Findings of the Early Childhood Education Steering Committee
Report for the Instructional Committee of the Concord School Board

June 22, 2016
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**Essential Question**
What are the best practices in kindergarten programming and how do these practices connect with early childhood programs in our school community?

**Summary of the Development of our Steering Committee**
During the fall 2015, several parents came to School Board meetings and asked the School Board to consider developing a full-day kindergarten program. The parents who made the request identified several reasons for supporting a full-day program including the academic benefit for students, the support for working parents and equity with neighboring communities who currently offer full-day programs.

In response to these requests, the School Board’s Instructional Committee developed a steering committee to review early childhood education in our district with specific attention to our kindergarten programs. The steering committee was charged with gathering information through research, analyzing the associated impacts, developing and assessing options for our community, and presenting findings to the Board.

Our steering committee began meeting in November 2015 and met monthly through June 2016 for ninety minutes. After developing meeting norms at our first meeting, we considered the elements of our essential question and what resources we would need to support our work. We decided that we would need to review research on early childhood education programs, to consider space options in our current elementary school facilities, to develop an associated cost and to predict district and community impact.

As we began our work together, our steering committee reviewed the National Association for the Education of Young Children’s (NAEYC) position statement on developmentally appropriate practice (see Appendix A). NAEYC provides clarity around creating programs using developmentally appropriate practices, reducing the achievement gap, creating comprehensive, effective curriculum and improving teaching and learning. Their three core considerations of developmentally appropriate practice - knowing about child development and learning, knowing what is individually appropriate, knowing what is culturally important - along with their twelve principles of child development and learning, offered our steering committee a common base for our work together. We also reviewed NAEYC’s “10 Signs of a Good Kindergarten Classroom” to reinforce our common understandings about early childhood education.

We read several important documents as a full steering committee including *NH Kindergarten Readiness Indicators; Starting Out Right: Pre-k and Kindergarten: Full Report* by Jim Hull, Center for Public Education, 2012; *Full-Day Kindergarten and Academic Achievement* by Hanover Research, 2010.
We had a presentation on early childhood education programs in our community. Members of the Steering Committee remarked that they had not been aware of many of the program options that Concord School District offers to support young learners. We currently have 105 students participating in our developmental preschool for three to five year old learners at Mill Brook and Beaver Meadow Schools. We have seventeen young learners in the CRTC Crimson Tide program at Abbot Downing School. Our district half day kindergarten programs have 269 students enrolled this year. Our district also offers an extended day kindergarten program for 60 of those learners in a Title I grant funded program and for 10 kindergarten students who have educational disabilities. A review of twelve local, private programs confirmed that sixty-three Concord resident students are enrolled in their full-day kindergarten programs (see Appendix B for a breakdown of this data).

In February, our Steering Committee began to work in three subcommittees - Research on Early Childhood Programs, Connections with Early Childhood Programs and District & Community Impact. These subcommittees often worked outside of the time we spent together as a Steering Committee to gather information, review research and/or develop questions.

**Research on Early Childhood Programs Subcommittee Findings**

Members of the Research subcommittee reviewed a variety of research and resources focused on early childhood programs. Many common themes ran through the research that should be noted when developing successful programs. Full or partial day programs need developmentally appropriate curriculum that also focus on the social emotional development of the child. Opportunities for positive interactions between teachers and students is key to producing positive outcomes which in turn lead to more meaningful learning opportunities for students early in their school years.

**Research Summary**

The research base on full-day kindergarten is limited, but suggests that there are immediate positive outcomes for all students. As schools consider the transition to full-day kindergarten programs from half-day kindergarten programs, many agree that full-day kindergarten offers several benefits including continuity with schedules in first grade and beyond, a reduction in the number of transitions and disruptions in children’s schedules, and the opportunity to allow teachers more time to offer more instruction and meaningful learning opportunities. Students who attend high quality kindergarten programs show positive gains in early literacy, math and social-emotional development at the end of the kindergarten year. Many studies have suggested that these gains fade out as students reach third grade. Other studies suggest that the combination of quality part-time preschool and part or full-day kindergarten appears to lead to the best outcomes for students when compared with participation in full or part-time kindergarten with no preschool experience.
A promising new long-term study by Dr. Chloe R. Gibbs at the University of Virginia holds some preliminary good news for proponents of full-day kindergarten. Initial findings in this research study show sizable learning gains for all students by the end of the kindergarten year. The advantage for Hispanic full-day students over other Hispanic students is nearly twice that seen in the overall sample. This early finding supports other research that shows that outcomes for children living in poverty, those with special needs and dual language learners who attend full-day programs show consistently improved outcomes at the end of the kindergarten year. This study will continue to follow these students as they move through elementary school.

**Research shows that high-quality preschool experiences have a positive impact on children’s early learning.** There has been an increasing body of research which has built on the early Perry Preschool and Abecedarian programs showing that a year or two of high quality preschool which provides the effective use of developmentally appropriate curriculum, focusing on early literacy, math and social-emotional development creates positive outcomes on children’s early learning. These findings have been supported through research and evaluations in large public programs, Head Start and an increasing number of state preschool programs.

**Quality preschool education benefits all young children, but provides the most benefits for children living in poverty, children identified with special needs, and dual language learners.** Earlier research focused only on programs for low-income students, but more recent research shows that there are benefits for middle-income as well as low-income students. For example, studies of students who attended Head Start, The Tulsa Preschool Program and various public preschool programs showed gains for all children in reading, pre-writing, math and social-emotional development. However, research still supports the fact that children from low-income backgrounds benefit more. For example, children who attended Head Start as three-year olds showed stronger gains in math and social-emotional development than children with special needs who did not attend Head Start. Dual language learners benefit greatly from attendance in high quality preschool programs.

**Long term benefits of preschool occur, although as children are followed into elementary school, differences between those that attended preschool and those who did not on academic testing fade.** At around third grade, research shows that there is less disparity on test scores between those who attended preschool and those who did not. However, evidence from long-term evaluations suggest that other important outcomes are affected, including high school graduation rates, years of education completed, earnings, and reduced crime and teen pregnancy.

**Investment in quality preschool has long term benefits.** There have been many research efforts to determine whether or not there is a positive economic benefit to providing high quality preschool. Older interventions, including the Perry Preschool Project, as well as research on larger public preschool programs such as the Chicago Child-Parent Centers and the Tulsa Preschool...
Program, have shown that between three to seven dollars are saved for every dollar spent on preschool.

There is growing evidence that creating a foundation of positive interactions between teachers and students is key in producing positive outcomes. Programs with the best outcomes utilize teaching practices in which adults provide warm, supportive interactions with a focus on supporting children’s higher level thinking skills. One of the most promising practices to support improved outcomes for children is through the practice of coaching and mentoring of teachers to offer evidence-based curricula and instruction.

Connections with Early Childhood Programs Subcommittee Findings
The Community Connections subcommittee reviewed current programs in the Concord Community, and reached out to other communities across the state about early childhood programs, including kindergarten. There are 170 school districts serving elementary school students in New Hampshire. According to the New Hampshire Department of Education, for the 2015-2016 school year 96 districts offered full-day kindergarten programs, with an additional 3 districts offering full-day programs in some of their schools.

In March 2016, sub-committee member Principal Kris Gallo posted the following questions on a statewide Principal’s Listserv:

If you have a Kindergarten program beyond half-day:
  ● What K program do you offer? Full-day? Something different?
  ● Do you charge tuition for full-day K? What happens with families who cannot afford it?
  ● How do you handle families who opt out of full-day K?
  ● Do you offer a separate half-day K session?
  ● With a longer K school day, what do you spend more time on in your curriculum?
    Academics? Social/emotional? Other?

Principal Gallo received responses from 19 principals. Out of those who responded, 13 school districts offered full-day kindergarten, while 6 districts offered full-day or an extended kindergarten day to some students. None had part-day only, and 6 had other combinations (e.g., extended day, full/half/OR extended). The principals provided the following additional information:

Tuition: Five of the districts, three in Rockingham County, and two in Hillsborough County, reported that they charge tuition for the difference between part and full-day programs. Tuitions range from $1500-$4500 for the year. Those that charge tuition all mentioned making some financial accommodations for those who cannot pay the full cost. In several cases, certain groups of students (Title 1; those with IEPs) are provided extended or full-day kindergarten free of charge.
but others pay to participate. Some districts mentioned that there was a waiver or application process. In one district, students eligible for free/reduced lunch were charged $100 per month. One principal in a district that charges tuition expressed that this arrangement was not optimal because some of the students who would have benefited from the full-day program could not afford it.

Transitioning from part to full-day: Several principals commented on the process of transitioning their kindergarten program from part-day to full-day programs. Strategies used by several districts included beginning full-day originally only for students who required interventions, offering ¾ day program before making the transition to full-day, or charging tuition for a period of time.

