



**Report to the Legislature:  
Kindergarten Development Grant Program**

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Line-item 7030-1002  
January 2008

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Jeffrey Nellhaus  
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# The Commonwealth of Massachusetts Department of Education

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January 2008

Dear Members of the General Court:

Pursuant to Chapter 61 of the Acts of 2007, I respectfully submit this *Report to the Legislature: Kindergarten Development Grant Program* in accordance with the following:

*"...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 2009..."*

The Kindergarten Grant Program began in FY 2000 to support the voluntary transition from part-time kindergarten to full-day kindergarten and to increase the quality of full-day programs. There are currently two grants to achieve these purposes: Transition Planning for Full-Day Kindergarten and Quality Full-Day Kindergarten. Throughout this period the funding has nearly doubled from \$14.2 million in FY 00 to \$27 million in FY 07.

In FY 07:

- 244 out of the 305 Massachusetts public school districts serving kindergarten children offered full-day kindergarten, representing 267 municipalities or 76% of the 351 cities and towns in the Commonwealth;
- 21 school districts received Transition grants;
- 130 school districts received Quality grants; and
- 57 districts charged tuition to meet the costs of offering the program; 29 of these districts are receiving grant funds.

This report addresses the Kindergarten Grant Program and summarizes FY 07 data on districts, classrooms, children in grant districts, and the current status and challenges in reaching grant goals, including characteristics of successful and unsuccessful transition planning grant applications. It also discusses elements of full-day kindergarten quality associated with student success. The final section of the report discusses progress toward universal full-day kindergarten access for all children and families, FY 09 enrollment projections, and recommendations for continued advancement. Please feel free to contact me if you would like further information.

Sincerely,

Jeffrey Nellhaus  
Acting Commissioner of Education

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## Introduction

The Department of Education is pleased to present this *Report to the Legislature: Kindergarten Development Grant Program* pursuant to Chapter 61 of the Acts of 2007, line item 7030-1002, which states:

*“...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 2009...”*

For the past nine years (FY 00-08), the state Legislature and the Governor have approved funding for the Kindergarten Development Grant Program to support school districts’ voluntary transition from part-time to full-day kindergarten and to address the quality of full-day programs. The grant program was designed to accomplish two primary goals through separate grants as follows:

1. To increase the number of districts with full-day kindergarten by supporting districts’ planning to implement high quality full-day kindergarten classrooms through the **Transition Planning for Full-Day Kindergarten Grant** (Transition); and
2. To 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** (Quality).

This report addresses the Full-Day Kindergarten Grant Program and the two grants funded by the state appropriation. First, the report summarizes FY 07 data on districts, classrooms, children in grant districts, and the current status and challenges in reaching grant goals, including characteristics of successful and unsuccessful transition planning grant applications. Second, the report describes the elements of full-day kindergarten quality associated with student success. Third, the report addresses progress toward universal full-day kindergarten access for all children and families in the Commonwealth and includes recommendations for continued advancement.

Refer to Appendix A for description of Kindergarten Regulations and Terminology.

## **Section 1: Kindergarten Grant Program**

### **Background and history**

The Kindergarten Development Grant Program was initiated in the FY 00 state budget with two types of competitive grants available to school districts. The first grant was a one-time Transition grant awarded to districts opening full-day classrooms in the following school year. A maximum of \$18,000 per classroom was made available to districts. The grant funds allowed renovation of space and preparations such as professional development, developing full-day curriculum, and National Association for the Education of Young Children (NAEYC) accreditation to open full-day classrooms in the following school year. When full-day classrooms opened, the districts were eligible for a Quality grant, the second competitive grant. In FY 00, Quality grants were funded at \$3,000 per full-day classroom for districts that already had established full-day programs. These one-time Quality grants could be used for materials, professional development, and other initial investments needed to enhance quality. Eighty-one full-day classrooms received funding in FY 00.

The general structure of these grants has remained the same since inception. The FY 00 budget appropriation was \$14.2M; in FY 07 it was \$27 million. The Kindergarten Development Grant Program, along with the commitment of local funds, and, in some cases, tuition paid by families, has been responsible for the substantial increase in the number of full-day kindergartens. The percentage of children attending full-day kindergartens more than doubled from 29% in FY 00 to 66% in FY 07. However, due to the increased number of full-day classrooms and state budget fluctuations, funding per classroom has declined for both types of grants. See Table 1 below for details of the funding history of the Transition and Quality grants of the full-day kindergarten program.

Table 1: Kindergarten Grant Program: Funding and grantees

	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07
<b>District grantees<sup>1</sup></b>								
Quality	81	105	118	119	130	128	128	130
Transition	38	40	14	0	0	0	4	28
<b>Classrooms</b>								
Quality	1,260	1,470	1,651	1,624	1,743	1,797	1,837	1,966
Transition	174	201	95	0	0	0	76	137 <sup>2</sup>
<b>Children in FDK</b>	23,588	26,460	31,369	29,232	32,246	33,245	31,650	35,710
<b>Funding (millions)<sup>3</sup></b>	\$14.2	\$27.2	\$28.2	\$28.2	\$23.0	\$23.0	\$25.0	\$27.0
Quality	\$11.2	\$23.5	\$26.5	\$24.8	\$22.8	\$22.8	\$23.8	\$24.8
Transition	\$2.8	\$3.5	\$1.5	\$0	\$0	\$0	\$1.0	\$2.0
CPC <sup>4</sup>				\$0				\$0.3
<b>Average per-child quality funding</b>	\$950/yr <sup>5</sup>	\$888/yr	\$845/yr	\$846/yr	\$707/yr	\$686/yr	\$752/yr	\$694/yr
<b>Grant per class</b>								
Quality (minimum) <sup>6</sup>	\$9,523	\$12,000	\$12,000	\$10,560	\$8,000	\$8,000	\$7,475	\$7,500
Quality (maximum)		\$18,000	\$18,000	\$15,840	\$15,089	\$15,789	\$14,975	\$14,900
Transition	n/a	\$18,000	\$15,000	n/a	n/a		\$15,000	\$15,000

### Full-Day Kindergarten Access

Access to full-day kindergarten for children and families is expanding not only in Massachusetts but throughout the nation. Nationally about 69% of children attended full-day kindergarten in 2006. In FY 07, about 90% of eligible Massachusetts children attended public kindergarten. Approximately 66% of all Massachusetts public school kindergarten students were enrolled in full-day programs; 35,710 students (79%) were enrolled in districts that received Quality grants. About 9,500 children were in full-day classrooms that did not receive grant funds.

School districts recognize advantages to offering full-day kindergarten. Beyond educational benefits to children and schools, full-day programs are popular with parents. Space and fiscal resources are predictably the top two barriers to expansion and quality that districts have faced, and many districts continue to face, since full-day kindergarten is not mandatory and resources are stretched. Tuition, ranging from \$400 - \$4,000 per child per year, is used by some districts to provide funding in addition to Chapter 70, local funds, and this grant program.

<sup>1</sup> Some regional districts receive grants for several elementary districts, so of the 305 districts offering kindergarten (including charter schools) more districts are grant-funded than reflected in these numbers.

<sup>2</sup> The actual number opened in FY 08 was 131.

<sup>3</sup> Totals include an additional \$200,000 allocated to administration.

<sup>4</sup> Community Partnerships for Children funds administered by the EEC still used for kindergarten as of FY 07 were transferred into the DOE full-day kindergarten account as supplemental funding.

<sup>5</sup> Grants in FY 2000 were for a half year; this amount has been doubled to be comparable to other years.

<sup>6</sup> Districts receive the lower amount if not paying for at least .5 FTE of a teacher or assistant teacher.

In FY 07:

- 244 out of the 305 Massachusetts public school districts serving kindergarten students offered full day kindergarten, representing 267 municipalities or 76% of the 351 cities and towns in the Commonwealth
- 21 school districts received Transition grants
- 130 school districts received Quality grants
- 57 districts charged tuition to meet the costs of offering the program; 29 of these districts receive grant funds

Table 2: Municipalities, districts, classes, and students served by full- and part-day kindergarten FY 07

	Municipalities	Districts <sup>7</sup>	Classes <sup>8</sup>	Children <sup>9</sup>
Total	351	305	3,372	68,566
Full-day K	267	244	2,398	45,209
Quality grant recipients	167	29	1,966	35,710
Part-day K <sup>10</sup>	84	61	1,050	23,357
Transition grant recipients <sup>11</sup>	29	28	132	2,376

<sup>7</sup> Only districts (including charter schools) that offer kindergarten are counted.

<sup>8</sup> Data are approximate, particularly numbers of classrooms, which are derived from average class sizes, and from two sources (SIMS and continuation Quality grants), collected at different times in the year.

<sup>9</sup> About 90% of the kindergarten-age children in the state -- the remaining 10% are in private schools, early care and education centers, or home.

<sup>10</sup> 189 of the classes were in Quality districts; 161 of the classes were in Transition grant districts; the remaining were in districts that did not receive any kindergarten grant.

<sup>11</sup> These districts will open or expand to some or all full-day classrooms in the FY 08 school year.

