MADISON METROPOLITAN SCHOOL DISTRICT

545 West Dayton St. ● Madison, Wisconsin 53703-1995 ■ 608.663-1607 ▼ www.mmsd.org

Daniel A. Nerad, *Superintendent of Schools*

November 2, 2009

To: Members of the Board of Education

From: Daniel A. Nerad, Superintendent of Schools

Subject: 4K

Providing four year old kindergarten (4K) may be the district's next best tool to continue the trend of improving academic achievement for all students and continuing to close the achievement gap.

The quality of care and education that children receive in the early years of their lives is one of the most critical factors in their development. Empirical and anecdotal evidence clearly shows that nurturing environments with appropriate challenging activities have large and lasting effects on our children's school success, ability to get along with others, and emotional health. Such evidence also indicates that inadequate early childhood care and education increases the danger that at-risk children will grow up with problem behaviors that can lead to later crime and violence.

Background/Charge
On February 9, 2009, the Board of Education asked the Superintendent to reconvene staff, and community members to begin planning for a collaborative 4K program in the Madison Metropolitan School District. The committee was directed to develop recommendations and timelines to present to the BOE.

Process
Membership is attached and was generated by the AFSCME Child Care Representatives with membership growing as the months proceeded. Kathy Hubbard began facilitation and Jim Moeser is currently facilitating the committee work. Throughout the months of meeting, membership and attendance has been constantly high with energy and enthusiasm the same. The matrix presented in this packet includes a brief overview of the five committees below.

The 4K Committee divided into 5 subcommittees:

1. Logistics (site selection, access, and compensation)
2. Curriculum (curriculum, instruction, and professional development)
3. Public/Community Relations (media and outreach)
4. Family Outreach and Involvement (model design, 4K yearly evaluation, family survey)
5. Funding

Attachments:

1. Group Membership
2. Summary Matrix
3. Subgroup documents

Administration Recommendation
It is recommended that the district and community continue to plan for 4K to begin in September 2010 pending the availability of resources to support the new program. In addition, the district should establish a Joint 4K Advisory Council for ongoing collaboration in support of Birth to 5 programming in the Madison Community. Finally, the district should hire a 4K administrator second semester, to continue planning and begin the implementation phase if 4K is approved to begin, fall 2010.

4K Planning Committee (8.7.09)

Last Name	First Name	Agency	e-mail
Abplanalp	Sue	MMSD	sabplanalp@madison.k12.wi.us
Adams	Diane	City of Madison Early Childhood Care & Educ Board	dadams@wisc.edu
Allen	Jennie	MMSD	jallen@madison.k12.wi.us
Ballweg	Judy	MMSD	jballweg@madison.k12.wi.us
Bartnick	Jody	4-C	jody.bartnick@4-c.org
Bloch	Mimi	UW School of Education	bloch@education.wisc.edu
Bloch-Sondel	Emilie	The Rainbow Project	esondel@therainbowproject.net
Briggs	Sheila	MMSD	sbriggs@madison.k12.wi.us
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Christianson	Amy	MMSD	achristianson@madison.k12.wi.us
Curley	Beth	M & I Bank	beth.curley@micorp.com
Degen	Eve	MTI	degene@madisonteachers.org
Dill	Sarah	Part Day Preschool Rep	mhns@sbcglobal.net
Dilworth-Bart	Janean	UW-Human Dev and Family Studies	jedilworth@wisc.edu
Dittrich	Jen	UW-Madison	jdittrich@provost.wisc.edu
Duncan	Heather	Woodland-Montessori School	
Edlefson	Lynn	UW Office of Child Care & Family Resources	ledlefson@provost.wisc.edu
Goldberg	Steve	Partnership for WI Economic Success	steven.goldberg@cunamutual.com
Graue	Beth	UW School of Education	graue@education.wisc.edu
Green	Lynn	Dane Co. Human Services	Green@co.dane.wi.us
Haack	Peggy	Wis Early Childhood Association	phaack@wecanaeyc.org
Hagenauer	George	4-C	georgeh@4-c.org
Haglund	Jill	DPI	jill.haglund@dpi.wi.gov
Hargrove	Deirdre	St. Mary's Hospital Child Care Center	Deirdre_Hargrove@ssmhc.com
Helf	Becky	Knowledge Learning Corporation	301317@klcorp.com
Hogan	Cindy	VA Kid's Center	Cindy.Hogan@va.gov
Hoyt	Jennifer	Woodland-Montessori School	directors@woodland-montessori.org
Huemoeller	Marcia	Dane Co. Parent Council	marcia.huemoeller@dcpcinc.org
Ibeling	Jolene	City of Madison Office of Community Services	JIbeling@cityofmadison.com
Jacobsohn	Tamar	MMSD	tjacobsohn@madison.k12.wi.us
Jenny	Sara	YMCA of Dane County	sara.jenny@ymcadanecounty.org
Kaplan	Lynn		lkaplan@mjcc.net
Kehl	Rita	MMSD	rkehl@madison.k12.wi.us
Kiemel	Carol	League of Women Voters	ckiemel@sbcglobal.net
Krull	Jen	Imagine a Child's Capacity	jkrull@icc-wi.org
Larsen	Barb	Dane County United	barblarsen2003@yahoo.com
Leatherberry	Chris	Here We Grow Learning Center	chrisl@herewegrownlearningcenter.com
Leonhart	Linda	Partnership for WI Economic Success	Linda.Leonhart@wisconsin.gov
Linscott	Kate	Head Start (Dane Co Parent Council)	KLinscott@dcpcinc.org
Meehan	Jeani	Knowledge Learning Corporation	jmeehan@klcorp.com
Miller	Kyle	UW-Madison Graduate Student	kemiller4@wisc.edu
Moeser	Jim	WCCF	jmoeser@wccf.org
O'Donnell	Silke	AFSCME Child Care Providers Together	silkeodonnell@yahoo.com
Ostrowski	Gina	Monona Grove Nursery School	sendmailtogina@yahoo.com
Parker	Joanna	Madison Area Accredited Early Childhood Assn (MAAECA)	joanna@learninggardens.com
Paulson	Jeannette	WI Early Childhood Association	jpaulson@wecanaeyc.org
Perry	Cynthia	Edgewood College	cperry@edgewood.edu
Phelps	Rick	M & I Bank	rick.phelps@micorp.com