Opting Out of the Full-Day Program:
Most of the schools that offered full-day kindergarten to all did not offer an ‘opt out’ for parents who didn’t want their student in school full-day. Three of the principals noted that perhaps 1-2 parents might opt out of full-day kindergarten in a given year. In one school, parents were given the option to pick up their students early for the first trimester during the first year of implementation.

How is Extra Time in Kindergarten Used?
Principals responding on the Listserv cited the following uses for the additional time gained by increasing the kindergarten day:
Academics (11 responses)
Social/Emotional (8)
Play/Recess (6)
Specials, including art, music, technology, library, Spanish, physical education (7)
Nap/Rest (2)
Deeper instruction (2)

Their review of the anecdotal information presented by principals in the Listserv generated discussion within the subcommittee. Members raised several questions and considerations:

● If some students came to school for a full-day, and others for a half-day, would it be difficult for the teacher to plan instruction in such a way as to meet all the students’ needs and keep a consistent pace with the curriculum? It would be likely that different teachers would need to work with the half-day groups and the full-day groups.

● What effect would it have on students’ emotional and academic well-being if some students are seen to stay all-day and have access to a variety of academic choices and others leave earlier?

● If tuition was charged for a longer kindergarten-day, would this serve as a barrier for some students/families? Would scholarships, fee waivers or sliding scales be available to assure equal access to programming?
In April of 2015, the New Hampshire School Administrators Association published a survey of districts’ approaches to kindergarten programming in the state. Of the 86 districts responding to the survey, 58 offered full-day kindergarten for all students, 10 provided full-day for some students (at-risk students, students with IEPs) and 20 offered a part-day kindergarten program. One district offered a 3/5th-day program. Twenty-two of the districts had begun their full-day programs within the last two years.

Overall, the following models for kindergarten programming were noted:

- Part-day for all
- Part-day for all, intervention programming for a smaller number of students during the second half of the day
- Part-day for all, with optional full-day, parents pay tuition for second half of the day
- Full-day for all
- Full-day, with half-day option for parents who opt out
- Full-day, with Title 1 funds used
- Full-day in some elementary schools within a district (Title 1 schools with kindergarten)

Several neighboring communities shared information about their transition from part-day to full-day kindergarten.

**Merrimack Valley School District**

A community task force was established in 2013 to explore the feasibility of lengthening the kindergarten program to full-day. The task force recommended that the District offer full-day kindergarten. The District began offering full-day kindergarten in the 2014-2015 school year.

**Bow School District**

A committee of Bow School Board members, community representatives and teachers investigated the viability of full-day kindergarten in the district in 2014. The committee ultimately recommended a move to a full-day program, but this was not endorsed by the school board or the town’s budget committee. Town residents at their annual meeting approved funds ($359,000) for full-day kindergarten, which began in the 2015-2016 school year.

**Hopkinton School District**

The District conducted a pilot for full-day kindergarten in the 2013-2014 school year. They invited 8 students who needed additional intervention support to attend the full-day, along with 8 students (chosen by lottery) who did not need interventions. Full-day kindergarten for all students began in the 2014-2015 school year. They also shared preliminary performance data.

**Laconia School District**
Laconia uses Title 1 funds to support full-day kindergarten. They did a two-year pilot of full-day kindergarten. Once they had established the value of the full-day program, they continued it. They concentrated their Title 1 funds on the K-2 level. They have also established universal preschool for four year-old children in one of their schools.

**District and Community Impact Subcommittee Findings**

Our District and Community Impact subcommittee identified several goals for their work: reviewing the financial and facility impact of full-day kindergarten early childhood education options.

As we considered the financial impact of implementing a full-day kindergarten program, we considered immediate and ongoing costs. The table in Appendix C outlines the projected increased number of classes, spaces, salaries for staff, furnishings and supplies. Overall, the projected increase in salaries for kindergarten teachers would be $721,227.68, educational assistants would be $184,063.74 for a total projected staff increased cost of $905,291.42. Another cost that was considered was the purchase of furnishings for new kindergarten classrooms, we would need seven additional classrooms at a total cost of $80,000.00 to purchase tables, chairs, desks, shelves, carpets and general supplies. To provide associated technology for these classrooms would be approximately $77,600.00. The total estimated cost for the first year of implementing full-day kindergarten would be $1,222,891.42. This cost would represent approximately $83 per year in additional property taxes on a home valued at $250,000 – with that cost likely to grow based on increasing costs associated with personnel. This cost was estimated without any projected increase to specialists - Music, Art, and Physical Education.

Transportation costs would also be impacted in a move from half-day to full-day kindergarten programs. While there may be a savings of $74,198 as we discontinue the mid-day run (taking home morning students and picking up afternoon students), there could be a projected cost of $64,500 if an additional bus were to be needed to meet a substantial increase in the number of riders. The potential for this additional bus at the beginning and end of the day would be at Mill Brook School.

Another consideration by the Impact Subcommittee was a look at the financial impact for parents who choose to send their child to a full-day kindergarten program or to pay for a program to supplement their child’s half-day kindergarten program. The costs of these programs range from full tuition of $200 a week for a full-day program to $100 a week for a half day program. There are also reduced and free options for families who qualify for financial support.

The Impact Committee gathered information regarding the number of children entering kindergarten in the 2016-2017 school year who attend either preschool or child care programs prior to entering kindergarten. Parents were asked to complete a brief survey when they brought
their child to the neighborhood school for kindergarten screening. Of 173 who attended the screening, 38% attended all-day child care two to five days per week, and 53% attended half-day preschool two to five days per week. Sixteen students, or 9% of the total, did not attend either a preschool or child care program. (See Appendix B for the full results)

As we looked at the classroom spaces that are available in our schools to support full-day kindergarten programs, we were somewhat surprised to see that we have the room to expand to full-day kindergarten programs fairly easily in most of our schools. We have three kindergarten programs at Beaver Meadow and Christa McAuliffe Schools, so moving to a full-day program would require one additional classroom space at each of those schools. At Abbot-Downing School, we would likely have to relocate our CRTC Teacher Preparation Program to support moving to a full-day program. Mill Brook School would have the greatest impact as there are currently seven half day kindergarten classes in four classrooms; to move to a full-day program we would need three additional classroom spaces. The expansion at Mill Brook School would impact preschool programs and may mean that they would need to be moved to Beaver Meadow School where there is more available space given the current enrollment. This would likely impact preschool transportation costs, as more of our preschoolers live in the MBS than the BMS neighborhood. Also, we generally have more parents interested in sending their typically-developing preschoolers to MBS than to BMS given the location.

The District and Community Impact Committee also considered program options that would extend the day for kindergarten without the need to add staff to support specials (art, music, physical education) for our kindergarten students. If kindergarten students attended school from 7:30am to 1:45pm, that would offer them a full-day of instruction and allow their teachers to have a planning period as required by contract. For parents looking for after school care, we wondered whether there might be a way to contract with the YMCA, Boys & Girls Club or 21st Century Learning Programs to provide that option for children.

This Committee also became connected to the research that promotes the positive effects of having a strong preschool program for children who are identified as being at risk - children living in lower socio-economic income and those whose second language is English.

Funding options to support either a universal preschool, a preschool focused on students identified as being at risk or a full-day kindergarten program were discussed. Mill Brook School receives funding as a schoolwide school under its Title I grant; their funding may be used to support either of these early intervention options. To gain this flexibility in Title I funds, a school's free and reduced lunch must be 40% or higher and there must be a year-long study by the school to move from “targeted assistance” to “schoolwide” schools. Beaver Meadow School is currently eligible to begin this process. While this process would be helpful and may support some
additional funding in some schools, it would not provide for all programs across our school district and therefore it would be challenging to use these funds for some but not for all of our schools.

**October 2015 Free & Reduced Lunch Eligibility**

<table>
<thead>
<tr>
<th>School</th>
<th>Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbot-Downing School</td>
<td>38.48%</td>
</tr>
<tr>
<td>Beaver Meadow School</td>
<td>41.61%</td>
</tr>
<tr>
<td>Broken Ground School</td>
<td>44.99%</td>
</tr>
<tr>
<td>Christa McAuliffe School</td>
<td>37.75%</td>
</tr>
<tr>
<td>Mill Brook School</td>
<td>48.25%</td>
</tr>
</tbody>
</table>

**Impact on Community Early Childhood Programs**

Several preschool and child care providers have responded to the question about the impact of a potential full-day kindergarten program on the operation of their centers. In general, the providers have given thought to this possibility and many have already begun to make adjustments to their current operations, or have long-range plans to do this, given changes in other neighboring districts’ kindergarten programs. Several programs believe they would experience significant financial and enrollment impacts if Concord offered a full-day program, as a large percentage of their population includes before or after kindergarten or full-day kindergarten programming. This might result in increased costs for child care and preschool programming for parents of pre-kindergarten children. If more children in a daycare or preschool setting are younger, more staff are needed to meet required staff-to-child ratios. Other centers report that they will adjust by enrolling additional preschoolers and continuing to offer before and after school care.