## **Transition Grants in FY 07**

### Grant Priorities/Activities

- Develop support and commitment to full-day kindergarten in the district, municipality, and community, including assessing/surveying parents' interest in full-day kindergarten.
- Initiate a joint or separate School Readiness Committee and Early Childhood/Early Elementary Curriculum Committee and recruit required and optional members.
- Explore ways to meet the priorities of the Quality grant.
- Assess the needs of and resources available for children and families.
- Develop full-day kindergarten curriculum, consider assessment methods and systems and how to align curriculum and assessment with preschool and early elementary grades.
- Conduct professional development, mentoring, study groups, etc., on accreditation, curriculum, inclusion, and other relevant topics.
- Purchase furnishings, materials, supplies, and resources for classrooms.
- Renovate or improve classrooms/buildings and/or playgrounds (if over \$5,000, a separate application must be approved by the Department).

### Funding and expenditures (through August 31, 2007)

*Total earmark for Transition grants: \$2,000,000: \$2,176,700 was awarded to 35 school districts in two rounds of grant applications. (See Appendix B)*

- 5 districts<sup>12</sup> either did not implement the Transition grant after the award or decided later not to implement full-day kindergarten in FY 08
- \$1,966,700 was granted to 28 districts
- 21 were "new" districts that did not have full-day classrooms
- 7 districts already had some full-day classrooms and Quality grants and expanded the number of classrooms

*Expenditures: Grantees reported their spending as follows:*

- 36% Curriculum and curriculum-related materials
- 34% "Other," such as children's books, parent and teacher resources, curriculum-related materials not included above, classroom furnishings, minor repairs/renovations, technology, etc.
- 15% Salaries, stipends, substitutes, and fringe benefits for administrators, teachers, paraprofessionals, and non-instructional staff -- to coordinate, work on curriculum development and assessment, attend training, etc.
- 7% Professional development, including consultants, presenters, on-site follow-up 4%  
NAEYC accreditation materials and fees
- 4% Inclusion, assessment, transition activities, family involvement, school readiness and/or curriculum committees

### Characteristics of successful and unsuccessful Transition grant proposals

In addition to the written proposals, other considerations include the districts' and/or schools' priority level (based on MCAS), community income data, and funding available.

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<sup>12</sup> Dartmouth, Hamilton-Wenham, Scituate, Uxbridge, and Marlborough (for expansion)

### *Successful proposals*

Proposals recommended for funding presented comprehensive and feasible plans and demonstrated an understanding of the requirements of the project and the Quality grant. Grantees must assess what is needed to start and maintain full-day kindergarten, and prepare to meet the objectives of the Quality grant. Other positive indicators include:

- a collaborative process was used to develop the plan, including the participation of kindergarten teachers;
- a sense that full-day kindergarten has support within the district (e.g., involvement of teachers of preschool through first-to-third grade, special educators, administrators, school committee), and in the community (e.g., parents, municipal government, private early care and education providers, after-school and out-of-school time providers); and
- consideration or plans to consider the needs of children and their families, research and identification of school readiness issues (e.g., rate of preschool participation in the community, appropriateness of curriculum).

### *Unsuccessful proposals*

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

- vague or lack of sufficient information to provide an overview of the district and the proposed program;
- unresolved problems with the availability of space, funds, or support from the district and municipality to open and maintain full-day classrooms in the following school year(s);
- little evidence that the support and ideas of parents, teachers, and other members of the community have been sought;
- unrealistic plans for implementing full-day kindergarten; and/or
- plans that are at odds with sound educational practices, with the needs of children and families, and/or with overall goals and objectives of the grant program.

## Quality Grants in FY 07

### Grant Priorities/Activities

#### *Required:*

- Develop and improve full-day curriculum (both in content and process) based on Massachusetts Curriculum Frameworks, including implementing the draft Kindergarten Learning Experiences.
- Support paraprofessionals in each class to achieve appropriate adult-child ratios and appropriate class sizes.
- Improve continuity of curriculum and assessment, preschool through Grade 3.
- Improve the transitions of children and their families from preschool into kindergarten and then into first grade.
- Seek NAEYC accreditation.
- Increase the number of children with disabilities included in the regular classroom, improve the quality of inclusion, and improve the quality of classrooms for children who are not in inclusive classrooms.
- Improve the education of English language learners.

#### *Optional but encouraged:*

- Provide professional development related to the grant priorities.
- Support and improve family involvement.
- Encourage teachers and instructional assistants to plan and work effectively together (within classrooms, schools, and district).
- Add materials, supplies, and other resources that support curriculum, assessment, accreditation, and other aspects of full-day programs.
- Implement ongoing, research-based assessment systems to document children's progress and to plan curriculum according to the needs of children in the classroom.

### Funding and expenditures (through June 30, 2007)

*Total:* \$25,060,548

\$24,784,433 for Quality grants

\$ 276,115 for continuation of CPC kindergarten enhancement

#### *Expenditures: Grantees reported their spending as follows:*

\$22.8 million (91%)	Personnel salaries and fringe benefits: administrators (3%), teachers and assistant teachers (87%); non-instructional staff (1%)
\$500,000 (2%)	Curriculum
\$500,000 (2%)	“Other”
\$1 million (4%)	Approximately \$250,000 each for accreditation, assessment, professional development, and transitions
\$250,000 (1%)	Special education inclusion, family involvement, and school readiness and/or curriculum committees

### *Discontinued Quality grants*

Two districts, Needham and West Bridgewater, discontinued the Quality grant by the end of FY 07. North Reading dropped the grant before the start of that year.

### *Supplemental funds from Community Partnerships for Children*

In early FY 07 the kindergarten grant line-item received a transfer of \$276,115 through a supplemental budget. The funds originated with the Chapter 188 (1985) Early Childhood Program that allowed funding of extended-day or enhanced kindergarten. The funding was maintained during the Community Partnerships for Children program with the amount allocated for kindergarten steadily declining over time. The districts receiving this funding were: Fitchburg, Hull, Leominster, Melrose, Narragansett RSD, and Pittsfield.<sup>13</sup> The expenditures are included in the section above.

### Committees

Districts with Quality grants must establish and maintain ongoing committees, which may operate separately or jointly and may be a subcommittee(s) of larger early childhood councils, such as Community Partnerships Councils. Primary tasks are to:

- Define, assess, and collaborate to improve school readiness (readiness of children and readiness of schools) in the community.
- Research, develop, and implement a full-day, integrated curriculum that includes all children and addresses all domains of development, and continuity of curriculum from preschool through grade 3.
- Improve on transitions of children and families from preschool into kindergarten, and from kindergarten into first grade.

Members include representatives of public and private preschools/kindergarten programs, Head Start, public school kindergarten, grades 1 and 2, special education, after-school and out-of-school time programs, school administrators, parents, Reading First and Even Start (if applicable), and other relevant organizations or interests.

See Appendix C for data on districts with Quality Full-day Kindergarten grants.

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<sup>13</sup> Boston's CPC funds for full-day kindergarten ("K2") were not included in the supplemental amount, but were replaced by Quality funds from the line item, so the actual CPC replacement amount was \$336,115.

## Section 2: Quality Components of Full-Day Kindergarten

Program quality includes many interrelated factors that school districts must address when providing education for all students. Among the challenges for maintaining high-quality full-day kindergarten are having: appropriate adult/child ratios through the use of assistant teachers; acceptable class size; funding and tuition; NAEYC accreditation; adequate space; and support for English language learners. Below are comments on each of these areas.

### Assistant teachers/paraprofessionals

To ensure quality, the presence of a qualified assistant teacher, preferably in the classroom full-time, is recommended in all classes with more than 12 children. The percentage of Massachusetts classes with full-time assistants has declined from 76% in FY 03 to 62% in FY 07. Part-time assistants spent an average of 56% of the five hour day (.56 of a full time equivalent (FTE) position) in the classroom. To ensure appropriate curriculum and assessment, assistant teachers need experience and training in early childhood development and education.

	Percent	Number
Classes with full-time paraprofessionals/assistants	62%	1,229 <sup>14</sup>
Classes with part-time assistants	33%	642
Classes with no assistant	5%	102

### Adult-child ratios

NAEYC recommends a maximum class size of 24 children in kindergarten provided there is a full-time assistant (i.e., adult-child ratio of 1 adult per 12 children).

#### *Across grant districts*

Average low adult-child ratio across districts	1 adult: 9 children
Range	1:3 – 1:20
Average high adult-child ratio across districts	1 adult: 12 children
Range	1:6 – 1:26

### Class size

A manageable class size is necessary for effective use of integrated curriculum, learning centers, individualization, inclusion of children with disabilities, and those of diverse backgrounds and circumstances. Class size is interrelated with adult-child ratios, but even a good ratio may not overcome the problems of large class size.

The average class size reported in FY 07 is positive. However, the ranges of class size reveal that the grant funds some classes with well over 24 or 25 children, so quality is likely compromised in these classes. The districts with full-day classrooms with average of high class sizes of over 25 are of particular concern, since many of these are high poverty/high priority districts.