Last Name	First Name	Agency	e-mail
Rakower	Wendy	Madison Area Accredited Early Childhood Assn (MAAECA)	admin@redcaboosedaycare.org
Ramminger	Ann	S. Region Community Collaboration Coach	RAMMINGER@waisman.wisc.edu
Raschke	Kathy	MATC Early Childhood Teacher Educ	kraschke@matcmadison.edu
Spitzer-Resnick	Jeff	Disability Rights Wisconsin	spitznick@tds.net
Stone	Chris	Knowledge Learning Corporation	cstone@klcorp.com
Stroede	Kari	Satellite Family Child Care	Kari.Stroede@dcpcinc.org
Schwartz	Tina	Madison Jewish Community Council	tina@mjcc.net
McCallum-Schwartz	Jerri	Madison Jewish Community Council	jerri@mjcc.net
Uttal	Lynet	UW School of Human Ecology	luttal@wisc.edu
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Weber	Curt	MMSD	cweber@madison.k12.wi.us
Weber	Wendy	Dane County United	wendyweber@att.net
Wheeler	Dorothy	Dane Co. Board of Supervisors	wheeler@co.dane.wi.us
Wolfe	Daithi	Bright & Early	dawolfe1@gmail.com

4K Planning Subcommittees (6.1.09)

Logistics		Models, sites, registration, inclusion……	
Wolfe	**Daithi**	**Co Lead**	**dawolfe1@gmail.com**
Briggs	Sheila		sbriggs@madison.k12.wi.us
Dill	Sarah		mhns@sbcglobal.net
Hargrove	Deirdre		Deirdre_Hargrove@ssmhc.com
Helf	Becky		c301317@klcorp.com
Huemoeller	Marcia		marcia.huemoeller@dcpcinc.org
Ibeling	Jolene		JIbeling@cityofmadison.com
Jacobsohn	Tamar		tjacobsohn@madison.k12.wi.us
Parker	**Joanna**	**Co-Lead**	**joanna@learninggardens.com**
Rakower	Wendy		admin@redcaboosedaycare.org
Spitzer-Resnick	Jeff		spitznick@tds.net
Stone	Chris		cstone@klcorp.com
Weber	Curt		cweber@madison.k12.wi.us
Curriculum/Assessment		Curriculum, data, evaluation, inclusion, professional dev..	
Wachtel	**Lisa**	**Co Lead**	lwachtel@madison.k12.wi.us
Ballweg	**Judy**	**Co Lead**	**jballweg@madison.k12.wi.us**
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Graue	Beth		graue@education.wisc.edu
Haack	Peggy		phaack@wecanaeyc.org
Host	Monica		mhost@cityofmadison.com
Hoyt	Jennifer		directors@woodland-montessori.org
Ibeling	Jolene		JIbeling@cityofmadison.com
Kehl	**Rita**	**Co Lead**	**rkehl@madison.k12.wi.us**
Leonhart	Linda		Linda.Leonhart@wisconsin.gov
Linscott	Kate		KLinscott@dcpcinc.org
Ostrowski	Gina		sendmailtogina@yahoo.com
Ramminger	Ann		RAMMINGER@waisman.wisc.edu
Funding		Securing funding	
Phelps	**Rick**	**Lead**	rick.phelps@micorp.com
Allen	Jennie		jallen@madison.k12.wi.us
Goldberg	Steve		steven.goldberg@cunamutual.com
Public Relations/Community Education		Providing information about 4K to community, listening sessions….	
Goldberg	Steve		steven.goldberg@cunamutual.com
Kiemel	Carol		ckiemel@sbcglobal.net
Meehan	**Jeani**	**Co Lead**	**jmeehan@klcorp.com**
Wheeler	Dorothy		wheeler@county.dane.wi.us
Parent Outreach/Involvement		Connecting with parents, curriculum/programming for parent engagement with 4K	
Abplanalp	Sue		sabplanalp@madison.k12.wi.us
Bartnick	**Jody**	**Co Lead**	**jody.bartnick@4-c.org**
Bloch-Sondel	**Emilie**	**Co-Lead**	**esondel@therainbowproject.net**
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Dittrich	Jen		jdittrich@provost.wisc.edu
Jones	Andrea		jones.andrea1@yahoo.com
Larsen	Barb		barblarsen2003@yahoo.com
Miller	Kyle		kemiller4@wisc.edu
Weber	Wendy		wendyweber@att.net

4K Executive Summary to the Board of Education
November 2, 2009

SUB COMMITTEE	TOPIC	OUTCOME	PROCEDURES	UNRESOLVED ISSUES (These are personal comments from members of the committee.)	FUNDING CONSIDERATION	CONSENSUS Yes/No	REASON FOR NON-CONSENSUS	DISTRICT RECOMMENDATION TO THE BOE
Logistics:	Site Selection	To define a set of district and community 4K sites across the MMSD.	All accredited centers in and near the MMSD attendance area will be afforded the opportunity to apply as a 4K partner with MMSD. An application, RFP, and scoring rubric will be used to select centers in the event that there is more interest than needed in a geographical area. **(See Attachments #1 and #2.)** Families that require wrap around day care, and do not wish to receive transportation, will be able to register directly with partnering centers in any location in the city. Partnering centers will have flexibility in the hours of 4K as well as using a 4- or 5-day model. Families requiring transportation and/or only the 4K program hours will register with the school district and will be placed in school sites (or select community sites as needed). If a school does not have space for 4K, those students will be bussed to the nearest school with space or a selected community program. Sites in the schools will run on the elementary schedule with early start and late start the same for 4K. A midday route will take home AM students and pick up PM students. 4K students will ride in-bound in the AM and outbound in the PM with other elementary students. The committee recommends a 1:10 ratio, with a maximum group size	All issues that were voiced by the community were resolved when moving to this model that provides flexibility to centers and focuses the transportation options. Because most students are already in centers and being transported by caregivers, this should not affect students already in care. Disagree with the ratio because it is too low and costly at this ratio. Some disagreement that this is actually too large of a class size of 20:2 ratio. End of the year report needs to be developed.	Transportation costs may be reduced if parents choose to transport their own children due to the choice option. Some sites may choose not to have transportation because there is not the need. Transportation only increases for the double route mid-day. However, there may be an increased cost if 4K students won't fit on an existing route. So, it is possible that they may have to add a bus in the AM or PM. Allocation cost increases between a ratio of 1:10 and 1:15.	Yes on model and site selection. No on ratio	All community-based 4K sites will need to abide by a 1:10 ratio, as they will all be accredited. City and NAEYC accreditation standards require 1:10. (State licensing recommends 1:13.). The district is building its budget on 1:15 ratio since we often have two adults with special education and ESL inclusive support.	Administration recommends a ratio of 1:15 students, which is what the 4K budget is built upon. DPI has no recommend ratio as stated below: There are no state regulations directing the teacher-child ratio for 4K. Class size is a local policy determined by the school board.