**Impact on Families of Part day versus Full-day Kindergarten**

The benefit of full-day kindergarten amounts to a savings of the cost of care for approximately 20 hours per week. Parents report that the part day kindergarten program can be disruptive to their children because it may involve multiple transitions in their day, and may be difficult for families’ schedules.

**Impact on Kindergarten teachers**

Kindergarten teachers are challenged to provide full implementation of math and literacy curriculum in a half day while providing sufficient time for social skill and language development opportunities. Currently, full-time teachers get to know, plan for, and assess up to 40 students in two sections, a much higher student load than other elementary teachers.

**Summary of Findings**

What are the best practices in early childhood programming? How do these practices connect with early childhood programs? Research, though not definitive, has pointed to positive outcomes for young children experiencing high quality programs. It is unclear whether all the benefits seen in primary school years, including academic, social and emotional growth, extend beyond the third
A critical element in creating high quality early childhood programs is understanding and implementing developmentally appropriate practices.

The Concord School District and our community providers offer a wide range of programs, supports, and services for preschoolers and their families. The District offers an integrated preschool, including students with and without disabilities, family resource centers in several neighborhoods and extended kindergarten programs for some students eligible for Title 1 and special education program support. Our community provides a menu of various options for parents, including all-day child care, part- and full-day kindergarten and before and after school care. Our school staff members work closely with colleagues in the community to support the variety of needs of our youngest learners and their families.

While we are not seeing a significant increase in universal preschool programs being offered by school districts in our surrounding communities, there has been an increase in the number of districts offering full-day kindergarten. Parents describe challenges in schedules for their children and family, as well as the increase costs for child care associated with part-day kindergarten.

The annual cost for implementing a full-day kindergarten program in the Concord School District is projected to be approximately $1 million. In the short-term it appears that space is available to add to our early childhood programming, although this would require some disruption in the existing preschool programs. Loss of tuition revenue by community preschool and child care facilities, if district programming was extended, would negatively impact some providers.
Appendix A: Key Messages on Developmentally Appropriate Practice from the National Association for the Education of Young Children

Reprinted from Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Third Edition, Carol Copple & Sue Bredekamp, eds. Copyright 2009 by the National Association for the Education of Young Children. www.naeyc.org

What is developmentally appropriate practice?
• Developmentally appropriate practice requires both meeting children where they are—which means that teachers must get to know them well—and enabling them to reach goals that are both challenging and achievable.
• All teaching practices should be appropriate to children’s age and developmental status, attuned to them as unique individuals, and responsive to the social and cultural contexts in which they live.
• Developmentally appropriate practice does not mean making things easier for children. Rather, it means ensuring that goals and experiences are suited to their learning and development and challenging enough to promote their progress and interest.
• Best practice is based on knowledge—not on assumptions—of how children learn and develop. The research base yields major principles in human development and learning (this position statement articulates 12 such principles). Those principles, along with evidence about curriculum and teaching effectiveness, form a solid basis for decision making in early care and education.

A call to reduce the achievement gap
• Because in the United States children’s learning opportunities often differ sharply with family income and education, ethnicity, and language background, sizable achievement gaps exist between demographic groups. Emerging early in life and persisting throughout the school years, these disparities have serious consequences for children and for society as a whole. Narrowing the gaps must be a priority for early childhood educators as well as policy makers.
• When young children have not had the learning opportunities they require in order to succeed in school, early childhood programs need to provide even more extended, enriched, and intensive learning experiences than they do for children who have had a wealth of such experiences outside of the program or school. The earlier in life those experiences are provided, the better the results for children. Parent engagement strategies, health services, and mental health supports are also critical.

Comprehensive, effective curriculum
• All the domains of children’s development and learning interrelate. For example, because social factors strongly influence cognitive development and academic competence—and the cognitive
domain influences the social domain—teachers must foster learning and development in both, as well as in the emotional and physical domains.

- Effective, developmentally appropriate curriculum is based on what is known about the interrelationships and sequences of ideas, so that children’s later abilities and understandings can be built on those already acquired. At the same time, the rate and pattern of each child’s learning is unique. An effective teacher must account for all these factors, maintaining high expectations while setting challenging, achievable goals and providing the right amount and type of scaffolding for each child.

- Children’s learning experiences across the early childhood years (birth to age 8) need to be far better integrated and aligned, particularly between prekindergarten and K–3. Education quality and outcomes would improve substantially if elementary teachers incorporated the best of preschool’s emphases and practices (e.g., attention to the whole child; integrated, meaningful learning; parent engagement) and if preschool teachers made more use of those elementary-grade practices that are valuable for younger children, as well (e.g., robust content, attention to learning progressions in curriculum and teaching).

**Improving teaching and learning**

- A teacher’s moment-by-moment actions and interactions with children are the most powerful determinant of learning outcomes and development. Curriculum is very important, but what the teacher does is paramount.

- Both child-guided and teacher-guided experiences are vital to children’s development and learning. Developmentally appropriate programs provide substantial periods of time when children may select activities to pursue from among the rich choices teachers have prepared in various centers in the room. In addition to these activities, children ages 3–8 benefit from planned, teacher-guided, interactive small-group and large group experiences.

- Rather than diminishing children’s learning by reducing the time devoted to academic activities, play promotes key abilities that enable children to learn successfully. In high level dramatic play, for example, the collaborative planning of roles and scenarios and the impulse control required to stay within the play’s constraints develop children’s self-regulation, symbolic thinking, memory, and language—capacities critical to later learning, social competence, and school success.

- Because of how they spend their time outside of school, many young children now lack the ability to play at the high level of complexity and engagement that affords so many cognitive, social, and emotional benefits. As a result, it is vital for early childhood settings to provide opportunities for sustained high-level play and for teachers to actively support children’s progress toward such play.

- Effective teachers are intentional in their use of a variety of approaches and strategies to support children’s interest and ability in each learning domain. Besides embedding significant learning in play, routines, and interest areas, strong programs also provide carefully planned curriculum that focuses children’s attention on a particular concept or topic. Further, skilled
teachers adapt curriculum to the group they are teaching and to each individual child to promote optimal learning and development.

- To ensure that teachers are able to provide care and education of high quality, they must be well prepared, participate in ongoing professional development, and receive sufficient support and compensation.

**Developmentally Appropriate Practice for Early Childhood Education**

*From National Association for the Education of Young Children’s "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8," 2009*

Developmentally appropriate practice (DAP) is an approach to teaching grounded in the research on how young children develop and learn and in what is known about effective early education. Its framework is designed to promote young children’s optimal learning and development. DAP involves teachers meeting young children where they are (by stage of development), both as individuals and as part of a group; and helping each child meet challenging and achievable learning goals.

**Core Considerations of Developmentally Appropriate Practice**

1. **Knowing about Child Development and Learning**
   Knowing what is typical at each age and stage of early development is crucial. This knowledge, based on research, helps us decide which experiences are best for children’s learning and development.

2. **Knowing what is Individually Appropriate**
   What we learn about specific children helps us teach and care for each child as an individual. By continually observing children’s play and interaction with the physical environment and others, we learn about each child’s interests, abilities, and developmental progress.

3. **Knowing what is Culturally Important**
   We must make an effort to get to know the children’s families and learn about the values, expectations, and factors that shape their lives at home and in their communities. This background information helps us provide meaningful, relevant, and respectful learning experiences for each child and family.

**Principles of Child Development and Learning**

1. All areas of development and learning are important.
2. Learning and development follow sequences.
4. Development and learning result from an interaction of maturation and experience.
5. Early experiences have profound effects on development and learning.
6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
7. Children develop best when they have secure relationships.
8. Development and learning occur in and are influenced by multiple social and cultural contexts.
9. Children learn in a variety of ways.
10. Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.
11. Development and learning advance when children are challenged.
12. Children’s experiences shape their motivation and approaches to learning.

**Developmentally Appropriate Practices with Preschoolers, ages 3-5**

Preschool children learn best when they have positive and caring relationships with adults and other children; when they receive carefully planned, intentional guidance and assistance; and when they can safely encounter and explore many interesting things in their environment.

Children enter preschool with different strengths. One child might love picture books and already know lots of letters but have trouble with social interaction. A classmate may find it easy to initiate play and share toys yet have almost no experience with books and reading.

Preschoolers

- thrive when they can experience new materials, roles, ideas, and activities—especially in pretend play;
- take great interest in feelings and become better able to express their emotions and identify those of others;
- make important cognitive gains that invite them to represent their world in pretend play, symbols, objects, drawings, and words; and
- show astonishing gains in language skills.

**Teaching Preschoolers, ages 3-5**

Good preschool teachers maintain appropriate expectations, providing each child with the right mix of challenge, support, sensitivity, and stimulation. With their knowledge, skill, and training, teachers—in collaboration with families—can ensure that programs promote and enhance every child’s learning.