#### *Full-day classrooms*

Range of class sizes in grant-funded full-day classrooms: 10<sup>15</sup> to 33

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<sup>14</sup> Some classrooms have more than one assistant teacher, including one-on-one aides for children whose IEPs call for one. Occasional or itinerant therapists (e.g., speech therapists) are not counted.

Average of highest class sizes in grant districts	21
Average of lowest class sizes	16
Average full-day class size	18.5
Number of districts with average high class size over 25	7

*Part-time classrooms*

Range of class sizes of part-time classrooms in grant districts	8 to 27
Average of highest class sizes	21
Average of lowest class sizes	15
Average part-time class size	18

**Professional development**

While all public school kindergarten teachers have at least a Bachelor’s degree and are licensed by the Department of Education, ongoing professional development is a key element to a high quality program.

A majority of districts reported collaborating with local preschool programs (public, Head Start, and private) on professional development by making relevant training available to them, or jointly sponsoring training with preschool programs.

*Expenditures in FY 07*

- Transition Grants: the 28 districts funded used an average of 7% of all funds for professional development.
- Quality Grants: 65 of 130 districts funded professional development, using 1% of total grant funds (about \$250,000). In FY 06, 75 of 128 districts allocated funds for professional development. In both years, large districts were more likely than small ones to use grant funds for professional development.

*Professional development activities*

Primary focus was on:

- curriculum (the Department's Curriculum Frameworks and draft Kindergarten Learning Experiences, local curriculum guidelines, new texts, or programs);
- assessment tools and processes;
- school improvement plans; and
- inclusion of children with disabilities and English language learners.

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<sup>15</sup> There are lower class sizes, but grantees were asked not to include substantially separate classrooms for children with disabilities, which are generally 12 or less, because these are of regulated sizes and ratios and do not reflect the average regular kindergarten classroom. Other small classrooms exist in small rural districts or charter schools.

## **Curriculum and assessment**

### *Survey and data collection*

A survey on screening, curriculum, and assessment tools was conducted for infant, toddler, and preschool programs by the Department of Early Education and Care (EEC) in June 2006 (FY 06). Data on full-day kindergarten were collected by the Department of Education using a similar survey instrument. These data revealed:

- Screening: The Early Screening Instrument (ESI)<sup>16</sup> was used in 51% of public school preschools and 60% of kindergartens.
- Curriculum: 42%-46% of private birth-to-four programs, Head Start, public preschools, and full-day kindergarten programs used a “program developed” curriculum. The 87 grantees reported using at least 36 “other” published curricula in addition to the 30 individual curricula listed on the survey, and few of these were used in preschools.
- Assessment: The assessment system with some continuity across programs was the Work Sampling System<sup>17</sup> (10% to 15% of all types of preschool programs, and 27% of kindergarten programs). This is the only assessment used in kindergarten that is included in the Universal Pre-Kindergarten Program (EEC); few districts used the High/Scope or Creative Curriculum curricula and their associated assessments.

These data indicate a need to work across programs on vertical alignment -- preschool through third grade -- and horizontal alignment across early childhood programs.

## **Support (training, technical assistance) needed by grant districts**

Most of the needs stated below are consistent with the survey results described above.

- Support needed to improve curriculum development:
  - arranging joint planning time (72%);
  - individualizing curriculum;
  - addressing cultural and linguistic diversity in the curriculum; and
  - aligning curriculum from preschool through third grade.
- Support needed to improve curriculum implementation:
  - differentiating instruction to meet the learning needs of all children (75%);
  - ensuring consistency of implementation across classrooms and/or schools;
  - balancing all content areas in the weekly schedule;
  - meeting the needs of children with disabilities; and
  - meeting the needs of children who are English language learners.
- Support needed to improve assessment:
  - finding paid time for teachers and instructional assistants to analyze and use assessment data (89%);
  - using data to inform instruction and/or modify curriculum; and
  - analyzing data gathered through assessment(s).

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<sup>16</sup> The ESI is a valid and reliable instrument used to screen children for possible evaluation for special education needs. Meisels, S.J., Marsdon, D.B., Wiske, M.S., Henderson, L.W. (1997) *Early Screening Instrument-Revised*. Ann Arbor, MI: Rebus Associates, and Pearson Learning Group.

<sup>17</sup> Meisels, S.J., Jablon, J.R., Marsdon, D.B., Dichtelmiller, M., Dorfman, A. *Work Sampling System*. Pearson Learning Group.

### **Inclusion of children with disabilities**

Increasing and improving inclusion<sup>18</sup> of children on Individualized Education Programs (IEPs) is a priority of both Transition and Quality grants. In Quality grant districts 12% (4,661) of children were on IEPs (part- and full-day kindergarten). Of the children on IEPs, 83% (3,863) were in inclusive full-day programs (in FY 06, it was 85%).

#### *Strategies used most often to support inclusion*

- integrated therapies (e.g., speech, physical- and occupational therapies);
- regular meetings between classroom teachers and related services providers (84% of districts); and
- team teaching (special and general education teachers, assistant teachers, and specialists working together) (82% of districts).

### **English language learners**

Across the state, 91% of kindergarten English language learners were in full-day kindergarten. This information was not collected this year for the grant districts, but over 50% of the grantees identified developing curriculum appropriate for English language learners and integrating the general curriculum as challenges and areas in which support was needed.

Young language learners usually learn some conversational English in play with peers in their neighborhood or in early education and care programs. More structured teaching is needed for children to learn language needed in school. A full-day kindergarten offers more time and opportunities for English language learners to interact informally with peers and adults than part-day programs, as well as providing more time for explicit instruction.

### **Family involvement**

Involvement of parents in their children's education is often easier with full-day kindergarten than part-time, since full-day teachers have half the number of children and families than do teachers with two sessions. Family involvement, required as part of the NAEYC accreditation process, provides opportunities for parents and school staff to exchange ideas about curriculum, children's development, and other activities.

Less than 1% of grant funds were spent on family involvement. Many events are co-sponsored with local Community Partnerships programs, Parent-Teacher Organizations, and/or in conjunction with other state or federal grants with mandates or priorities to engage families. Popular strategies for family involvement included:

- classroom letters, calendars, and newsletters;
- opportunities to volunteer;
- parent-teacher conferences;
- educational family events;
- home visits or at-home learning activities; and
- technology, such as email, list-serves, school and class websites.

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<sup>18</sup> Inclusion is defined as children on IEPs with their peers at least 80% of the school day.

Grantees also identified barriers that families experience in order to take advantage of supports, activities, and/or resources available from their school, including:

- limited time to attend school events (due to work schedules);
- lack of transportation or child-care; and
- language differences, lack of translation or interpretation.

**Tuition**

In FY 07 across the state, 57 districts charged tuition for children to attend the second half of a full-day kindergarten program (the non-mandated hours); 28 of those were grant-funded. See Appendix E for Tuition Policy.

**Table 3: Tuition over time**

	FY05	FY06	FY07	FY08
# of districts charging tuition	60	53	57	n.a.
# of grant-funded districts charging tuition	25	29	28	39
# of children on tuition	3,989	4,435	\$4,805	n.a.
% of children on tuition	8.8%	10.7%	10.6%	
Average annual tuition	unknown	\$2,400	\$2,500	\$2,552

*Grant-funded districts that charged tuition in FY 07 (n=28):*

Acushnet, Arlington, Ashland, Barnstable, Belchertown, Berkley, Beverly, East Longmeadow, Framingham, Georgetown, Leominster, Marblehead, Marlborough, Melrose, Milford, Millis, Nashoba RSD, Norfolk, North Andover, Northborough, Shrewsbury, Shirley, Southborough, Stoneham, Taunton, Wareham, West Bridgewater, Winthrop

*Non-grant districts that charged tuition (n=29):*

Acton, Andover, Bellingham, Boxford, Boylston, Dedham, Douglas\*<sup>19</sup>, East Bridgewater, Gardner\*, Haverhill, Holliston, Hopedale, Longmeadow, Lunenburg\*, Lynnfield, Marion, Mattapoisett\*, Medway, Newburyport, North Reading, Reading, Rochester\*, Sharon, Tyngsboro, Wrentham, Dennis-Yarmouth RSD\*, Pentucket RSD, Southwick-Tolland RSD, Triton RSD\*

*Districts awarded Transition grants that had only ½-day kindergarten in FY 07, but that charge tuition in FY 08 (n=9):*

Avon, Berlin, Canton, Cohasset, Harvard, Norton, Pembroke, Randolph, Westwood

*Tuition policies and sliding fee scales*

School Committees and district administrators indicate they would prefer not to charge tuition. However, even with the Quality grant funding, particularly in districts that will receive little additional Chapter 70 funding for the additional half-day, charging tuition is used to support the program and balance the school budget. In grant-funded districts that charge tuition, the Department’s policies must be followed. (This is not the case in districts not receiving kindergarten grant funds.) Annual tuition cannot exceed \$4,000, and a formula is provided for calculating the sliding scale payments for families earning up to 100% of State Median Income (SMI). Children on

<sup>19</sup> Districts marked with an asterisk (\*) received Transition grants in FY 07 to open full-day classes in FY 08, but had some existing full-day classrooms for which they charged tuition.