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			no larger than 20. A formal contract is in draft form that outlines the requirements of the partner centers, including an evaluation procedure (end of year report), requirements for programming and curriculum, the use of substitute teachers that are licensed. Each attendance area with DLI schools should have access to a Spanish 4K option for all 4K students who speak Spanish as a first language. The lottery process used at Leopold will be implemented if the need exceeds the space.					
	Access	To define a procedure to assure all children have access to free appropriate public education.	Models I, II and III will be used for access to 4K. Equal levels of quality need to be monitored **(See Attachments #3 and #4).** Special Education and ESL/Bilingual programs will be provided for 4K students. Establish a participation rate and timeline (i.e., 80%) for each sub group (low-socioeconomic, students with disabilities, English Language Learners, etc.) that is equal to the overall district demographics. Create a timeline for 4K sites to be accessible to all students to ensure that every family has choice. Create an annual parent survey to	Will the CBA limit choices for families, thus making family choice impossible? What are the negative financial implications for non-accredited centers caring for children with whom they receive WI Shares revenue? These centers will lose revenue if families choose to enroll their children in 4K programs elsewhere. If school and the community sites use a different class size and staffing ratio, will there be issues of equal access in terms of quality? Family child care providers who are accredited are wishing to be	May need a funding source for improving physical and programmatic access at sites. Need a funding source to support non-accredited centers through City of Madison accreditation to support wrap around care at those centers.	Yes		Administration recommends the adoption of the agreed upon proposed access plan. The sub committee sees this proposal as one step in a process, but moving in the right direction. The issues within this category still need to be resolved. Because of the multiple criteria set forth in the CBA, transportation issues and monitoring programs within homes, administration recommends partnering with accredited centers only. We will work with family providers with

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			gauge access needs for families in MMSD.	part of the 4K program.				wrap around care and professional development as needed.
	Compensation	To determine the compensation rate for community sites using Model II and Model III.		Compensation is for overall quality. I can't agree with allowing programs to seek partial DPI food program reimbursement. The district will need to seek this reimbursement. Part-day centers will not be able to participate in 4K if the compensation rate is $3,500. This amount is $600-$700 below actual cost. What is included in each of the options for reimbursement? If 4K is required to be free, then parents using wrap around care should not have to pay full price. Sites should not be allowed to profit due to 4K. Will there be guidelines on how each contracted center can use the money from the reimbursement (ie: must be used to increase the quality of the program and not to increase profit?)	The community suggests a reimbursement rate of $3,500. for Model III and $2,100 for Model II. The sites will assume all costs of the programming at this rate. There is still question about who claims reimbursement from the state for breakfast/lunch and snacks.	No	Agreement is not yet reached with what should be compensated and at what rate.	Administration recommends the adoption of the agreed upon Model I, II and III plans pending agreed upon compensation. Administration recommends an analysis of other reimbursement rates from districts where a community based 4K program exists in the state and make a recommendation to the BOE.
Curriculum	Curriculum, Instruction and Professional Development	To support the development and implementation of high-quality curricula in all 4K sites. **(See Attachment #5.)**	City or National Accreditation or implementation of Evaluation of Learning Materials process MMSD 4K sites will implement *Creative Curriculum, Fourth Edition*	Amount and type of Professional Development has not been determined, but will be the responsibility of the district.	1) Curriculum & materials to support the curriculum for MMSD school-based sites 2) Professional Development 3) 3) Full-time MMSD	Yes		Administration recommends adopting the agreed upon curriculum.

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					4K Coordinator			
	Assessment and Professional Development	4K programming that documents: 1) student growth and development, 2) teacher effectiveness, 3) program effectiveness.	1) Student growth and development: Ongoing systematic developmentally appropriate assessment. **(See Attachment #6.)** 2) Teacher effectiveness: Based on Human Resource requirements. 3) 3) Program effectiveness: Multiple indicators of programmatic impact, including: The Classroom Assessment Scoring System (CLASS).	The tools and process for evaluating the effectiveness of the 4K program. Amount and type of Professional Development has not been determined.	1) Assessment tools 2) Professional Development	Yes		Administration recommends the adoption of the agreed upon assessments and continue to plan the professional development with the committee.
Public / Community Relations	Media	Broad awareness across MMSD community regarding the value, opportunities and procedure for 4K registration.	Collaborate with MMSD to develop and distribute an informational packet for media and community groups, plus a 4K link on MMSD website. Develop a 4K website.	None	In-kind assistance from MMSD staff.	Yes		Administration recommends the adoption of the agreed upon media plan.
	Outreach	Same as above	Same as above	None	In-kind assistance from MMSD staff.	Yes		Administration recommends the adoption of the agreed upon outreach plan
Family Outreach and Involvement	Model Design	To develop meaningful partnership between youth, families, and the 4-K program using the family involvement. model for MMSD	Districts have an option to adopt a .5 4K model with no family involvement component or .6 model with family involvement. MMSD will adopt the 0.6 model of family involvement which means 4K must annually provide at least 87.5 hours of outreach activities in addition to the 437 hours of center-based programming.	None	State Aid will be reimbursed to the district at 60% per child because of the family involvement component.	Yes		Administration recommends the adoption of the agreed upon family involvement plan.
	4K Yearly Evaluation	To assure quality of family involvement, the Joyce Epstein	We will require a yearly evaluation (from all participating agencies using Models I, II, or III) to assess	None	Staff time to review responses and compliance.	Yes		Administration recommends the adoption of the agreed upon Yearly