Let’s see what DAP in preschool looks like:

*In the dramatic play center, two 4-year-old girls are pretending to read menus. Maria, noticing that neither girl has taken on the role of waiter, takes notepad and pencil in hand and asks them, “May I take your order?” Over the next few days, more children join the restaurant play. Waiters set tables, take orders, give orders to the cook, and prepare checks for diners.*

Maria is an observant, inventive, and intentional teacher. Her intervention sparks fresh play, tempting children to take on different roles, enrich their social and language interactions, and use writing and math for new purposes.
Developmentally Appropriate Practices with Kindergartners, ages 5 and 6

Kindergarten is a time of change, challenge, and opportunity. In many ways, kindergartners are still like preschoolers. Yet with the increasing focus on school readiness, many kindergarten classrooms unfortunately bow to pressures and begin to look more like a primary classroom than a kindergarten.

Five- and 6-year-olds make great intellectual leaps. They go through a major shift, allowing them to develop more, personal responsibility, self-direction, and logical thinking. This growth affects development across physical, social and emotional, cognitive, and language domains. Kindergarten can shape a child’s overall outlook on and engagement in lifelong learning.

Teaching Kindergartners

Teachers must balance kindergartners’ varying abilities and needs while making sure that the curriculum fits appropriately between preschool and first grade.

Let’s see what DAP in kindergarten looks like:

Mrs. K sits with Keira, going over letter-sound correspondence. Then she goes to the block area to help Shelley. Mrs. K doesn’t make pronouncements; instead, she respectfully waits for the right moment to build on children’s existing conversations. She listens attentively and understands where, when, and how to intervene. She joins in the children’s play, modeling positive behavior. Her contributions are subtle, playful, and full of teaching.

Kindergarten teachers must fully engage in the social world of the classroom and be intentional in their interactions and instruction. With the many differences among—and wide age range of—kindergartners, teachers should be responsive to developmental, individual, and cultural variation. Thoughtful, sensitive teaching promotes a joy of learning and prepares children for further academic challenges.

Developmentally Appropriate Practices in the Early Primary Grades, ages 6-8

Best practices in first, second, and third grades involve balancing children’s need for focused instruction with their need to build on what they already know. Primary grade children benefit from concrete hands-on experiences. They need to see and make connections, especially across subjects. An integrated curriculum not only fosters connections between concepts and areas of learning but also makes learning fun.

Let’s see what DAP in the early primary grades looks like:

The first graders sit in a circle, squeamishly watching their teacher pick up a Madagascar hissing cockroach. Katrina explains that the class will be hosting the new pet for several weeks. She takes the insect around, giving each child a chance to have a good look. “OK, what questions do we have?” Katrina asks. “One at a time so I can write them down. Maybe we can find the answers to
“all our questions if we study our new pet.” The children have a lot of questions and over the next few days, as they observe the insect, come up with even more. Intrigued, the class eagerly undertakes the new research project.

It’s good practice for early grade teachers to set aside time blocks for specific skill and concept study. Having time to focus helps children learn. Teachers know the children are eager for and need explanations; illustrative information; direct instruction on/about a new concept, word, or event; and opportunities to practice a new skill.

Given the time to apply what they’ve learned, children make gains in every domain—from language to science to emotional development.

**Top 10 Signs of a Good Kindergarten Classroom**

Kindergarten is a time for children to expand their love of learning, their general knowledge, their ability to get along with others, and their interest in reaching out to the world. While kindergarten marks an important transition from preschool to the primary grades, it is important that children still get to be children -- getting kindergarteners ready for elementary school does not mean substituting academics for play time, forcing children to master first grade "skills," or relying on standardized tests to assess children’s success.

Kindergarten "curriculum" actually includes such events as snack time, recess, and individual and group activities in addition to those activities we think of as traditionally educational.

Developmentally appropriate kindergarten classrooms encourage the growth of children’s self-esteem, their cultural identities, their independence and their individual strengths. Kindergarten children will continue to develop control of their own behavior through the guidance and support of warm, caring adults. At this stage, children are already eager to learn and possess an innate curiosity. Teachers with a strong background in early childhood education and child development can best provide for children what they need to grow physically, emotionally, and intellectually.

Here are 10 signs of a good kindergarten classroom:

1. Children are playing and working with materials or other children. They are not aimlessly wandering or forced to sit quietly for long periods of time.
2. Children have access to various activities throughout the day, such as block building, pretend play, picture books, paints and other art materials, and table toys such as legos, pegboards, and puzzles. Children are not all doing the same things at the same time.
3. Teachers work with individual children, small groups, and the whole group at different times during the day. They do not spend time only with the entire group.
4. The classroom is decorated with children’s original artwork, their own writing with invented spelling, and dictated stories.
5. Children learn numbers and the alphabet in the context of their everyday experiences. Exploring the natural world of plants and animals, cooking, taking attendance, and serving snack are all meaningful activities to children.

6. Children work on projects and have long periods of time (at least one hour) to play and explore. Filling out worksheets should not be their primary activity.

7. Children have an opportunity to play outside every day that weather permits. This play is never sacrificed for more instructional time.

8. Teachers read books to children throughout the day, not just at group story time.

9. Curriculum is adapted for those who are ahead as well as those who need additional help. Because children differ in experiences and background, they do not learn the same things at the same time in the same way.

10. Children and their parents look forward to school. Parents feel safe sending their child to kindergarten. Children are happy; they are not crying or regularly sick.

Individual kindergarten classrooms will vary, and curriculum will vary according to the interests and backgrounds of the children. But all developmentally appropriate kindergarten classrooms will have one thing in common: the focus will be on the development of the child as a whole.
Appendix B: Children Participating in Concord School District and Community Early Childhood Programs, Including Kindergarten

Concord School District Developmental Preschool, Center-Based Program, ages 3-5 (morning and afternoon sessions, 3-5 days/week)

<table>
<thead>
<tr>
<th>School</th>
<th>Students with IEPs</th>
<th>Typically-Developing Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaver Meadow</td>
<td>17</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>Mill Brook</td>
<td>34</td>
<td>39</td>
<td>73</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
<td><strong>54</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>

Concord School District Preschool, Community Outreach Programs, ages 3-5

<table>
<thead>
<tr>
<th>Schools</th>
<th>Students with IEPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start</td>
<td>11</td>
</tr>
<tr>
<td>Woodside School</td>
<td>10</td>
</tr>
<tr>
<td>Emerson Preschool</td>
<td>8</td>
</tr>
<tr>
<td>Child and Family Development Center, NHTI</td>
<td>4</td>
</tr>
<tr>
<td>Crimson Tide Preschool (at Abbot-Downing School)</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

Concord School District: Crimson Tide Preschool (ages 3-5)

- Lab School for Concord Regional Technical Center’s Teacher Preparation Program
- Located at Abbot-Downing School
- 17 students
- Full and half day enrollment options

Concord School District: Family Resource Centers (ages birth-5)

- Funded by the Safe Schools/Healthy Students Grant
- At four locations: Mill Brook School, Heights Community Center (former Dame School), Jennings Drive, Beaver Meadow School
- One morning per week at each location
- Connections with community partners
- Approximately 95 families, 130 children per week participating
Concord School District Kindergarten Program: 2.75 hour morning and afternoon sessions

<table>
<thead>
<tr>
<th>School</th>
<th>Students</th>
<th>Sessions</th>
<th>Teachers</th>
<th>Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbot-Downing</td>
<td>61</td>
<td>4</td>
<td>2</td>
<td>12-17</td>
</tr>
<tr>
<td>Beaver Meadow</td>
<td>50</td>
<td>3</td>
<td>1.5</td>
<td>15-18</td>
</tr>
<tr>
<td>Christa McAuliffe</td>
<td>56</td>
<td>3</td>
<td>1.5</td>
<td>18-19</td>
</tr>
<tr>
<td>Mill Brook School</td>
<td>102</td>
<td>6</td>
<td>3</td>
<td>16-18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>269</strong></td>
<td><strong>16</strong></td>
<td><strong>8</strong></td>
<td><strong>12-19</strong></td>
</tr>
</tbody>
</table>

Concord School District Extended Kindergarten

<table>
<thead>
<tr>
<th>Title</th>
<th>Approx. Students</th>
<th>+ Students per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title 1</td>
<td>60</td>
<td>75-105 per day</td>
</tr>
<tr>
<td>Special Education</td>
<td>10</td>
<td>+45 minutes per day</td>
</tr>
</tbody>
</table>

Private Kindergartens in Concord

<table>
<thead>
<tr>
<th>Program</th>
<th>Full-Day Students</th>
<th>Half-Day Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>*these students also attend Concord School District kindergarten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casa Dei Bambini (Bow)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Child and Family Development Center, NHTI</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Children’s Learning Center at St. Paul’s School</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Concord Family YMCA</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discovery Village Early Learning Center</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Early Enrichment Center</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Learning Center at Concord Hospital</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Little Acorns at Presidential Oaks</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Meeting House Montessori School (Bow) Pre-K to grade 3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>St. John’s School (pre-K to grade 8)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Shaker Road School (pre-K to grade 9)</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Trinity Christian School (pre-K to grade 12)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Woodside School</td>
<td>4</td>
<td>17*</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>
## Before and After Kindergarten Child Care in Concord