IEPs requiring a full-day program must attend for free as do children of families earning less than 25% of SMI.

These policies have been implemented to ensure equal access for families within districts. However, they do not address inequities across districts (e.g., one district charges \$3,000 a year, but a nearby district provides full-day kindergarten for free). Districts not offering full-day classes for everyone often place children by lottery, parent request, or by school location. Districts may only reserve spaces for children with disabilities.<sup>20</sup>

### **Accreditation**

The accreditation system of the National Association for the Education of Young Children (NAEYC) is designed for all types of programs for children from birth through kindergarten. It is an externally assessed and validated measure of quality found to have positive outcomes.

Massachusetts has the highest number and percentage of programs accredited in the country, and serves more children in accredited programs than any other state. Of the 1,162 program sites accredited in the state (as of October 2007<sup>21</sup>), 20% are public school buildings with grant-funded full-day kindergarten. Self-study is taking place in 1,139 sites<sup>22</sup> in the state, approximately 15% of all programs nationally. Schools with grant-funded full-day kindergarten represent about 55% of sites in self-study under the new system.

The NAEYC accreditation system was “reinvented” as of September 2006 (see Appendix F for its 10 standards). Preschool classrooms may be accredited with kindergarten or separately. Only 6 sites in Massachusetts were accredited under the new system as of September 2007, but at least 3 of these were public schools with grants.

The data in Table 4 suggest that while there is progress, there is also more work to be done. Although the number of districts not involved is small, the number of classrooms not involved is significant; many of these classrooms are located in cities, serving the children most at risk of school failure. Slow progress on accreditation may be attributed in part to funding challenges to support assistant teachers, which affect adult-child ratios and curriculum criteria.

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<sup>20</sup> Although children with risk factors, including poverty, low maternal education, maternal depression, etc. as a group benefit more from full-day kindergarten, space cannot legally be reserved for at risk children, making universal full-day kindergarten more important.

<sup>21</sup> McDonald, Davida, December 2007. “Elevating the Field: Using NAEYC Early Childhood Program Accreditation to Support and Reach Higher Quality in Early Childhood Programs, in *NAEYC Public Policy Report*: <http://www.naeyc.org/policy/state/pdf/NAEYCpubpolReport.pdf>.

<sup>22</sup> Sites can be public schools with kindergarten and/or preschool, Head Start, and non-public center-based programs. Source: *NAEYC Accreditation Update*, Volume 8, No. 2, fall, 2007.

Table 4: Accreditation status, FY06 and FY07

	FY06	FY07
Districts with accredited schools	128	139
Buildings accredited	246	229
Total kindergarten classes (all programs and accreditation statuses)	1,911	2,242
Classes that are or may be accredited in FY08	1,510	1,657
Currently accredited	803	844
Accepted for candidacy	n.a.	71
In self-study / awaiting decision	n.a.	718
Deferred <sup>23</sup>	38	24
Classes not likely to be accredited in FY08	401	585
Denied candidacy	n/a	47
Not involved in accreditation	401	538

Grant coordinators and administrators have asked the Department to consider alternative options to NAEYC accreditation. Possible options are being collected and studied this year. Possibilities include the Classroom Assessment Scoring System (CLASS) and professional development system;<sup>24</sup> the Tools of the Mind Curriculum<sup>25</sup> with Response to Intervention (RTI); the Ready Schools Assessment;<sup>26</sup> and potentially the Work Sampling System or other options.

### Transitions of children and families

Although “transition” is often associated with children with disabilities, smooth transitions help all children and their families. Each grantee has a School Readiness Committee charged with building linkages with public and private early education and care programs, school councils, Community Partnerships for Children Councils, after-school programs, and with elementary staff. The committee facilitates transitions of children from preschool to kindergarten and into first grade across the programs in the community.

Most districts have focused on preschool and kindergarten, and many have excellent transition procedures. More work is needed on the transition from kindergarten to first grade. The most frequent and successful approaches to transitions from preschool or home into kindergarten and into first grade, include classroom visits by children and their parents, communication between new and previous teachers, and organized school registration events. New activities listed this year included: individual meetings with families, family events during the summer, play-dates planned by the school, postcards to children before school starts, and use of electronic media.

<sup>23</sup> Deferred classes are included here because they have a chance to rectify problems and become accredited

<sup>24</sup> Pianta, R., LaParo, K.M., and Homre, B.K. (2004) *Classroom Assessment Scoring System (CLASS)* Charlottesville, VA: University of Virginia, <http://www.classobservation.com/>

<sup>25</sup> Bodrova, E. and Leong, D. (2007) *Tools of the Mind: The Vygotskian Approach to Early Childhood Education*, 2<sup>nd</sup> edition. New York: Merrill/Prentice Hall.

<sup>26</sup> High/Scope Educational Research Foundation. (2006) *Ready School Assessment*, Ypsilanti, MI: High Scope Press.

## **Section 3: Progress Toward Universal Full-Day Kindergarten**

### **FY 08 Update**

#### *Transition Grants*

The transition grant program continues to encourage the voluntary expansion of high-quality, full-day kindergarten throughout the Commonwealth. This grant is intended for districts seeking to implement full-day kindergarten in September of 2008. Grant funds may be expended through August 31, 2008. Preference for funding has been given to districts with high percentages of students scoring in levels 1 and 2 on the MCAS (Warning/Failing and Needs Improvement), as determined by districts not meeting the state performance target for 3<sup>rd</sup> and 4<sup>th</sup> grade English Language Arts and mathematics.

However, since this program is in its ninth year, the eligible high need districts seeking funding have or will have received funding through these grants. Therefore, some funding is being used to support the development of full-day kindergarten for students in other districts. Recipients may receive grants of not more than \$15,000 per classroom. Funded activities may include facility improvements and other expenses related to transitioning from part- to full-day kindergarten, including the purchase of classroom furniture and equipment. Other expenses include: curriculum development based on the state curriculum frameworks; professional development and related teacher training programs; providing supports to increase the inclusion of children with disabilities; teacher and teacher aide recruitment and hiring; parent involvement activities; outreach to the early childhood education community; and other efforts to enhance quality in new full-day classrooms.

The FY 08 grant will assist 35 school districts in the transition of part-day kindergarten sessions up to 211 new full-day classrooms in September 2008. This will bring the number of grant-funded full-day kindergarten classrooms to approximately 2,350 in FY 09. Seventeen of the districts will be new to the grant program and 18 are expanding the number of full-day kindergarten programs in the district. Grant awards range from \$15,000 to \$225,000. (See Appendix D)

#### *Quality Grants*

Quality grants are intended to support high quality educational programs for children in full-day kindergarten classrooms by: improving the quality of curriculum and classroom environment; providing continuity of curriculum across preschool, kindergarten, and grades one through three; and developing other programmatic components of kindergarten listed below.

Funds may be used for personnel; substitutes, and stipends for employees; professional development; partial tuition for college courses for instructional aides; teacher mentors, onsite curriculum coaches or other technical assistance; consultants and specialists (e.g., music, art, inclusion, etc. not already supported by the district or required by children's IEPs); activities and supplies related to grant priorities, including accreditation; and/or scholarships. Grant funds are intended to supplement and not to supplant local, state, and/or federal funding. Stipends for preschool, half-day kindergarten, and first- to third-grade teachers are allowed if they are related to the Committees' meetings and activities, and for appropriate professional development.

## **Discussion and recommendations**

In Massachusetts, the Legislature's, and more recently Governor Patrick's, priority for expanding access and improving the quality of full-day kindergarten programs for children and families throughout the Commonwealth has continued. The Board's and the Department's goals to close the achievement gap and prevent the achievement gap from starting align with this effort. Nationally, as of 2005, nine states mandated access to full-day kindergarten, requiring districts to serve all children whose parents choose a full-day kindergarten program. Two states require attendance in full-day kindergarten.<sup>27</sup>

### *Funding full-day kindergarten*

Full-day kindergarten is funded by the state's Chapter 70 foundation budget formula, the state Kindergarten Grant program, local school budgets, and, in some cases, parent tuition. Districts report kindergarten enrollment as of October 1 in either full-day or part-day categories, which affects the amount of the district's foundation budget. Because the October 1<sup>st</sup> date is used to count the children already enrolled in the preparation of the next fiscal year's budget, school districts educate full-day kindergarten students during the first year of implementing full-day kindergarten without the benefit of Chapter 70 funding. Districts often report this "gap year" in funding as a barrier to implementing full-day kindergarten. Districts that charge tuition are only able to report students as part-day for foundation budget calculation. In FY 07, 57 districts reported charging tuition.

The kindergarten grant program has supported districts' expansion of full-day kindergarten opportunities, especially in the transition planning from part-time to full-day programs. The continued support of quality measures directly for kindergarten classrooms ensures that funding goes to those students, whereas, use of a district's Chapter 70 fund allocation is determined by the school district and may be used for any educational purpose.

