youtube.com)
- Early Learning Matters
- Brain Builders
- Jack Shonkoff - INBRIEF
- Change the First Five Years and You Change Everything:
- James Heckman - Health and Crime
Conference and Professional Development Opportunities

2012 National Early Childhood Inclusion Institute
May 14-16, Chapel Hill, NC by The National Early Childhood TA Center (NECTAC) and the Frank Porter Graham Child Development Institute:

NAEYC's 21st National Institute for Early Childhood Professional Development
June 10-13, 2012, Indianapolis, IN

DEC's 28th Annual International Conference On Young Children With Special Needs & Their Families
October 28-30, 2012
Minneapolis, Minnesota, USA

Lesley University
- 4/28 -29, 2012: Lesley University 20th Anniversary Reggio Emilia Institute
  - Sustaining Inquiry: Everyday Experiences and Extended Projects with Children
  - Pre-Institute: Friday, April 27, 2012. Check detail at: http://www.lesley.edu/reggio/annual_institute.html
- 05/04/2012 to 05/05/2012: 6th Annual Focus on Autism Spectrum Disorders Conference
- 07/09/2012 to 07/12/2012: Summer 2012 Literacy Institute | The Language of Teaching: Planning, Instructing, and Assessing Writing K-8

Wheelock College

The PreK-3rd Grade National Work Group
Reducing Achievement Gaps by 4th Grade: The PreK-3rd Approach in Action
A Webinar Series for 2012

- Allies Not Foes: School-Family Partnerships
  May 16, 2012
  3-4:30 p.m. ET

- Not So Simple: Standards and Curricula
  June 20, 2012
  3-4:30 p.m. ET

- Looking Inside Classrooms: Teacher Effectiveness
  September 19, 2012
  3-4:30 p.m. ET