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		Model will be used to assure the following six components of family involvement are implemented: Welcoming, Communicating, Parenting, Volunteering, Learning at Home, and Collaborating with the Community. **(See Attachment #7.)**	family involvement programming and to ensure successful completion of all family outreach/involvement requirements.					Evaluation plan.
	Family Survey	To assure input from families in planning 4K, a survey has been developed. **(See MMSD Website)**	The survey is hosted on the MMSD website, will be distributed to PTO presidents, Special Ed. and ESL or Bilingual staff for distribution, as well as community child care providers. Finally MMSD will provide surveys to families on our list serve.	None	Staff time to develop survey in two languages, outreach to community, develop a website and analyze data from the surveys.	Yes		Administration recommends the adoption of the agreed upon Family Survey.
Funding	Funding	To focus on outside sources to support the 4K planning and implementation phases	This committee is going to develop a process once the BOE approves the planning and implementation stages.	Compensation for Models II and III		No reports to the committee for vote.		Administration recommends an analysis of other reimbursement rates from districts where a community-based 4K program exists in the state in order to establish a recommended budget.

Attachments for 4K Update to BOE
November 2, 2009

4K – Logistics Subcommittee

Site Selection

- Application of Interest Process for 4K Community Partners (Attachment #1)
- Application, Request for Proposal, and Scoring Rubric (Attachment #2)

Access

- The 4K Model (Attachment #3)
- Proposed Four-Year-Old Kindergarten Models I, II, and III (Attachment #4)

4K – Curriculum Subcommittee

Curriculum, Instruction and Professional Development

- Definition of MMSD 4K Curricula (Attachment #5)

Assessment and Professional Development

- Curriculum/Instruction/Assessment/Professional Development (Attachment #6)

4K – Family Outreach and Involvement Subcommittee

4K Yearly Evaluation

- Yearly 4K Family Involvement Evaluation (Joyce Epstein Model) (Attachment #7)

Family Survey

- See home page of MMSD web site.

Application of Interest Process for 4K Community Partners

All interested community based programs complete a Request for Proposal (RFP) application due **December ??, 2009**

Community based programs that are NAEYC Accredited and programs that are Accredited by the City of Madison may apply as community partners.

Request for Proposal Procedure

1. Apply no later than December ??, 2009 (This is not a contract)
2. Document that between December 2008 and December 2009 the center has been free of repeat licensing violations, forfeitures, and has not been placed on probation by DHFS. Or submit documentation from the center's Licensing Specialist that violations etc. have been successfully eliminated.
3. Complete the RFP document as well as the application.
4. RFP and application is reviewed by a community team. Centers that are not licensed and accredited will be eliminated for consideration. All others will be scored by rubric.

All partners that meet the requirements of the contract will be considered for partnership. In the event that an attendance area has more centers interested than there is need, centers will be selected based upon scores on the RFP rubric.

Decisions made regarding Community Based Partners for 2009-10

Centers accepted for partnership will be issued a contract.

Centers not accepted for partnership (but still meeting the minimum requirements of the contract) will be put on a waiting list and will receive a letter stating such. If

Application Interest Survey: Four-Year-Old Kindergarten
Step I: Interest Survey to Become A Partnering Agency for 2010-2011 (if it occurs)

I. Community Site Information

Center Name as appears on State License Phone at Center

E-mail FAX

Center Address City Zip

Contact Person at Center

Person Authorized to make commitments for the center or agency or FCC Phone Number

II. Center Organization

Nonprofit (Chapter 181)
___Private nonprofit single-service child care agency OR
___Service component of a multi-service private nonprofit

Business Corporation (Chapter 180)
___Single service child care business corporation OR
___Service component of a multi-service business corporation

___Sole Proprietorship

Government or Educational Institution
___Child care program sponsored by or under contract to a public educational or governmental entity

Church/Religious Affiliated
Religious Training is part of the curriculum _____ Yes ____No
___Child care program sponsored by a religious organization

III. Type of Community Partnership Your Agency is Interested In Developing

___ A. A four-year-old program taught by a DPI licensed preschool teacher or family child care provider employed by the partnering agency. Additional services, such as all wrap around programming, are the responsibility of the partnering agency or family child care home. The agency is paid on a per child basis for every enrolled Madison resident served that is age four years by September 1, 2010.

OR

___ B. An itinerant agreement whereby a DPI licensed teacher employed by MMSD delivers the four year old program at the agency site. Additional services, such as wrap around programming, are the responsibility of the partnering agency.

If option A is not available, would you still be interested in participating in option B. ____yes _____no

IV Community Site Description Check all that apply.

____ NAEYC Accredited Date of most current accreditation: _____

____ Accredited by the City of Madison Date of most current accreditation_____

Accreditation in Process: ____ NAEYC ____ City of Madison

Date materials submitted to accrediting agency: _____

Hours of Operation: _____

Interested in providing 4 year old program during _____ school year

How many MMSD four-year-olds do you project you will already be serving on Sept 1, 2010? ____AM ____PM (do not count wrap-around child care in your counts. If you can only serve full day student, indicate AM only)

How many ADDITONAL MMSD four-year-olds would you be able to serve in 20010-11? _____AM _____PM

Are you able to include four-year-olds who want to participate only in a 2 ½ hour program?
_____ YES _____ NO

Are you currently serving children with disabilities? _____ YES _____ NO

Are children with disabilities currently receiving services from an MMSD special education teacher at your center?
_____ YES _____ NO

Are you currently serving children speaking English as a second language?
_____ YES _____ NO

V. State Licensing Status

In the last twelve months has your center been fined by State Licensing for non-compliance?
____YES ____NO
If yes, indicate date of the fine and explain the substance of the citation:

Have you received a "substantiated complaint" in the last 12 months?
____YES ____NO
If yes, indicate the date of the complaint and the subsequent outcome.