<table>
<thead>
<tr>
<th>Program</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys and Girls Club Enrichment Program</td>
<td>24</td>
</tr>
<tr>
<td>Children’s Learning Center at St. Paul’s School</td>
<td>4 from ADS</td>
</tr>
<tr>
<td>Concord Family YMCA</td>
<td>19</td>
</tr>
<tr>
<td>Early Enrichment Center</td>
<td>1</td>
</tr>
<tr>
<td>Eastside Learning Center</td>
<td>32 from MBS, ADS, BMS</td>
</tr>
<tr>
<td>First Start Children’s Center</td>
<td>6 from BMS</td>
</tr>
<tr>
<td>Joyful Noise Learning Center (Bow)</td>
<td>1</td>
</tr>
<tr>
<td>Merrimack Valley Day Care Services</td>
<td>14 from ADS and CMS</td>
</tr>
<tr>
<td>Step Ahead Learning Center</td>
<td>4 from ADS</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>
## Concord Preschool and Child Care Programs in Concord

**February 2015 update**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>State Licensed</th>
<th>Birth-3</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Head Start</td>
<td>Yes</td>
<td>71</td>
<td>NA</td>
</tr>
<tr>
<td>Head Start</td>
<td>Yes</td>
<td>NA</td>
<td>70</td>
</tr>
<tr>
<td>Concord Developmental Preschool</td>
<td>No</td>
<td>NA</td>
<td>148 (includes 3-year olds)</td>
</tr>
<tr>
<td>Merrimack Valley Day Care</td>
<td>Yes</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>NHTI Child &amp; Development Center</td>
<td>Yes</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Woodside School</td>
<td>Yes</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>Emerson School</td>
<td>Yes</td>
<td>NA</td>
<td>15</td>
</tr>
<tr>
<td>Eastside Learning Center</td>
<td>Yes</td>
<td>11</td>
<td>42</td>
</tr>
<tr>
<td>First Start</td>
<td>Yes</td>
<td>34</td>
<td>13</td>
</tr>
<tr>
<td>East Concord Co-Op (Closed 1/15)</td>
<td>Yes</td>
<td>NA</td>
<td>8</td>
</tr>
<tr>
<td>Learning Center @ Concord Hospital</td>
<td>Yes</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>NH Odd Fellows Home Center</td>
<td>Yes</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Home Child Care (3 centers)</td>
<td>Varied</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Concord Crimson Tide</td>
<td>No</td>
<td>NA</td>
<td>14</td>
</tr>
</tbody>
</table>
### Other Centers Not Reporting Student Numbers

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Reporting Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rumford Learning Center</td>
<td>Yes</td>
</tr>
<tr>
<td>The Children's Place (drop-in care)</td>
<td>Yes</td>
</tr>
<tr>
<td>Concord YMCA</td>
<td>Yes</td>
</tr>
<tr>
<td>Early Enrichment Center</td>
<td>Yes</td>
</tr>
<tr>
<td>Children's Learning Center @ St. Paul's</td>
<td>Yes</td>
</tr>
<tr>
<td>Discovery Village</td>
<td>Yes</td>
</tr>
<tr>
<td>The Tot Spot</td>
<td>Yes</td>
</tr>
<tr>
<td>Head Two Toe</td>
<td>Yes</td>
</tr>
<tr>
<td>Step Ahead Learning Center</td>
<td>Yes</td>
</tr>
<tr>
<td>Casa Dei Bambini (Bow)</td>
<td>Yes</td>
</tr>
<tr>
<td>Meeting House Montessori School (Bow)</td>
<td>Yes</td>
</tr>
<tr>
<td>Joyful Noise Preschool and Learning Center (Bow)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Reported Numbers of Preschoolers - as of February 2015

<table>
<thead>
<tr>
<th>Birth to 3 Reported in Centers</th>
<th>4 to 5 Reported in Centers</th>
<th>Wait list for preschool or child care at local centers</th>
<th>Students reported with Behavioral Challenges</th>
<th>Preschool Students Birth-5 with ISP or IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>205</td>
<td>371</td>
<td>303</td>
<td>41</td>
<td>136</td>
</tr>
</tbody>
</table>
Preschool or Child Care are Attended by 2016-2017 Kindergarten Students, from Parent Survey at Kindergarten Screenings, Spring 2016

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Students Screened</th>
<th>% Attending ½ day Preschool 2-5 days/week</th>
<th>% Attending All-Day Child Care 2-5 days/week</th>
<th>% not attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADS</td>
<td>31</td>
<td>48% (15)</td>
<td>45% (14)</td>
<td>6% (2)</td>
</tr>
<tr>
<td>BMS</td>
<td>32</td>
<td>47% (15)</td>
<td>44% (14)</td>
<td>9% (3)</td>
</tr>
<tr>
<td>CMS*</td>
<td>40</td>
<td>50% (20)</td>
<td>35% (14)</td>
<td>15% (6)</td>
</tr>
<tr>
<td>MBS</td>
<td>70</td>
<td>60% (42)</td>
<td>33% (23)</td>
<td>7% (5)</td>
</tr>
<tr>
<td>TOTALS</td>
<td>173</td>
<td>53% (92)</td>
<td>38% (65)</td>
<td>9% (16)</td>
</tr>
</tbody>
</table>

*Parents of CMS students did not complete the survey, as their screenings were completed before the survey was completed. Data was obtained from online registration information provided by parents.

Survey Completed by Parents of Incoming Kindergarteners, Spring 2016

The Concord School District is looking to gather information to see if children are attending preschool and/or child care programs before kindergarten. Please complete the form below during your child’s kindergarten screening. Thank you in advance for your help.

Child’s Name: (optional) ____________________ Home School: ____________________

1. Is your child currently attending a preschool or child care program?
   Yes ____________ No ____________

2. If yes, number of days attending:
   Half day ____________ Full-day ____________ # of days ____________

3. If yes, how many years has your child attended preschool or child care? ____________ yrs

4. Name of Preschool or Child Care Program: __________________________________________

5. If your child did not participate in preschool or child care, please explain why not?
   Not interested ____________
   Could not afford it ____________
   Could not get transportation
   Other __________________________________________
Appendix C: Projected Financial Impact of Full-Day Kindergarten - Salaries, Furnishings, Technology and Supplies

Kindergarten Sections, Teachers and Classrooms

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>CURRENT</th>
<th>PROJECTED</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SECTIONS</td>
<td>FTE</td>
<td>ROOMS</td>
</tr>
<tr>
<td>ADS</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>BMS</td>
<td>3</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>CMS</td>
<td>3</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>MBS</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

Costs of Additional Kindergarten Teachers (at Master’s, 4 years of experience)
(based on 2017-2018 salaries)

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SALARY</th>
<th>SALARY</th>
<th>CHANGE ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADS</td>
<td>180,304.00</td>
<td>360,610.92</td>
<td>180,306.92</td>
</tr>
<tr>
<td>BMS</td>
<td>135,228.00</td>
<td>270,458.19</td>
<td>135,230.19</td>
</tr>
<tr>
<td>CMS</td>
<td>135,228.00</td>
<td>270,458.19</td>
<td>135,230.19</td>
</tr>
<tr>
<td>MBS</td>
<td>270,456.00</td>
<td>540,916.38</td>
<td>270,460.38</td>
</tr>
<tr>
<td>TOTAL</td>
<td>721,216.00</td>
<td>1,442,443.68</td>
<td>$721,227.68</td>
</tr>
</tbody>
</table>

Educational Assistants (Anticipated, 6.5 hours/day or .93 FTE)

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>FTE for half time</th>
<th>FTE for full time</th>
<th>Change</th>
<th>Additional Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADS</td>
<td>0</td>
<td>2.79</td>
<td>2.79</td>
<td>$78,884.46</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---</td>
<td>-----</td>
<td>----</td>
<td>---------</td>
</tr>
<tr>
<td>BMS</td>
<td>.93</td>
<td>2.79</td>
<td>1.86</td>
<td>$52,589.64</td>
</tr>
<tr>
<td>CMS</td>
<td>1.86</td>
<td>2.79</td>
<td>.93</td>
<td>$26,294.82</td>
</tr>
<tr>
<td>MBS</td>
<td>1.86</td>
<td>2.79</td>
<td>.93</td>
<td>$26,294.82</td>
</tr>
<tr>
<td>Totals</td>
<td>4.65</td>
<td>11.16</td>
<td>6.51</td>
<td>$184,063.74</td>
</tr>
</tbody>
</table>