Many school districts report that even with Chapter 70 funding and the Kindergarten Grant program, a significant amount of local funding is still required to operate full-day kindergarten. This has resulted in some local districts not being able to support the expansion or continue current full-day classes for all children and families due to the increased demands for funding support for required levels of public education.

### Recommendations:

- 1) Continue to fund the Transition planning grants and work with districts to remove barriers to full-day kindergarten access.
- 2) Fund the "gap year" through the Kindergarten Grant program by providing Implementation grants for districts in the first year of operating full-day kindergarten classrooms or eliminating their use of tuition, using Chapter 70 as the basis of the grant.
- 3) Increase Quality grant allocations to maintain quality elements to ensure that school districts have the tools to reduce the achievement gap and prevent the achievement gap from starting.
- 4) Consider differentiated funding levels that take into account district demographic data such as academic performance, poverty, and subgroups of students.

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<sup>27</sup> Kristie Kauerz (2005). *Full-Day Kindergarten: A Study of State Policies in the United States*. A report for the Education Commission of the States, Denver, CO: author.

### *Equity*

A number of school districts have been ineligible for grants because current budget language does not allow funding full-day kindergarten established prior to the grant program, contrary to the early years of the grant. Therefore, there are high poverty, lower-performing districts that currently do not receive Quality grant support. Children in these districts are among those who benefit the most from high-quality programs.

#### Recommendation:

Allow all school districts offering full-day kindergarten access to state support for Implementation and Quality grants. Provide a base level of support for all districts; continue to provide additional funds for districts based on such other priority areas as student achievement, poverty, special student needs.

### *Adequate and appropriate classroom space*

Classroom space continues to be a persistent problem for some districts. In some situations classrooms have been added a few classrooms at a time, while waiting for a new school to be built or completed. Some districts have experienced unexpected enrollment growth, and either cannot find any space to convert to full-day kindergarten, or will not acquire suitable space for several years. The Department is surveying and studying the costs and potential options for full-day kindergarten in those districts.

Currently, grantees with Transition grants may use limited funds for capital improvements or renovation. Even though the grant extends to August 31st, this is may be insufficient time for some districts to go through the required contracting and complete the needed work.

#### Recommendation:

Explore the extent of the need for space and possible mechanisms for addressing the cost.

### *Quality*

The level of quality in a program depends on what happens in the classroom; what children actually experience. Factors such as appropriate adult-child ratios and professional development are needed to improve classroom curricula, assessment, and methods of teaching and to implement programs that are research-based and found to produce positive child and program outcomes.

#### Recommendation:

Provide state level training, projects, and technical assistance in a more comprehensive way to include aligning curriculum, implementing appropriate curriculum and ongoing assessment, as well as developing strong leadership, collaborative teamwork, and attention to children's needs.

## **FY 09 Enrollment Projections**

The Department estimates the following enrollment projections for FY 09:

- 69,000 children enrolled in kindergarten
- 3,366 kindergarten classes/sessions – full-day and part-day sessions
- 2,520 full-day classrooms
  - 2,338 grant funded (includes FY08 Transition grant estimated classrooms)
  - 182 non-grant-funded
- 846 kindergarten sessions (part-day)

## **Summary**

The Department continues to see progress in expanding full-day kindergarten throughout the Commonwealth for all children and families who desire access. Over 800 part-time kindergarten classrooms continue to exist, some in districts that do not offer any full-day classes. The Department continues to support districts in the transition and implementation of quality for the public school's youngest learners. Work also continues to identify and address local school district barriers to additional expansion, especially in high need districts.

## Appendix A: Kindergarten Regulations and Terminology

### Regulations

Most of the following regulations pertaining to kindergarten can be found in 613 CMR 8.00 – 8.03: M.G.L. c.69, sec. 1B, and 613 CMR 27.00 (also Time and Learning detailed Q&A in Kindergarten). Added explanations are in brackets [ ].

*Establishment of kindergarten:* All school districts shall provide kindergarten education for all eligible children.

*Staff:* Kindergarten classes shall be taught by qualified and certified teachers. [There is no requirement for instructional aides in the classroom.]

*School entry/eligibility:* Children must attend school beginning in September of the calendar year in which they turn six. [“In school” can be interpreted as kindergarten or grade one at a district’s discretion, or approved home schooling.]

*Kindergarten entry dates:* Each school committee may establish its own kindergarten entry date as long as it meets the requirements above. [About 93% of districts have entry dates between August 29 and September 10. A few districts have set earlier or later dates, e.g., 5th birthday by August 1st or December 31st. School committees may make exceptions, but must set a policy about when those will be granted.]

*Class size:* The average kindergarten class across a district may not exceed 25 children. [This allows districts with small special education classes to go over 25 children in regular classes.]

*Hours of instruction:* Time on Learning regulations require 425 hours of instructional time in kindergarten (compared to 900 hours starting in 1st grade). [Based on appropriate early childhood practice, snack time, play time, and clean-up time are considered to be structured learning time. These activities, if carried out intentionally, promote development in the areas of gross motor, fine motor, self-help, language, and social and emotional growth as well as learning in science, mathematics, etc.]

### Terminology

The following words, phrases, and acronyms are defined to help with reading this report:

*Assistant teachers/instructional aides/paraprofessionals:* Individuals who assist teachers in the classrooms and are not required to hold a Massachusetts teaching license. Assistant teachers/paraprofessionals include those working with all children in the classroom including children with disabilities in the general curriculum. Individuals assigned to a specific child on an Individualized Education Program (IEP) and/or therapists working with a child or group of children for specific periods of time for the purpose of implementing IEP goals are not included in this category.

*Early childhood:* As a developmental stage, includes children from birth to eight years (3<sup>rd</sup> grade).

*EEC:* The Massachusetts Department of Early Education and Care.

*Full-day kindergarten:* A full school day, five hours per day, for the standard school year.

*NAEYC:* National Association for the Education of Young Children, the largest accrediting body for early childhood programs.

*Universally available or universal full-day kindergarten:* Kindergarten available to all families in any Massachusetts public school district who wish to enroll their child in a full-day program, ideally free of charge. A part-time option could still be offered by school districts. Children would not be mandated to attend either full- or part-time kindergarten as is the current practice.

**Appendix B: Transition to full-day Kindergarten Grants for FY 07 (through August 31, 2007)**

**NAME OF GRANT PROGRAM:** Transition to Full-Day Kindergarten **FUND CODE:** 702

**FUNDS ALLOCATED:** \$ 1,681,700 (State)

**FUNDS REQUESTED:** \$ 2,145,117

**PURPOSE:** The purpose of the grant program is to encourage the voluntary expansion of high-quality, full-day kindergarten throughout the Commonwealth. This grant is intended for districts seeking to implement full-day kindergarten in September of 2007. Grant funds may be expended through August 31, 2007. Preference for funding is to be given to districts with high percentages of students scoring in levels 1 and 2 on the MCAS. However, since this program and the Quality Full-Day Kindergarten Grant are now in their 8<sup>th</sup> year, the high need districts seeking funding have or will have received funding through this grant. Therefore, funding is available for a wider range of communities wishing to have their kindergarten students benefit from a longer school day. Based on the state budget language, recipients may receive grants of not more than \$18,000 per classroom. Funded activities may include facility improvements and other expenses related to transitioning from half- to full-day kindergarten, including the purchase of classroom furniture and equipment. Other expenses include curriculum development based on the state curriculum frameworks; professional development and related teacher training programs; providing supports to increase the inclusion of children with disabilities; teacher and teacher aide recruitment and hiring; parent involvement activities; outreach to the early childhood education community; and other efforts to enhance quality in new full-day classrooms.

**NUMBER OF PROPOSALS RECEIVED:** 27

**NUMBER OF PROPOSALS RECOMMENDED:** 27

**NUMBER OF PROPOSALS NOT RECOMMENDED:** 0

**RESULT OF FUNDING:** This grant will assist 27 school districts in the transition of part-day kindergarten sessions to 118 new full-day kindergarten classrooms. This will bring the number of grant-funded full-day kindergarten classrooms to approximately 2,036 in FY 08. It is estimated that the state grant funds will cover approximately 20% of a district's cost for each classroom. Grant awards range from \$15,000 to \$255,000, depending upon the number of classrooms.