VI. Staffing

Number of teachers/caregivers certified by DPI for 4Kl with the following licenses:

#090 PK-K	___current	___lapsed	#086 PK-6	___current	___lapsed
#083 PK-3	___current	___lapsed	#106 K-6	___current	___lapsed
#100 KG	___current	___lapsed	#088 PK-8	___current	___lapsed
#103 K-3	___current	___lapsed	#108 K-8	___current	___lapsed

Does the center employ an on-site coordinator/director_____ YES _____ NO

VII. Current Staff-child ratios at your center:

How many 4 year olds are currently being served in your program?_____

Is your preschool program multiage?_____

What your 4-year-old adult/child ratio in the program?_____

What is your maximum group size for 4-year-olds? _____

VIII. This application should be signed by the individual who is authorized to sign for the agency or center.

Date:_____ Signature: _____

Name: _____
(print)

Title: _____
(print)

Please return this application postmarked no later than December 11, 2009 or received by FAX to:

Sue Abplanalp, 545 West Dayton St., Madison, WI 53703 Fax 608-442-2149

MADISON METROPOLITAN SCHOOL DISTRICT

BUILDING PERMITS

3802 Regent St. ● Madison, Wisconsin 53705-5220 ■ 608.204.3027 ▼ www.mmsd.org

Lucy Chaffin, *Executive Director* Art Rainwater, *Superintendent*

REQUEST FOR PROPOSAL

THIS IS NOT AN ORDER

Unless otherwise noted, public openings will be on the date and time specified. Proposals will be open to public inspection after award(s).

Revisions to this proposal may be made by an official written amendment issued by Purchasing Services.

All correspondence must reference the proposal number. Return the original of this document to this office via U.S. mail or delivery service.

PROPOSAL NUMBER: 002

ISSUE DATE: February 25, 2008

DUE DATE: March 28, 2008 2:00 PM Local Time

All proposals **must be received by the receptionist** in the above office. All proposals must be stamped in by MMSD Building Permits prior to the stated opening time. Proposals not so stamped shall be considered late. **Late proposals shall be rejected.**

Proposal prices and terms shall be firm for sixty days from the date of proposal opening.

The MMSD is exempt from Federal Excise and Wisconsin State Sales tax. Our tax-exempt number is ES42341 and our FEIN is 39-6003202.

If NOT PROPOSING (please check here) _____
and return this page only.

In signing this proposal, we also certify that we have not, either directly or indirectly, entered into any agreement or participated in any collusion or otherwise taken any action in restraint of free competition; that no attempt has been made to induce any other person or firm to submit or not to submit a proposal; that this proposal has been independently arrived at without collusion with any other proposer competitor or potential competitor; that this proposal has not been knowingly disclosed prior to the opening of proposals to any other proposer or competitor; that the above statement is accurate under penalty of perjury.

The undersigned, submitting this proposal, hereby agrees with all the terms, conditions, and specifications required by the Madison Metropolitan School District in this Request for Proposal, and declares that the attached proposal and pricing are in conformity therewith.

SIGNATURE: _____ DATE _____

TYPE OR PRINT NAME: _____

TITLE: _____ TELEPHONE NUMBER: (_____)

FEIN or TAX ID NUMBER: _____ FAX NUMBER: (_____)

EMAIL ADDRESS: _____

MMSD Seeks a Request for Proposal
Provider of Four-Year-Old Kindergarten Program
Located in community site

GENERAL INFORMATION

Introduction and Background
Madison Metropolitan School District (MMSD) will begin providing four-year-old kindergarten in the fall of 2010. A portion of the classrooms serving MMSD four-year-olds will be in the district elementary school buildings, however some of the programs will be held in current child care centers in Madison.

Project Description
MMSD is seeking partner child care centers that would provide four-year-old kindergarten at their centers.

1. All centers partnering with MMSD must be accredited.
2. All non-district child care providers serving MMSD four-year-olds must be state licensed.
3. All programs must submit an accreditation certificate (or written evaluation using the format of City of Madison accreditation), proof of State of Wisconsin licensure, with this proposal.

Goals

1) Program Accessibility

a) Provider will strive to serve a diverse population of children reflecting the student body of the school district. The district and community providers should collaborate to assure access for all students, including those traditionally marginalized by society due to income, language, race, special needs, etc.
b) Child care providers should have an outreach plan in place to assure access for all students to represent the school population.
c) No child may be denied access to the 4K program providing there is space. If after school providers have concerns about a specific child an individual plan will be implemented in consultation with school staff and parent/guardian.

2) Program Quality

Maintain a program that is
a) developmentally appropriate
b) safe
c) nurturing
d) challenging
e) non-biased
f) sensitive to home language, cultural and family needs, and flexible to meet the needs of a diverse population
g) fully integrated for students with special needs
h) facilities that are appropriately maintained and clean
i) complies with all licensing and accreditation requirements at all times

3) Program Content

a) Provide both indoor and outdoor space appropriate for four-year olds, including those with physical disabilities
b) Curriculum that is developmentally appropriate, non-biased and sensitive to home language, cultural and family needs, and flexible to meet the needs of a diverse population.
c) Appropriate materials and supplies to support the curriculum
d) No religious instruction or religious practices to be conducted during the four-year-old programming.
e)

4) Program Evaluation

An annual evaluation of the program will be conducted by an MMSD district administrator through an end of year report each spring. Additionally, evaluations done through accreditation will be shared with MMSD. The center also agrees to participate in surveying parents as requested by MMSD, as well as submitting student progress reports as requested by MMSD.

5) Program Outcomes

The vision of the MMSD Four-Year-Old program is:
To provide **high quality** early learning experiences so that **ALL** children enter kindergarten with the resources to succeed.

The guiding principles of operating a MMSD Four-Year-Old program include:

- ***Strengthen* and *extend*** the existing Birth-5 early learning system in Madison.
- *Develop* **collaborative** community-based planning, governance, and implementation in connection with WI Child Care Licensing Rules, Head Start Performance Standards and other applicable regulations.
- *Guarantee* **access** for all children and that services are provided in an inclusive manner
- *Utilize* research and play-based, developmentally appropriate, culturally responsive **curriculum** as delineated in the Wisconsin Model Early Learning Standards.
- *Establish* a **professional development** system based on a comprehensive, coordinated framework of pre-service and continuing educational opportunities for professionals in all early childhood settings.
- *Reflect* and *honor* the **diversity** within children, families, and the community.
- *Support* **consistent** education and care, while minimizing transitions for children.
- *Offer* **comprehensive services**, which include family support and education, resource and referral, and ongoing assessment and accountability.
- *Design* and *deliver* programming that may vary to meet community needs, but has uniformly adequate and equitable **funding** to assure quality services in all settings.
- **Positively *impact*** our community now and in the future.