**OTHER COSTS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture (desks, tables, chairs, carpets, racks, shelves)</td>
<td>$56,0000.00</td>
</tr>
<tr>
<td>Supplies</td>
<td>$24,000</td>
</tr>
<tr>
<td>Technology (iPads, Carts, Projectors, ENO Boards)</td>
<td>$87,600</td>
</tr>
<tr>
<td>Other Needs (including Art/Music/PE teachers)</td>
<td>$150,000.00</td>
</tr>
</tbody>
</table>

**Total Projected Cost:** $1,222,891.42
Appendix D: Early Childhood Research and Resources


The Abecedarian Project at the Frank Porter Graham Child Development Institute at the University of North Carolina is one of the world’s oldest and most oft-cited early childhood education programs. The 42-year-old project has become synonymous with positive, long-term effects of high-quality early care and education, particularly with regard to the power of early intervention to surmount some of the disadvantages of poverty. Children born between 1972 and 1977 were randomly assigned as infants to either the early educational intervention group or the control group. Children in the experimental group received full-time, high-quality educational intervention in a child care setting from infancy through age 5. Each child had an individualized prescription of educational "games" incorporated into the day. These activities focused on social, emotional, and cognitive areas of development but gave particular emphasis to language. Researchers monitored children's progress over time with follow-up studies conducted at ages 12, 15, 21, 30, and 35. The findings continue to demonstrate that important, long-lasting benefits are associated with the high-quality early childhood program. There are thousands of published research articles citing the project.


The CPST recommends full-day kindergarten programs to improve the health prospects of minority children and children from low-income families, based on strong evidence that, compared with half-day kindergarten or full-day kindergarten on alternating days, full-day programs substantially improve reading and mathematics achievement—determinants of long-term academic and health related outcomes (e.g., reduced teen pregnancy and risk behaviors). The achievement gains apparent at the beginning of first grade do not, themselves, guarantee academic achievement in later years. Ongoing school environments that support learning and development are essential.

A meta-analysis found that attending full-day (or all day) kindergarten had a positive association with academic achievement compared to half-day kindergarten equal to about ¼ standard deviation at the end of the kindergarten year. But the association disappeared by third grade. Reasons for this fade-out were discussed. Social development measures revealed mixed results. Evidence regarding child independence was inconclusive. Evidence was suggestive of a small positive association between full-day kindergarten and attendance, and a more substantial positive association with the child’s self-confidence and ability to work and play with others. However, children may not have as positive an attitude towards school in full-day versus half-day kindergarten, and many experience more behavior problems. In general, the research on full-day kindergarten would benefit from future studies that allow strong causal inference and that include more non-academic outcomes. The authors suggest that full-day kindergarten should be available to all children, but necessarily universally prescribed.

Confederation of Oregon School Administrators/Oregon Association of School Executives. (2014). *Full-Day Kindergarten and Early Learning Work Group: Recommendations Report*. The Confederation of Oregon School Administrators (COSA) and the Oregon Association of School Executives (OASE) designated a Full-Day Kindergarten and Early Learning Work Group as part of its vision policy work beginning in the fall of 2013. The group was formed in response to K-12 superintendent work relative to P-20 education, program and budgetary implications tied to expected SB 44 implementation of full-day kindergarten, and a commitment to improved learning outcomes for Oregon students.


This article describes a first-of-its-kind randomized trial study of full-day kindergarten. While the results will not be clear until the students studied are much older, the results are promising, showing learning advantages for full-day students at the end of kindergarten. There is a link in the article to the full study by researcher Dr. Chloe Gibbs at the University of Virginia.

Hanover Research. (2010) *Full-day Kindergarten and Academic Achievement*. Washington, DC.

This report examines the impact attending full-day kindergarten may have on students’ academic achievement, with particular emphasis on literature examining long-term impact. Despite a significant body of research and literature devoted to the subject, the author concludes that there is no clear consensus regarding the long-term effects of full-day versus half-day kindergarten on academic achievement. Other impacts beyond academic achievement have been studied, including attendance, social/emotional development and retention and remediation rates. Again, the researchers remain undecided on the benefits.
A discussion about the disparities that exist in terms of time in school across states, and the inability to truly understand the impact of full vs. half-day models due to the fact that these labels have widely varying definitions across districts.

This report looks at the effects of various combinations of pre-k and kindergarten on third grade reading skills - a key predictor of future academic success - in order to provide important information to educators and policymakers as they consider how to get the most out of their early childhood programs. The research discussed offers evidence of the value of pre-kindergarten, especially in combination with full- and part-day kindergarten. Students who attend pre-K and half day kindergarten are more likely to have higher reading skills by the third grade than students who attend full-day kindergarten alone. The impact was the greatest for Hispanic and black children, English Learners and children from low-income families. The strongest results were from a combination of preschool and full-day kindergarten.


Author Kristie Kauerz presents evidence about the effectiveness of FDK in boosting children's cognitive learning and academic achievement, and makes federal, state, and district policy recommendations for moving FDK from the margins to the middle of the education reform debate. She promotes FDK as the bridge between PreK and the primary grades to reinforce the PreK-3rd continuum as the essential foundation for lifelong learning.

This brief describes the kindergarten landscape across the country and research supporting a full-day of learning. It zooms in on one state, Arizona, to provide an illustrative example of what can happen when the availability of free full-day kindergarten to all students is not a statutory obligation. The brief also offers lessons from Arizona for policymakers across the country who are considering whether, and how, to expand the provision of and funding for full-day kindergarten.
Ten critical policy areas connected to kindergarten programming are described, including those related to attendance, assessment, teacher qualifications and length of day and family engagement.

NAEYC. *Using Early Childhood Research.*
Guide to quality research and where it can be found.


NEA's website provides tools and information around full-day kindergarten advocacy.


Oklahoma is one of three states in the nation to offer free voluntary PreKindergarten, since 1998, to all children in participating school districts. Since 2001, researchers at the Georgetown University Center for Research on Children in the United States (CROCUS) have evaluated the effectiveness of the Tulsa Public Schools Universal PreK program. CROCUS has produced two papers and a policy brief on the longer term effects of the Tulsa PreK program. http://fcd-us.org/whats-new/long-term-effects-oklahomas-universal-prek-program

The Head Start Impact Study (HSIS) has demonstrated that children who participate in Head Start experience improved preschool quality on average and improved school readiness compared with similar children who do not have access to Head Start.


Includes a summary of kindergarten research

Samuels, Christina A. (2014). *States Far from Uniform in Commitment to Kindergarten*. Education Week.
Provides a state of the union type perspective on the status of kindergarten and the disconnect between state laws and district needs.

Weikart, David P. (2004). *Long-Term Study of Adults Who Received High-Quality Early Childhood Care and Education Shows Economic and Social Gains, Less Crime* (HighScope Perry Preschool Study)
A landmark, long-term study of the effects of high-quality early care and education on low-income three- and four-year-olds shows that adults at age 40 who participated in a preschool program in their early years have higher earnings, are more likely to hold a job, have committed fewer crimes, and are more likely to have graduated from high school. Overall, the study documented a return to society of more than $16 for every tax dollar invested in the early care and education program.

https://www.wested.org/online_pubs/po-05-01.pdf
This policy brief summarizes research that demonstrates the benefit of full-day kindergarten. The research reviewed suggests several benefits: increased school readiness in the primary grades, higher academic achievement, improved attendance, faster gains in literacy and language development, improved social/emotional well-being. Concerns for policymakers are outlined, including curriculum demands on children and cost.

Information from Local School Districts

Bow Committee. (2014). *Kindergarten Study Committee.*


Appendix E: New Hampshire Kindergarten Readiness Indicators

Endorsed December 19, 2012
By New Hampshire Department of Education,
New Hampshire Head Start State Collaboration Office and New Hampshire Head Start Directors Association
Version 2.3
February 2014
February 14, 2014

Dear Colleagues and Parents of Young Children:

I am delighted to share with you the New Hampshire Kindergarten Readiness Indicators (NH KRI). This tool was designed to provide parents, educators and communities with a common understanding and standard regarding what children should know and be able to do as they enter kindergarten in our state. This is important because research shows that quality early learning experiences, both before and after school entry, set a strong foundation for all the learning and development that follows. By focusing on the knowledge and skills young children need to thrive in school and later in life, we give our children the best possible start on their path to success.

The NH KRI may be used in several ways, including:

1) Guide preschool programs in selecting content areas and activities for the four-year-old children in their care;
2) Help preschool and kindergarten programs to better align their efforts for children transitioning to kindergarten;
3) Inform parents about the expectations for children entering kindergarten and help them better prepare their children for school; and
4) Assist kindergarten teachers in determining a child's preparedness for school, when used in conjunction with standardized assessment and observation.

The New Hampshire Department of Education, in partnership with the Department of Health and Human Services, looks forward to working with you to ensure that children entering kindergarten in New Hampshire are on track for school success.