<b>RECIPIENT</b>	<b>AMOUNT</b>
Ashland Public Schools -- 2 classrooms	\$30,000
Barnstable Public Schools – 4 classrooms	\$60,000
Brockton Public Schools – 16 classrooms	\$240,000
Canton Public Schools – 2 classrooms	\$30,000
Cohasset Public Schools – 2 classrooms	\$30,000
Dennis-Yarmouth Regional School District – 5 classrooms	\$75,000
Douglas Public Schools – 4 classrooms	\$60,000
Fitchburg Public Schools – 12 classrooms	\$180,000
Gardner Public Schools – 1 classroom	\$15,000
Hamilton-Wenham Regional School District – 2 classrooms	\$30,000
Harvard Public Schools – 2 classrooms	\$30,000
Leominster Public Schools – 17 classrooms	\$255,000

Lunenburg Public Schools – 2 classrooms	\$30,000
Marlborough Public Schools – 2 classrooms	\$30,000
Mattapoissett Public Schools – 1 classroom	\$15,000
Millis Public Schools – 1 classroom	\$15,000
Milton Public Schools – 2 classrooms	\$30,000
Norton Public Schools – 1 classroom	\$15,850
Pembroke Public Schools – 2 classrooms	\$30,000
Rochester Public Schools – 1 classroom	\$15,000
Scituate Public Schools – 1 classroom	\$15,000
Silver Lake Regional School District (Kingston & Halifax) – 4 classrooms	\$60,850
Taunton Public Schools – 8 classrooms	\$120,000
Triton Regional School District (Salisbury) – 1 classroom	\$15,000
Uxbridge Public Schools – 2 classrooms	\$30,000
Westwood Public Schools – 12 classrooms	\$90,000
Wilmington Public Schools – 9 classrooms	\$135,000
<b><i>TOTAL (STATE) FUNDS</i></b>	\$1,681,700.00

**Transition to Full-Day Kindergarten - FY2007**

**FUND CODE: 702 (Round 2)**

**FUNDS ALLOCATED:** \$495,000 (State)

**FUNDS REQUESTED:** \$495,000

**PURPOSE:** The purpose of the grant program is to encourage the voluntary expansion of high-quality, full-day kindergarten throughout the Commonwealth. This grant is intended for districts seeking to implement full-day kindergarten in September of 2007. Grant funds may be expended through August 31, 2007. Due to Governor Patrick's restoration of the 9c cuts to this grant program, the Department is able to award these funds through a second round of competitive grants.

**NUMBER OF PROPOSALS RECEIVED:** 8

**NUMBER OF PROPOSALS RECOMMENDED:** 8

**NUMBER OF PROPOSALS NOT RECOMMENDED:** 0

**RESULT OF FUNDING:** This grant will assist eight (8) school districts in the transition of part-day kindergarten sessions to 33 new full-day kindergarten classrooms. This will bring the number of grant-funded full-day kindergarten classrooms to approximately 2,063 in FY2008. It is estimated that the state grant funds will cover approximately 20% of a district's cost for each classroom. Grant awards range from \$15,000 to \$180,000, depending upon the number of classrooms.

<b>RECIPIENT</b>	<b>AMOUNT</b>
Attleboro Public Schools (5 classes)	\$75,000
Avon Public Schools (1 class)	15,000
Berlin Public Schools (1 class)	15,000
Dartmouth Public Schools (3 classes)	45,000
North Middlesex Regional School District (6 classes)	90,000
Millis Public Schools (increase of 1 class)	15,000
Randolph Public Schools (12 classes)	180,000
Wilmington Public Schools (increase of 4 classes)	60,000
<b>TOTAL STATE FUNDS</b>	<b>\$495,000</b>

## Appendix C: Kindergarten Data for School Districts Awarded Quality Grants, FY 07 and FY 08

### Summary

Below are districts with Quality Full-day Kindergarten Grants. The shaded districts received Transition Planning for Full-day Kindergarten Grants. The information includes numbers of full-day and part-time kindergarten classes in FY 07 and FY 08.

### FY 08 Grantees:

Districts with 100% full-day kindergarten:	109
Districts with 50% to 90% FDK	27
Districts under 50%	12
Total	148

### **Bold = Received FY 08 Transition grant**

District	Total kindergarten classes FY07	Full-day classes FY07	Grant-funded full-day classes FY07	Part-day classes FY07	Grant-funded full-day classes FY08	% FDK in FY08
Acushnet	7	4	3	3	4	57%
Adams-Cheshire RSD	6	6	6	0	6	100%
Agawam	13	13	13	0	13	100%
Amesbury	9	9	9	0	9	100%
Amherst -Pelham	11	11	11	0	10	100%
Arlington	23	23	23	0	22	100%
<b>Ashland</b>	<b>12</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>67%</b>
Athol-Royalston RSD	7	7	7	0	6	100%
<b>Attleboro</b>	<b>23</b>	<b>2</b>	<b>0</b>	<b>21</b>	<b>9</b>	<b>39%</b>
Avon	2	0	0	2	1	50%
Ayer	6	6	6	0	4	100%
<b>Barnstable</b>	<b>24</b>	<b>16</b>	<b>16</b>	<b>8</b>	<b>18</b>	<b>75%</b>
<b>Belchertown</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>100%</b>
Berkley	5	1	1	4	2	40%
Berkshire Hills RSD (Great Barrington, Stockbridge, West Stockbridge)	4	4	4	0	4	100%
Berlin	1	0	0	1	1	100%
Beverly	19	10	10	9	12	63%
Boston	215	215	211	0	211	100%
<b>Brockton</b>	<b>70</b>	<b>56</b>	<b>56</b>	<b>14</b>	<b>63</b>	<b>90%</b>
Brookline	28	28	28	0	27	100%
Cambridge	40	40	40	0	45	100%
<b>Canton</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>10</b>	<b>3</b>	<b>27%</b>
Central Berkshire RSD (Becket, Cummington, Dalton, Hinsdale,	8	8	8	0	8	100%

District	Total kindergarten classes FY07	Full-day classes FY07	Grant-funded full-day classes FY07	Part-day classes FY07	Grant-funded full-day classes FY08	% FDK in FY08
Peru, Washington, Windsor)						
Chatham	3	3	3	0	3	100%
Chicopee	24	24	24	0	24	100%
Clinton	8	8	8	0	8	100%
Cohasset	8	6	0	2	5	63%
Community Day Charter School (Lawrence)	2	2	2	0	2	100%
Dennis-Yarmouth	14	9	0	5	13	100%
<b>Douglas</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>6</b>	<b>86%</b>
<b>Dracut</b>	<b>14</b>	<b>6</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>43%</b>
Dudley-Charlton	13	13	13	0	13	100%
East Longmeadow	9	4	4	5	5	56%
Erving	1	1	1	0	1	100%
Fairhaven	7	7	7	0	7	100%
Fall River	46	46	46	0	44	100%
Falmouth	17	17	17	0	18	100%
Farmington River RSD (Otis, Sandisfield)	1	1	1	0	1	100%
Fitchburg	24	12	12	12	20	100%
<b>Framingham</b>	<b>40</b>	<b>31</b>	<b>25</b>	<b>9</b>	<b>27</b>	<b>87%</b>
Franklin	25	25	25	0	24	100%
Frontier RSD (Deerfield, Conway, Whately, Sunderland)	7	7	7	0	7	100%
<b>Gardner</b>	<b>12</b>	<b>1</b>	<b>0</b>	<b>11</b>	<b>3</b>	<b>25%</b>
<b>Georgetown</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>50%</b>
Gill-Montague RSD	4	4	4	0	5	100%
Gloucester	12	12	12	0	12	100%
Greenfield	7	7	7	0	7	100%
Hadley	2	2	2	0	2	100%
Hampden-Wilbraham RSD	11	11	11	0	10	100%
Hampshire RSD (Easthampton, Westhampton, Southampton, Chesterfield-Goshen, Williamsburg)	8	8	8	0	7	100%
Harvard	4	0	0	4	2	50%
Harwich	6	6	6	0	6	100%
Holyoke	24	24	24	0	24	100%
Hull	5	5	4	0	4	100%
Ipswich	7	6	6	1	6	86%
Lawrence	51	51	48	0	48	100%
Lee	3	3	3	0	3	100%

District	Total kindergarten classes FY07	Full-day classes FY07	Grant-funded full-day classes FY07	Part-day classes FY07	Grant-funded full-day classes FY08	% FDK in FY08
Leicester	7	7	7	0	7	100%
Leominster	24	7	7	17	24	100%
Leverett	2	2	2	0	1	100%
Lincoln	7	7	7	0	7	100%
Lowell	52	52	52	0	51	100%
Lunenburg	5	3	0	2	3	60%
Lynn	53	53	49	0	55	100%
Malden	23	23	22	0	28	100%
Manchester-Essex RSD	2	2	2	0	2	100%
Marblehead	13	13	13	0	12	100%
Marlborough	19	14	12	5	13	68%
Martha's Vineyard Charter School	1	1	1	0	1	100%
Martha's Vineyard RSD (Aquinnah, Chilmark, Edgartown Oak Bluffs Tisbury, West Tisbury)	10	10	10	0	10	100%
Mashpee	7	7	7	0	7	100%
Mattapoisett	4	2	0	2	3	75%
Maynard	7	7	7	0	7	100%
Medford	19	19	18	0	21	100%
Melrose	13	11	11	2	11	85%
Methuen	23	23	23	0	25	100%
Middleborough	14	14	14	0	13	100%
<b>Milford</b>	<b>16</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>56%</b>
Millbury	7	7	6	0	7	100%
Millis	6	2	2	4	4	67%
<b>Milton</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>2</b>	<b>13%</b>
Mohawk Trail RSD (Ashfield, Buckland, Colrain, Heath, Plainfield, Shelburne)	7	7	7	0	7	100%
Monson	6	6	6	0	5	100%
Nahant	2	2	2	0	2	100%
Nashoba RSD (Bolton, Lancaster, Stow)	14	8	8	6	8	57%
Natick	18	18	18	0	21	100%
Nauset RSD (Brewster, Eastham, Orleans, Wellfleet.)	12	12	12	0	10	100%
Neighborhood House Charter School (Dorchester)	4	4	2	0	4	100%
New Bedford	60	60	60	0	60	100%
New Salem-Wendell RSD	1	1	1	0	1	100%