Procuring and Contracting Department/Division
This Request for Proposal (RFP) is issued by Madison Metropolitan School District. The sole point of contact for the District during the selection process and the person responsible for managing the RFP process is Susan Abplanalp, Assistant Superintendent for Elementary Schools.

Proposal Requirements
Proposals must address each of the following items:

1. Vendor description and qualifications
2. Plans for program accessibility in regards to racial diversity, economic diversity, children with disabilities/language needs and those requiring no additional child care.
3. Quality control methods
4. Program description including the curriculum that will be implemented
5. A completed application (Attachment C)
6. Evaluation plan to measure outcomes listed in #5 of the RFP
7. Staffing plan to reflect the racial diversity of Madison Schools
8. City of Madison accreditation certificate or written evaluation using the format of City of Madison accreditation
9. Copy of State of Wisconsin childcare license

Clarification and/or revisions to the specifications and requirements
Any questions concerning this RFP must be submitted in writing by mail, fax or e-mail (preferred) on or before (DATE) to:

Susan Abplanalp, Assistant Superintendent of Elementary Schools
545 W. Dayton St.
Madison, WI 53703
FAX: 608-442-2149
sabplanalp@madison.k12.wi.us

The purpose of this document is to provide interested parties with information to enable them to prepare and submit a proposal for providing four-year-old kindergarten at their own site.

ATTACHMENT B

VENDOR INFORMATION

1. **Proposing Company Name** _____

   Telephone _____ Toll Free Telephone _____ Fax _____

   Address: _____

   City: _____ State: _____ Zip + 4: _____

   Federal Employee Identification Number (FEIN): _____

2. **Contact Person in the event there are questions about your proposal**

   Name: _____ Title: _____

   Telephone: _____ Toll Free Telephone: _____

   Address: _____

   City: _____ State: _____ Zip + Four: _____

3. **All vendors that have 16 or more employees and that are awarded $25,000 or more on this contract will be required to submit Affirmative Action information to the District Contract Compliance Office. Please list the Person in your Company we can contact about this plan.**

   Name: _____ Title: _____

   Telephone: _____ Toll Free Telephone: _____

   Address: _____

   City: _____ State: _____ Zip + Four: _____

4. **Mailing address and person the District can contact concerning this proposal.**

   Name: _____ Title: _____

   Telephone: _____ Toll Free Telephone: _____

   Address: _____

   City: _____ State: _____ Zip + Four: _____

ATTACHMENT C

VENDOR REFERENCES

Provide name, address, contact person, telephone number, and appropriate information as it applies to programs with requirements similar to those included in this solicitation document from at least three references.

Name: _____
Address: _____
Telephone: _____ Contact Person: _____
Service Provided: _____
_____

Name: _____
Address: _____
Telephone: _____ Contact Person: _____
Service Provided: _____
_____

Name: _____
Address: _____
Telephone: _____ Contact Person: _____
Service Provided: _____
_____

Name: _____
Address: _____
Telephone: _____ Contact Person: _____
Service Provided: _____
_____

Name: _____
Address: _____
Telephone: _____ Contact Person: _____
Service Provided: _____

Rubric for Scoring RFP for Four-Year-Old Kindergarten

Necessary Qualifications	1	3	5
Plan for serving a diverse student body and increasing access	Does not have a viable plan for increasing diversity in the center.	Has a clear plan for outreach to underserved students. Has plan to increase capacity through scholarships.	Has a successful track record of outreach to underserved students. Ability to provide scholarships for wrap around care for some students.
Quality of Program	Program is safe and clean. Does not have a viable plan for serving children with disabilities or English language learners.	Program is developmentally appropriate, safe, nurturing, challenging, non-biased with a commitment to individualization. The program has a plan to increase capacity for serving children with disabilities and English language learners.	Program is developmentally appropriate, safe, nurturing, challenging, non-biased, sensitive to home language, cultural and family needs, and flexible to met the needs of a diverse population, is fully integrated for students with special needs, has facilities that are appropriately maintained and clean.
Content of Program, including curriculum	Plan for curriculum is unclear, lacks specificity, or requires improvement. Program is not responsive to diverse needs, and there is no viable plan for improvement.	Has indoor and outdoor spaces appropriate for four-year-olds, has appropriate materials and supplies to support the curriculum, presents an appropriate plan for curriculum that is developmentally appropriate and individualized. Program has plan to increase programming and curricular responsiveness to meeting the needs of diverse culture and language and is fully integrated for students with special needs.	Has indoor and outdoor spaces appropriate for four-year-olds, has appropriate materials and supplies to support the curriculum, presents an appropriate plan for curriculum that is developmentally appropriate, non-biased, sensitive to home language, cultural and family needs, and flexible to met the needs of a diverse population, is fully integrated for students with special needs.
Staff members of color and/or bilingual staff	Staff is not diverse and there is no viable plan for increasing diversity.	Has a clear plan for increasing the diversity of staff at the center. Is actively recruiting staff of color and/or bilingual staff.	Racial diversity reflects the demographics of MMSD students. Has one or more staff members that are bilingual in Spanish or Hmong.
Parent Outreach	Minimum parent outreach and no viable plan for increasing.	Has in place parent outreach activities that occur on a semi-regular basis.	Has a comprehensive plan for supporting families, providing family education and opportunities for involvement. Has a systematic method of providing resources and referral to those in need.
References	References are less than satisfactory.	References are satisfactory.	All references are exemplary.