Sincerely,

Virginia M. Barry, Ph.D. Commissioner of Education

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EQUAL OPPORTUNITY EMPLOYER- EQUAL EDUCATIONAL OPPORTUNITIES
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Introduction

What is it that children need to know and be able to do when they enter kindergarten? States throughout the nation have been grappling with this question in recent years, attempting to balance the need for a common understanding and standardization with the desire to focus on a child’s natural development (Kagan, et al., 2010). Research tells us that early attention to the range of physical, social, emotional and cognitive skills that young children need to thrive can maximize their potential for success in school and later in life. A common set of indicators that specifies the expectations for children entering kindergarten is one essential tool for increasing the effectiveness of early childhood education, both before and after public school entry.

As early childhood and elementary teachers and parents/caregivers, we celebrate diversity and recognize that all children develop at different rates socially, emotionally and academically. We recommend that teachers differentiate instruction and incorporate developmentally appropriate strategies that will excite, motivate and challenge all children to achieve their greatest potential. We encourage preschool and primary education programs to be supportive and nurturing while exposing children to a wide variety of learning experiences to ensure their success in school and later in life. This work is the first in a series of steps to promote that vision to the benefit of all young children and their families in New Hampshire.

The New Hampshire Kindergarten Readiness Indicators were developed to provide educators, families and communities with a common understanding and standard for ensuring that young children are on the path to school success. As required by the Head Start Act of 2007, these indicators were selected to align Head Start standards, curricula and assessment with those of New Hampshire Department of Education and public schools. For over a year, the New Hampshire Kindergarten Readiness Indicators Task Force worked diligently to identify a set of readiness indicators that was:

- Based on the Head Start Child Development and Early Learning Framework (HS CDELF), the New Hampshire Department of Education Kindergarten ½ day Program Common Core State Standards Pacing Guide and the Common Core State Standards (CCSS);
- Measurable using research-based assessment tools;
- Comprehensive and high quality;
- For all learners, including children with disabilities and English Language Learners;
- Compatible with the New Hampshire Early Learning Standards (currently under development, due for release summer, 2013).

The remainder of this document includes the following sections:

- What is Kindergarten Readiness?
- How were the Kindergarten Readiness Indicators Identified?
- The New Hampshire Kindergarten Readiness Indicators;
- Questions and Answers;
- Glossary of Terms;
- Resources; and
- NH Kindergarten Readiness Indicators Task Force.
What is Kindergarten Readiness?

New Hampshire defines kindergarten readiness as: children possessing the skills, knowledge and attitudes necessary for success in school and for later learning and life. Kindergarten readiness is a shared collaboration between families, schools, and communities promoting student success.

How were the Kindergarten Readiness Indicators Identified?

A three-step process was employed to arrive at the kindergarten readiness indicators for New Hampshire. First, to align the early childhood and public school a perspective, a crosswalk was completed for the Head Start Child Development and Early Learning Framework (HS CDELF), the Department of Education Kindergarten ½ day Program CCSS Pacing Guide and the Common Core Standards (K–5). Consensus was reached that the following six domains best reflected the HS CDELF and public school documents:

1. Language Arts & Literacy;
2. Cognition & General Knowledge: Logic & Reasoning/Mathematics;
3. Cognition & General Knowledge: Science & Social Studies;
4. Approaches to Learning (Including Creative Art Expression & Music);
5. Social & Emotional Development; and

A seventh domain, Instructional Technology, was unique to the Department of Education and should be integrated as appropriate into each domain. Furthermore, we recommend English Language Learners preparing to enter Kindergarten be assessed by an English Speakers of Other Languages (ESOL) certified teacher or highest qualified staff. A trained professional is best qualified to ascertain the skills, knowledge and language for these students.

Second, two research-based tools (TS GOLD and Work Sampling System1) were cross-referenced with the HS CDELF and the Department of Education Kindergarten ½ day Program CCSS Pacing Guide to identify the items that best measure the skill or concept of focus. The final step was to reach consensus on the specific indicators to be included in each domain and domain element. The result was a list of kindergarten readiness indicators that can be assessed using research-based assessment tools.

1 TS GOLD is published by Teaching Strategies, LLC; Work Sampling System is published by Pearson Education, Inc.

Please note: The NH KRI are not to be used as a developmental checklist or screening tool.
The New Hampshire Kindergarten Readiness Indicators

1. LANGUAGE ARTS & LITERACY

A. Listens to and Understands Increasingly Complex Language
   1. Comprehends language
   2. Responds appropriately to complex statements, questions, vocabulary, and stories
   3. Follows detailed, instructional, multi-step (2-3) directions
   4. For English Language Learners, progresses in listening to and understanding English

A. Uses Language to Express Thoughts and Needs
   1. Describes and tells the use of many familiar items
   2. Speaks clearly enough to be understood without contextual clues (Is understood by most people; may mispronounce new, long, or unusual words)
   3. Uses complete, four- to six-word sentences
   4. Tells about another time or place
   5. For English Language Learners, attempts to speak and use English to communicate

B. Uses Appropriate Conversational and Other Communication Skills
   1. Engages in conversations with multiple exchanges
   2. Uses acceptable language and social rules while communicating with others; may need reminders

C. Demonstrates Knowledge of Print Concepts and Conventions
   1. Uses and appreciates print
   2. Has some knowledge of books (top, bottom, front, back, left to right)
   3. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

D. Comprehends and Responds to Books & Other Texts
   1. During read-alouds and book conversations interacts in a way that relates to the story
   2. Begins to identify and recall story-related problems, events, and resolutions with guidance from an adult
   3. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
   4. Retells a familiar story in proper sequence, including major events and characters

E. Demonstrates Phonological Awareness
   1. Notices and discriminates rhyme
   2. Decides whether two words rhyme
   3. Notices and discriminates alliteration
   4. Hears and shows awareness of separate syllables in words

F. Demonstrates Knowledge of the Alphabet
   1. Names some letters
   2. Matches some letters to their sounds
   3. Identifies and names letters in own first name
   4. Shows understanding that a sequence of letters represents a word

G. Demonstrates Emergent Writing Skills
   1. Writes own first name (some letters recognizable)
   2. Uses letter-like shapes, symbols, and letters to convey meaning
   3. Represents ideas and stories through pictures, dictation and play
   4. For English Language Learners, responds to books, storytelling, and songs presented in English
2. COGNITION & GENERAL KNOWLEDGE: LOGIC & REASONING/MATHEMATICS

A. Demonstrates Curiosity in Approaches to Learning
   1. Attempts trial and error responses
   2. Uses technology skills (e.g., click and drag, scrolling, on/ off, touch screen)

B. Remembers and Connects Experiences
   1. Tells about experiences in sequence, provides details, and evaluates the experience based on applied knowledge from memory

C. Uses Classification Skills
   1. Groups objects by one characteristic; then regroups them using a different attribute and indicates the reason

D. Uses Symbols and Images to Represent Something not Present
   1. Plans and then uses drawings, constructions, movements, and dramatization to represent ideas
   2. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

E. Uses Number Concepts and Operations
   1. Verbally counts to 20; counts 10–20 objects accurately; understands the value of a whole number; tells what number (1–10) comes next in order by counting
   2. Shows beginning understanding of numbers and quantity; understands which set has more than, less than or equal to; counts to answer how many.
   3. Identifies numerals to 10 by name and connects each to counted objects (one to one correspondence)
   4. Explores operations to solve mathematical problems

F. Explores and Describes Spatial Relationships and Shapes
   1. Begins to appropriately use positional words indicating location, direction, and distance
   2. Describes basic two- and three-dimensional shapes by using math vocabulary; recognizes basic shapes when they are presented in a new orientation

G. Demonstrates Knowledge of Patterns
   1. Extends and creates simple repeating patterns
   2. Sorts objects into subgroups that vary by one or two attributes
   3. Recognizes and extends simple patterns and duplicates them

H. Compares and Measures
   1. Uses multiples of the same unit to measure; makes comparisons among objects
   2. Creates pictograph for quantities up to 10
   3. Knows the purpose of standard measuring tools
   4. Develops a sense of time (yesterday, today, tomorrow, days of the week and seasons)
   5. Attempts to make quantifiable predictions

3. COGNITION & GENERAL KNOWLEDGE: SCIENCE & SOCIAL STUDIES

A. Scientific Inquiry
   1. Expresses a sense of wonder and curiosity through questioning
   2. Uses simple tools, equipment and technology for investigation
   3. Observes and explores materials and natural phenomena

B. Conceptual Knowledge of the Natural and Physical World
   1. Demonstrates content knowledge of the characteristics of living things
   2. Demonstrates content knowledge of the physical properties of objects and materials
3. Demonstrates content knowledge of Earth’s environment

**C. Social Studies: Self, Family and Community**
1. Demonstrates knowledge about self and others
2. Shows basic understanding of people and how they live
3. Shows emergent understanding of family, school and community
4. Describes some peoples’ job and what is required to perform them
5. Demonstrates awareness of citizenship (e.g., contributes to a classroom community)