District	Total kindergarten classes FY07	Full-day classes FY07	Grant-funded full-day classes FY07	Part-day classes FY07	Grant-funded full-day classes FY08	% FDK in FY08
Newton	48	48	47	0	48	100%
Norfolk	7	6	6	1	7	100%
North Adams RSD (Clarksburg, Florida, Monroe)	8	8	8	0	7	100%
North Andover	19	8	8	11	9	47%
North Brookfield	3	3	3	0	3	100%
North Middlesex RSD (Ashby, Pepperell, Townsend)	15	9	0	6	15	100%
Northampton	11	11	11	0	11	100%
Northborough	11	6	6	5	7	64%
Northbridge	9	9	9	0	8	100%
<b>Norton</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>3</b>	<b>30%</b>
<b>Norwood</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>0</b>	<b>12</b>	<b>100%</b>
Orange	7	7	6	0	6	100%
Peabody	23	23	23	0	24	100%
Pembroke	11	3	0	8	4	50%
Pioneer Valley RSD (Bernardston, Leydon, Northfield, Warwick)	6	6	6	0	5	100%
Pittsfield	27	27	27	0	28	100%
Plainville	6	6	6	0	6	100%
Quabbin RSD (Barre, Hardwick, Hubbardston, New Braintree, Oakham)	10	10	10	0	12	100%
Quincy	37	37	8	0	37	100%
<b>Randolph</b>	<b>13</b>	<b>1</b>	<b>0</b>	<b>12</b>	<b>6</b>	<b>46%</b>
River Valley Charter School (Newburyport)	2	2	2	0	2	100%
Rochester	4	2	0	2	3	75%
Rockport	4	4	4	0	4	100%
Salem	37	37	37	0	33	100%
Seven Hills Charter School (Worcester)	3	3	3	0	3	100%
Shirley School District	4	4	4	0	3	100%
<b>Shrewsbury</b>	<b>17</b>	<b>3</b>	<b>3</b>	<b>14</b>	<b>4</b>	<b>24%</b>
Shutesbury	1	1	1	0	1	100%
<b>Silver Lake RSD (Halifax, Kingston, Plympton)</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>6</b>	<b>75%</b>
Somerset	10	10	10	0	10	100%
Somerville	23	23	23	0	26	100%
South Hadley	7	7	7	0	7	100%

District	Total kindergarten classes FY07	Full-day classes FY07	Grant-funded full-day classes FY07	Part-day classes FY07	Grant-funded full-day classes FY08	% FDK in FY08
South Shore Charter School (Norwell)	6	6	6	0	6	100%
Southborough	9	5	5	4	6	67%
Southbridge	9	9	9	0	9	100%
Southern Berkshire RSD (Alford, Egremont, Monterey, New Marlborough, Sheffield)	6	6	6	0	5	100%
Spencer-East Brookfield RSD	8	8	8	0	8	100%
Springfield	130	130	114	0	130	100%
Stoneham	13	3	3	10	2	15%
Stoughton	17	17	17	0	17	100%
Sutton	7	7	7	0	7	100%
Taunton	31	23	23	8	31	100%
Triton RSD (Rowley, Salisbury, and Newbury)	13	6	0	7	7	54%
Truro	1	1	1	0	1	100%
Ware	5	5	5	0	5	100%
Wareham	13	6	6	7	6	46%
Watertown	13	13	13	0	15	100%
Webster	8	8	8	0	8	100%
West Springfield	13	13	13	0	13	100%
Westfield	29	29	29	0	31	100%
Westport	6	6	6	0	7	100%
Westwood	13	0	0	13	13	100%
Williamstown	3	3	3	0	3	100%
Wilmington	16	0	0	16	13	81%
Winchendon	7	7	7	0	7	100%
Winthrop	8	6	6	2	7	100%
Woburn	22	22	22	0	22	100%
Worcester	87	87	87	0	87	100%

**Appendix D: Transition Planning for Full-day Kindergarten Grants for FY 08**

*Total classrooms to open in FY 09: 187 to 211 (\*denotes a new district applying)*

<b>Districts</b>	<b># classrooms</b>	<b>% FDK in 09</b>
Ashburnham-Westminster RSD*	6	100%
Ashland Public Schools	3	100%
Attleboro Public Schools	5	60%
Barnstable Public Schools	4	100%
Belchertown Public Schools	3	100%
Belmont Public Schools*	10-14	up to 100%
Blackstone-Millville RSD*	7	100%
Boylston Public Schools*	1	100%
Brockton Public Schools	6	100%
Canton Public Schools	2	55%
Carver Public Schools*	7	100%
Chelmsford Public Schools*	13-17	up to 100%
Concord Public Schools*	8-10	up to 100%
Danvers Public Schools*	13	100%
Douglas Public Schools	1	100%
Dracut Public Schools	2	60%
Framingham Public Schools	6	100%
Foxborough Public Schools*	5	56%
Gardner Public Schools	2	45%
Georgetown Public Schools	4	60%
Haverhill Public Schools*	2	20%
Lakeville Public Schools*	7	100%
Lexington Public Schools*	15-24	up to 100%
Milford Public Schools	7	100%
Milton Public Schools	9-12	up to 100%
Narragansett RSD*	1	20%
Newburyport Public Schools*	2	60%
Norton Public Schools	3	55%
Norwood Public Schools	2	100%
Randolph Public Schools	6	100%
Shrewsbury Public Schools	1	30%
Silver Lake RSD	8	100%
Southwick-Tolland RSD*	3	75%
Swampscott Public Schools*	7	100%
Weston Public Schools*	6-8	up to 100%

## Appendix E: FY 2009 TUITION POLICIES FOR FULL-DAY KINDERGARTEN

### Elementary School Services, MA Department of Education (12/07)

The Department of Education strongly encourages districts to offer full-day kindergarten free of charge. Districts receiving funds under the Quality Full-Day Kindergarten grant program may charge tuition for hours beyond the required 425 instructional hours for kindergarten, but must abide by the following requirements. All staff involved in registration and determining income eligibility should to be informed of these policies.

1. **Tuition cap:** The Department of Education reserves the right to cap the tuition charged to parents. The tuition cap for FY 2009 is \$4000 (*average tuition in districts with grants -- \$2500*). Families earning 25% or less of SMI cannot be charged tuition. For families earning at or below 50% SMI, tuition amounts are also capped if the annual tuition is over \$3000.
2. **Chapter 70 and SIMS data reporting:** Children for whom tuition is charged for the second half of the full-day kindergarten program cannot be counted as full-time (1 FTE) students for Chapter 70 reimbursement. Identify these children correctly on the SIMS data submission in October. Use “KF” for children attending **K**indergarten for **F**ree and/or “KT” for children attending **K**indergarten, paying **T**uition. Children on Individualized Education Programs (IEPs) attend full-day kindergarten free of charge if their IEP specifies a full-day placement.
3. **Use of tuition funds:** Tuition collected for full-day kindergarten must be allocated to a revolving account to be used for the full-day kindergarten program.
4. **Sliding fee scale:** Districts *must* implement a sliding fee scale for tuition to ensure equity for all families. Tuition increases gradually from the selected “free” point (e.g., eligible for free and/or reduced lunch, at or below 25% of State Median Income) up to 100% of SMI. In addition:
  - a) Eligibility for *discounted or waived tuition* for families who may be unable to pay the whole tuition due to unpredicted adverse circumstances (e.g., serious illness of a parent, homelessness, residence burned down, loss of family business, etc.) must be considered.
  - b) Fees for extra-curricular events related to the full-day kindergarten program (e.g., field trips) must be included as part of the tuition. No additional costs may be charged.
  - c) Deposits to reserve a place in the full-day kindergarten are allowable if the amount is applied to the annual tuition. Nonrefundable deposits are not permissible under this policy. Deposits cannot exceed 10% of the annual tuition and/or should be adjusted for low-income families based on the sliding fee scale.
  - d) Only one installment of tuition payment, including deposit payments collected at registration, may be collected before July 1<sup>st</sup> preceding the start of the school year. The remaining tuition payments may be collected monthly or through a payment schedule with a minimum of 4 payments.
  - e) Termination of the enrollment of a child from a grant-funded full-day classroom due to failure to make tuition payments is not allowed.

**Written tuition policy:** A written policy consistent with this policy must be made available to all families interested in full-day kindergarten in advance of enrollment. Information would include eligibility, how to apply for tuition assistance, and related policies. Information should be provided in the languages families can understand to ensure equal access.