The 4K Model

Requirements of DPI for 4K:

.6 reimbursement—437 hours of instruction PLUS 87.5 hours of parent outreach

Elementary School Hours:

Early start schools: M: 7:45-1:00 T-F: 7:45-2:32 TEACHER DAY—7:30-3:02
Late start schools: M: 8:30-1:45 T-F 8:30-3:17 TEACHER DAY—8:15-3:47

Proposed Schedule for MMSD 4K Teachers (Model I and II):

A teacher in a 4 day model (which is what the committee is recommending for programs with MMSD teachers),

(late start)	T-F 8:30-11:31 (181 min)	AM		
	T-F 12:16-3:17 (181 min)	PM	Total 724 minutes/week	
(early start)	T-F 7:45-10:46 (181 min)	AM		
	T-F 11:31-2:32 (181 min)	PM	Total 724 minutes/week	

MMSD/MTI Collective Bargaining Agreement:

This proposed schedule would allow all MMSD teachers to receive the required number of planning time minutes and a duty-free lunch as outlined in the CBA. In addition to the parent outreach that teachers will do as a part of their day, teachers have additional time (beyond what is required in the CBA) to do additional parent outreach.

Madison Metropolitan School District
Proposed Four-Year-Old Kindergarten Models I, II and III

General Description		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site

Option IA: One classroom
• AM and PM classes provided by district staff.
• Children will be enrolled based on:
  • living in school attendance area
  • child care in attendance area
  • parents work in an attendance
  • area
  • homelessness
  • other
• Early Childhood Special Education district programs would provide inclusion/self-contained options as appropriate.
• **Children are not enrolled in an early education and care program for any other part of the day.**
 	
Option IB: 2 or more classrooms
• AM and PM classes provided by district staff.
• Children will be enrolled based on:
  • living in school attendance area
  • child care in attendance area
  • parents work in attendance area
  • homelessness
• Early Childhood Special Education district programs would provide inclusion/self-contained options as appropriate.
• **Extended education and care programming provided by non-district staff contracted with accredited non-district early learning centers on school site.**
 	
Option IC: 1 classroom and child care community site
• AM and PM classes provided by district staff.
• Children will be enrolled based on:
  • living in school attendance area
  • child care in attendance area
  • parents work in attendance area
  • homelessness
• Early Childhood Special Education district programs would provide inclusion/self-contained options as appropriate.
	• AM and PM classes.
	• Public school teacher works within existing part–day or full-day community early childhood site.
	• Site must be city/nationally accredited.
	• Minimum of 437 hours of "instruction" time provided for each child. Site would have flexibility in scheduling within the school year.
	• Meet the family outreach component.
	• Site could serve children from outside of the MMSD, but only MMSD children would be funded.
	• MMSD support services would follow the children.
	• Collaboration team comprised of all partners to create appropriate match of teacher to center.
		• Community sites (center based programs, Head Start, Family Child Care, part-day preschool programs) will have their own 4-year degreed/DPI licensed teacher.
		• Sites would need to hold NAEYC or City of Madison accreditation.
		• Funds could be contracted on a per child basis, so sites could serve any number of eligible four-year olds.
		• The contracted per child funding could be used by the site in whatever way the site administrator chooses (i.e., enhanced salaries for staff, operational expenses, etc.).
		• Minimum of 437 hours of "instruction" time provided for each child. Site would have flexibility in scheduling.
		• Site could provide the program for children in a multi-aged group, getting funding only for the four-year old children.
		• Site could serve children from outside of the MMSD but only MMSD children would be funded.
		• Site would have flexibility in class size, staffing, developmentally appropriate curriculum (which meets the designated minimum standard criteria), etc.
		• MMSD support services would follow the children.
		• Collaborative team comprised of all partners.

• **Extended education and care programming provided by a community agency off site. (A network of accredited family childcare providers and centers will be available to provide extended education and care as needed for families).** • **The district follows the same transportation agreement used for eligible students of MMSD.**		

Location/Facilities		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
Option IA, IB and IC: • Where space allows. • Developmentally appropriate environment. • Environments which meet accreditation guidelines for four-year old kindergarten programs. • Outdoor/indoor play space and equipment appropriate for four-year olds. • Accessible to all.	• Developmentally appropriate environment. • Safe, creative, nurturing yet challenging indoor and outdoor spaces. • City/Nationally approved. • Site would need to meet all DHFS licensing standards and accreditation facility criteria (i.e., access to bathrooms, age-appropriate indoor and outdoor play space, etc.). • Public school staff would use existing set-up space. • Accessible to all.	• Developmentally appropriate environment. • Safe, creative, nurturing yet challenging indoor and outdoor spaces. • City/Nationally approved. • Site would need to meet all DHFS licensing standards and accreditation facility criteria (i.e., access to bathrooms, age-appropriate indoor and outdoor play space, etc.). • Accessible to all.

Staff		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
OPTION IA: • DPI certified to meet 4K license requirement • An educational assistant if needed • All district staff will attend school staff meetings and follow school district contract. • Recommended using a 1:10 ratio using accredited site regulations. • Maximum Class size of 20 • Annual teacher evaluation by MMSD administrator **OPTION IB and 1C:** • DPI certified to meet 4K license requirement • Teacher assistants qualified per accreditation regulations • All district staff will attend school meetings and follow school district contract. • Staff will be provided opportunities for ongoing professional development • Annual 4K teacher evaluation by MMSD administrator.	• DPI certified to meet 4K license requirement. • Teacher assistants qualified per accreditation regulations. • Co-teacher/assistant may be existing staff who would benefit from training and support from MMSD to work toward licensing. • Staff will be provided opportunities for ongoing professional development. • Recommended using a 1:10 ratio using accredited site regulations. • Maximum Class size of 20. • Annual 4K teacher evaluation by MMSD administrator. • Staff will be provided opportunities for ongoing professional development. • Accreditation agency may observe 4K program as part of the center's annual review.	• DPI certified to meet 4K license requirement. • Teacher assistants qualified per accreditation regulations. • Joint training and professional development for MMSD 4-year-old kindergarten staff and community site staff. • Staff will be provided opportunities for ongoing professional development through professional communities established with MMSD sites. • Recommended using a 1:10 ratio using accredited site regulations • Maximum Class size of 20. • Annual 4K teacher evaluation by center administration.