**D. Social Studies: Geography, History, Events**
1. Describes the location of things in the environment
2. Understand that people can take care of the environment through activities
3. Explores past and present change related to familiar people or places

**4. APPROACHES TO LEARNING**

**A. Creative Arts Expression and Music**
1. Explores and recognizes beat, rhythm, and a variety of musical genres
2. Participates in creative movement and singing
3. Explores principles and elements of art on its most basic level
4. Responds to artistic creations or events
5. Uses a variety of art materials for tactile experience, exploration and expression
6. Engages in dramatic play

**B. Approaches to Learning (Initiative, Curiosity, Persistence, Attentiveness, Intentionality)**
1. Sustains work on age-appropriate, interesting topic of studies
2. Approaches activities with flexibility and inventiveness
3. Plans and pursues a variety of challenging tasks
4. Seeks guidance to continue learning

**C. Cooperative Learning**
1. Establishes and sustains positive interactions with peers in small and large groups
2. Participates cooperatively and constructively in group situations, shares and takes turns

**5. SOCIAL & EMOTIONAL DEVELOPMENT**

**A. Establishes and Sustains Positive Relationships**
1. Engages with trusted adults as resources and to share mutual interests
2. Responds to emotional cues; shows empathy
3. Accepts peers in the classroom
4. Initiates, joins and sustains positive interactions with individuals or groups of children
5. Seeks adult help when needed to resolve conflicts

**B. Self: Concept, Regulation and Confidence**
1. Regulates own emotions and behaviors
2. Identifies personal characteristics and preferences
3. Demonstrates confidence in approaching new tasks and experiences
4. Solves problems without having to try every possibility
5. Complies with three verbal directions
6. Follows simple classroom rules, routines, and transitions with occasional reminders
7. Cares properly for materials, equipment and facilities

**6. PHYSICAL DEVELOPMENT & HEALTH**

**A. Health Knowledge**
1. Performs self care tasks independently
B. Balance and Control
   1. Demonstrates fundamental motor skills and body and spatial awareness
   2. Coordinates movements to perform simple tasks

C. Demonstrates Fine-Motor Strength and Coordination
   1. Uses small, precise finger and hand movements
   2. Shows beginning control of writing, drawing and art tools

Questions and Answers

Seven common questions regarding the NH Kindergarten Readiness Indicators (NH KRI) are answered in this section.

1. **How will we know if children are prepared for kindergarten?**
   The only way to know if children are ready to begin the work of kindergarten is to assess their skills. The New Hampshire Department of Education recommends that children are assessed for kindergarten readiness by a highly qualified teacher, at the start of the school year, at their local elementary school. Children who demonstrate readiness begin the kindergarten curriculum. Children who need additional help receive support to prepare them for their kindergarten work. All children are welcome in New Hampshire public kindergarten programs.

2. **Whose responsibility is it to prepare children to succeed in kindergarten and beyond?**
   The responsibility to prepare children for success in kindergarten and beyond belongs to all of us. Children benefit when parents/caregivers, early learning programs, schools and communities work together toward this goal. Communities can ensure that families of young children have the necessary support and opportunities to provide a safe, healthy and nurturing environment in which their children can thrive. Additionally, community members, leaders and organizations can partner with early learning programs and school districts to help ensure that quality early learning experiences are available to all of the children in the community.

3. **What about technology?**
   Media and technology are essential to children’s success in 21st century schools and beyond. For purposes of this document, however, technology was largely considered a tool for learning that should be included in all aspects of the preschool and kindergarten curriculum. Therefore, only one indicator relative to technology was included (page 4, A2, “uses technology skills”) in an area that crosses domains: “Demonstrates curiosity in approaches to learning.”

4. **Are the NH KRI intended to be a progression of skills and knowledge?**
   No, the NH KRI were designed to provide a snapshot of knowledge, skills and abilities for 4- and 5-year-old children preparing to enter kindergarten. Preschool teachers may use the NH KRI specifically to inform instruction for children preparing for kindergarten, or in a more general way, such as to guide the development of program-wide school readiness goals. Kindergarten teachers may use these indicators to gain an understanding of a child’s knowledge, skills and work traits, which may be helpful in assessing a starting point for instruction and in individualizing instruction to enhance the child’s learning.
5. **How do the KRI fit into Developmentally Appropriate Practice (DAP)?**
   The New Hampshire Kindergarten Readiness Indicators support a developmentally appropriate approach by acknowledging learning in multiple domains, recommending differentiated teaching approaches, and in considering the collaborative role of families, schools and communities to ensure children’s success in school and in life. Children’s development and learning occurs at different rates in multiple developmental areas and their skills and knowledge advance as they have the opportunity to play and practice new skills. For a definition of DAP, please see the “Glossary of Terms.”

6. **What standardized assessment tools are recommended to measure the NH KRI?**
   Developmentally appropriate, standardized assessments that include the six domains for the NH KRI may be utilized to help measure a child’s preparedness for kindergarten relative to the indicators. The two standardized assessment tools reviewed in the development of the NH KRI that meet these criteria were TS GOLD from Teaching Strategies, LLC and Work Sampling System from Pearson Education, Inc.

7. **What happens when a child is working above or below the level of the Kindergarten Readiness Indicators?**
   All children at all ability levels are welcome in public kindergarten. For further information about how schools support children at differing ability levels, contact your local public school.

8. **Why does the NH KRI document include the term “English Language Learners” vs. “Dual Language Learners”?**
   The term “English Language Learners” (ELL) is utilized by public schools. “Dual Language Learners” is utilized by early learning programs (such as Head Start) prior to kindergarten entry. The term “ELL” was included in this document to conform to the language of public schools. For more information on these terms, please see the “Glossary of Terms.”
Glossary of Terms

Developmentally Appropriate Practice (DAP)
The National Association for the Education of Young Children (NAEYC) (2009) defines developmentally appropriate practice as follows:

- Developmentally appropriate practice, often shortened to DAP, is an approach to teaching grounded both in the research on how young children develop and learn and in what is known about effective early education. Its framework is designed to promote young children’s optimal learning and development.
- DAP involves teachers meeting young children where they are (by stage of development), both as individuals and as part of a group; and helping each child meet challenging and achievable learning goals.

Dual Language Learner
The Office of Head Start (2008, February) defines “Dual Language Learner” as follows:

Children who are Dual Language Learners acquire two or more languages simultaneously, and learn a second language while continuing to develop their first (or home) language. The term “dual language learners” encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a Language Other Than English (LOTE).

All young children are learning their primary (home language) during early childhood development. Dual Language Learners may move between two languages randomly to use the appropriate word or sounds to convey meaning. This is an indication they are learning a second language while building the skills in their first language and should be encouraged. Young children need opportunities to continue primary language development, as well as opportunities to transfer knowledge between the first and second language, to build vocabulary and the meaning of concepts in both languages. In New Hampshire there are approximately 100 different languages spoken by Dual Language Learners.

English Language Learner
English Language Learners is the term used by the New Hampshire Department of Education to identify students enrolled in the English Speakers of Other Languages Programs (ESOL). The mission of ESOL programs is to ensure that all English Language Learners in New Hampshire are given an equitable, appropriate, and academically challenging education. The New Hampshire Department of Education ESOL Office assists schools in providing the best possible education for these children K-12.

Indicator
The term “indicator” is used to describe skills and knowledge expected of children. In the NH KRI, “indicator” refers to skills and knowledge expected of children as they prepare to enter kindergarten.
References and Resources

**Common Core State Standards:**
http://www.education.nh.gov/spotlight/ccss/index.htm

**Developmentally Appropriate Practice (DAP):**
http://www.naeyc.org/DAP

**DAP with Kindergartners:**
http://www.naeyc.org/dap/kindergarteners

**Dual Language Learner - Office of Head Start:**
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/dll_%20resources/ohsdefinitionof.htm

**Head Start Child Development and Early Learning Framework (2010)(PDF):**

**Head Start Child Development and Early Learning Framework Wheel (PDF):**

**Head Start Approach to School Readiness (PDF):**

**Head Start Early Childhood Learning and Knowledge Center:**
http://eclkc.ohs.acf.hhs.gov/hslc


**NH Department of Education Kindergarten ½ day program CCSS Pacing Guide: Grade Level Expectations to transition with the CCSS:**

**NH Department of Education: Early Childhood Education:**
http://www.education.nh.gov/instruction/curriculum/early_learning.htm

**NH Department of Education: English for Speakers of Other Languages (ESOL) K-12 Program**

**NH Department of Education: English for Speakers of Other Languages (ESOL) (Adults)**
http://www.education.nh.gov/career/adult/esol.htm

**NH Head Start**
http://www.dhhs.nh.gov/dcyf/headstart/index.htm
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“The kindergarten children are confident in spirit, infinite in resources, and eager to learn. Everything is still possible.”

Robert Fulghum