**Lotteries:** If the demand for full-day kindergarten is greater than the space available, a lottery may be held. Lotteries must be equitable, conducted through a public process, and selections made by a disinterested party (a person who has no personal stake in the outcome or conflict of interest). Spaces may be reserved for children with IEPs that specify a full-day program.

## FY 09 Sliding Fee Scale for Tuition in Districts with Quality Full-day Kindergarten Grants: Income Table and Sliding Fee Scale

(Income Level Source: Department of Early Education and Care, 7/01/06)

*Instructions:* Use this income table to calculate the district's sliding fee scale. Start with the district-set annual tuition (not more than \$4000), then apply the formula in each row of Column B. Insert the district's annual and monthly tuition amounts for each income level in Columns C and D. Additional income levels may be added, consistent with the scale. Districts charging over \$3000 annually *must* cap the monthly tuition for families earning at, or below, 50% of State Median Income (SMI). Column E is an *example* based on the average tuition for full-day kindergarten in MA (\$2500) and a 10-month payment schedule.

*Determining family eligibility for reduced tuition:* First, calculate a family's gross monthly income (to convert monthly income from weekly income, multiply by 4.33; to calculate monthly income from bi-weekly income, multiply by 2.17). Next, find the column with the family's size written at the top. Read down the column until you come to the correct monthly income, then read across to Columns C and D to determine a family's monthly and annual tuition.

Column A % of state median income	Family of Two	Family of Three	Family of Four	Family of Five	Column B To calculate fee scale: Annual tuition: \$ _____  Formula	EXAMPLE If tuition = \$2,500	
	Monthly	Monthly	Monthly	Monthly		Annual	Monthly
Up to 25%	\$0 - \$1,169	\$0 - \$1,445	\$0 - \$1,720	\$0 - \$1,996	Must be free	Free	Free
26 - 35% SMI	\$1,170 - \$1,638	\$1,446 - \$2,023	\$1,721 - \$2,408	\$1,997 - \$2,794	Free OR lesser of: 10% annual tuition or \$300 /# of months or payments	\$250	\$25
36 - 50% SMI	\$1,639 - \$2,338	\$2,024 - \$2,890	\$2,409 - \$3,441	\$2,795 - \$3,991	Free OR lesser of: 18% tuition or \$540 / # of months or payments	\$450	\$45
51 - 65% SMI	\$2,339 - \$3,041	\$2,891 - \$3,757	\$3,442 - \$4,473	\$3,992 - \$5,188	25% of annual	\$630	\$63
66 - 85% SMI	\$3,042 - \$3,978	\$3,758 - \$4,913	\$4,474 - \$5,849	\$5,189 - \$6,785	50% of annual	\$1,250	\$125
85 - 100%	\$3,979 - \$4,679	\$4,914 - \$5,780	\$5,850 - \$6,881	\$6,786 - \$7,982	75% of annual	\$1,880	\$188
Above 100%	\$4,680+	\$5,781+	\$6,882+	\$7,983+	100% of annual	\$2,500	\$250

Column A % of state median income	Family of Six	Family of Seven	Family of Eight	Family of Nine	Column B: To calculate fee scale: Annual tuition \$ _____  Formula	EXAMPLE: If tuition = \$2,500	
	Monthly	Monthly	Monthly	Monthly		Annual	Monthly
Up to 25% SMI	\$0 - \$2,271	\$0 - \$2,322	\$0 - \$2,374	\$0 - \$2,425	Must be free	Free	Free
26 - 35% SMI	\$2,272 - \$3,179	\$2,323 - \$3,251	\$2,375 - \$3,323	\$2,426 - \$3,395	Free OR lesser of: 10% of tuition or \$300 / # of months or payments	\$250	\$25
36 - 50% SMI	\$3,180 - \$4,542	\$3,252 - \$4,645	\$3,324 - \$4,748	\$3,396 - \$4,851	Free OR lesser of: 18% of tuition OR \$540/ # of months or payments	\$450	\$45
51 - 65% SMI	\$4,543 - \$5,904	\$4,646 - \$6,038	\$4,749 - \$6,172	\$4,852 - \$6,306	25% of annual	\$630	\$63
66 - 85% SMI	\$5,905 - \$7,720	\$6,039 - \$7,896	\$6,173 - \$8,071	\$6,307 - \$8,246	50% of annual	\$1,250	\$125
86 - 100% SMI	\$7,721 - \$9,084	\$7,897 - \$9,289	\$8,072 - \$9,495	\$8,247 - \$9,701	75% of annual	\$1,880	\$188
Above 100%	\$9,085+	\$9,290 +	\$9,496 +	\$9,702 +	100% of annual	\$2,500	\$250

## **Appendix F: Accreditation and the Kindergarten Learning Experiences**

### National Association for the Education of Young Children accreditation

The accreditation system was revised as of September 2006 and includes the following 10 standards (slightly shortened):

- Promote positive relationships for all children and adults.
- Implement a curriculum that fosters all areas of child development – cognitive, emotional, language, physical, and social.
- Use developmentally, culturally, and linguistically appropriate and effective teaching practices.
- Providing ongoing assessments of children’s learning and development and to communicate this to families.
- Promote good nutrition and health and protect adults and children from illness and injury.
- Employ teaching staff with the qualifications, knowledge, and commitment needed to promote learning and support families.
- Establish and maintain collaborative relationships with each child’s family.
- Establish relationship with and resources of the community to support achievement of goals for children and the program.
- Provide a safe and healthy physical environment.
- Implement strong personnel, fiscal and program management policies to ensure

### The Massachusetts Kindergarten Learning Experiences

Successful use of standards-based curriculum includes integration of content areas, and responsiveness to children’s group and individual needs and interests. To plan an appropriate standards-based curriculum, teachers must understand child development as well as know the content of the learning standards of the Massachusetts Curriculum Frameworks. Over 50% of grant districts noted a need for support to develop and use integrated curriculum. One way to support this is by providing examples of the kinds of curriculum activities that lead children to meet the learning standards.

A draft of the Massachusetts Kindergarten Learning Experiences was released to grantee districts in May of 2007.<sup>28</sup> Final versions will be available by the end of FY 08. The activities are based on the learning standards of the Massachusetts Curriculum Frameworks and the Guidelines for Preschool Learning Experiences.<sup>29</sup>

The following is an example from the Science section of Kindergarten Learning Experiences:

First is the standard from the Curriculum Framework --

By the end of grade 2, students will be able to ask questions about objects, organisms, and events in the environment.

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<sup>28</sup> Under the name of *Kindergarten Learning Activities*.

<sup>29</sup> MA DOE, 2003. Now administered through the Department of Early Education and Care

Then, in some cases, there is a translation for kindergarten:

Kindergarten children display curiosity and formulate questions about objects, organisms, and events in the world around them.

Next are examples of activities that might lead children to achieving the standard:

Children investigate and experiment with various objects and processes using their senses of sight, hearing, smell, touch, and taste; in small groups, they can generate additional questions and follow-up activities that focus on their various senses.

During whole group time, they generate a list of “what would happen if…” questions relating to a theme or activities (e.g., what would happen if we left a pan of water outside overnight in January?) then follow up with one or a series of experiments, or different experiments by small groups.

In some cases, there is a short additional explanation or idea for teachers:

Tips for Teachers: Children are full of questions about the natural world, which may turn into a long series of “whys.” Teachers can help children develop questions of the greatest interest to them (as a group, or as individuals) into a form that they might be able to experiment with in a way that is answerable (e.g., turn a “why” question into “what if, when, how, and/or what” questions).

In some cases, references to similar standards in other frameworks are listed:

Connections: See Standards KL1.1 and KL1.2 in the English Language Arts section.

## **APPENDIX G: CHAPTER 61 OF THE ACTS OF 2007**

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 office of school readiness 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 the enhancement of existing full-day kindergarten classrooms and for the transition of existing half-day kindergarten classrooms into full-day kindergarten classrooms; provided further, that said grants shall be awarded pursuant to guidelines established by the department relative to the application and award process which shall include eligibility criteria, allowable grant expenditures and grant recipient obligations; provided further, that guidelines for transition grants shall require applicants for such grants to identify obstacles that impede the transition to full-day kindergarten; provided further, that the guidelines shall require grant recipients to identify the anticipated date by which the implementation of quality enhancement or transition projects shall commence; provided further, that the guidelines shall detail the range of permissible grant expenditures which shall include, but not be limited to, the expenditure of funds for facility improvements or other expenses necessary to provide adequate space for the transition from half-day kindergarten classrooms into full-day kindergarten classrooms; 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 \$6,000,000 shall be expended on grants to expand half-day classrooms to new full-day classrooms; provided further, that not later than January 15, 2008, 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 2009; provided further, that funds appropriated in this item for transition grant awards may be expended through August 31, 2008, for the purposes of transition projects scheduled for the school year beginning in September 2008; provided further, that all kindergarten programs previously funded through community partnership councils at the department for early education and care shall receive grants from this item in amounts not less than they received in fiscal year 2007; and provided further, that no funds shall be expended for personnel costs.....

\$33,802,216