Activities/Curriculum		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
OPTION IA AND IB and IC: • Curriculum is developmentally appropriate within city/national guidelines for 4-year-olds. • Curriculum is sensitive to and flexible in order to meet the needs of a diverse population of children, families and communities. • All programs will have fully integrated curriculum (with no need for pullout programs or specials). • Integrated services for children with special needs with support services from MMSD. • Culturally appropriate along with a focus on anti-bias curriculum and home language. • All programs will follow the instructional design of current MMSD 5-year old Kindergarten programs, including Special Education and ESL.	• Curriculum is developmentally appropriate within city/national guidelines for 4-year-olds. • Curriculum is sensitive to and flexible in order to meet the needs of a diverse population of children, families and communities. • All programs will have fully integrated curriculum (with no need for pullout programs or specials). • Integrated services for children with special needs with support services from MMSD. • Culturally appropriate along with a focus on anti-bias curriculum and home language.	• Curriculum is developmentally appropriate within city/national guidelines for 4-year-olds. • Curriculum is sensitive to and flexible in order to meet the needs of a diverse population of children, families and communities. • All programs will have fully integrated curriculum (with no need for pullout programs or specials). • Integrated services for children with special needs with support services from MMSD. • Culturally appropriate along with a focus on anti-bias curriculum and home language.

Funding		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
OPTION IA: Programming will be funded by MMSD. **OPTION IB:** • The AM and PM half-day component provided by the district teacher will be funded by MMSD. • The extended education and care component contracted with an accredited early learning center will provide the funding as agreed upon via contract. • Space will be provided by MMSD. **OPTION IC:** • The AM and PM half-day component provided by the district teacher will be funded by MMSD. • Extended education and care programming provided by a community agency off site will be funded by the off site agency. • The district follows the same transportation agreement used for eligible students of MMSD.	• MMSD Contracted Teacher. • Center Funding. • MMSD will reimburse the center on an agreed upon cost. • Grants. • Federal Funds. • Child Care subsidies. • Head Start. • State. • The district follows the same transportation agreement used for eligible students of MMSD.	• State. • MMSD Contracted Per Pupil Agreement. • Special education funding. • City fund-raising. • Grants. • Federal funds. • Child care subsidies. • Parent fees for extended day. • MMSD will reimburse the center on an agreed upon cost. • Funding will include consideration of all overhead costs including administration, space use, materials, salaries, special education allotment. • The district follows the same transportation agreement used for eligible students of MMSD unless the center agrees not to be part of the transportation network.

Parent Involvement		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
OPTION IA and IB and IC: • Family Outreach Program will be provided by the 4K teacher with the support of additional staff support as necessary. • Parent Involvement will follow the center sites family programming with increased support from the district as necessary. • Parent Advisory and/or governance to follow newly developed guidelines by the 4K planning committee. (End-of-the-year report, number of hours requirement, etc.).	• Family Outreach Program will be provided by the 4K teacher with the support of additional staff support as necessary. • Parent Involvement will follow the center sites family programming with increased support from the district as necessary. • Parent Advisory and/or governance to follow newly developed guidelines by the 4K planning committee. (End-of-the-year report, number of hours requirement, etc.)	• Family Outreach Program will be provided by the 4K teacher with the support of additional staff support as necessary. • Parent Involvement will follow the center sites family programming with increased support from the district as necessary. • Parent Advisory and/or governance to follow newly developed guidelines by the 4K planning committee. (End-of-the-year report, number of hours requirement, etc.)

Support Services		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site

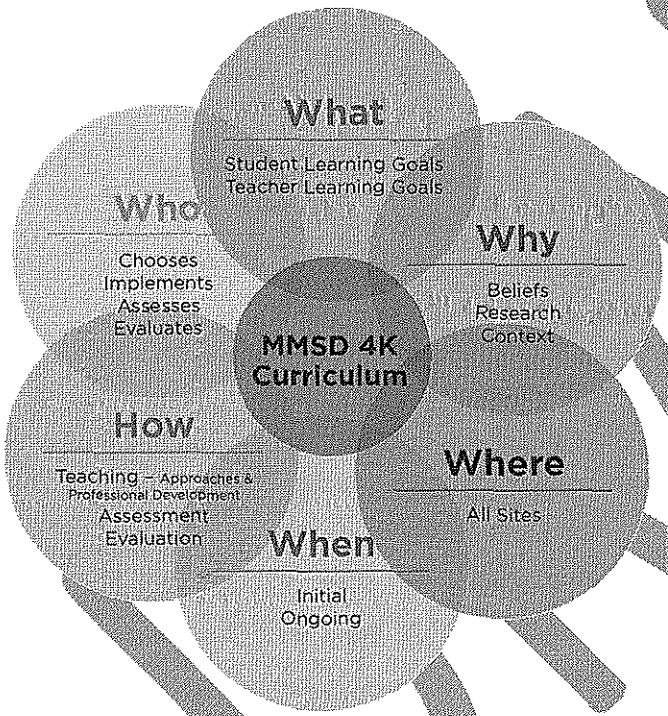
OPTION IA, IB and IC:
• Available services for 4K:
  • Nurse
  • Psychologist
  • Social worker
  • ESL, bilingual, bicultural
  • Special education
  • Homeless
  • Vision and hearing screening.
• USDA Food Service:
  • **OPTION IA, IB, and IC:**
  Breakfast – AM program
  Lunch – PM program
  Midday-snacks
	• Available services for 4K
	  • Nurse
	  • Psychologist
	  • Social worker
	  • ESL, bilingual, bicultural
	  • Special education
	  • Homeless
	  • Vision and hearing screening
	• USDA food service
	  • Breakfast – AM program
	  Lunch – PM program
	  Midday-snacks
		• Available services for 4K:
		  • Nurse
		  • Psychologist
		  • Social worker
		  • ESL, bilingual, bicultural
		  • Special education
		  • Homeless
		  • Vision and hearing screening
		• USDA food service
		  • Breakfast – AM program
		  Lunch – PM program
		  Midday-snacks

Partnering Agencies		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
• Head Start. • Early Childhood community sites (part- and full-day). • School District. • City of Madison. Support • 4C's. • City Child Care Unit. • Registry. • WCCIP. • Community Services. • Other.	• Head Start. • Early Childhood community sites (part- and full-day). • School District. • City of Madison. Support • 4C's. • City Child Care Unit. • Registry. • WCCIP. • Community Services. • Other.	• Head Start. • Early Childhood community sites (part- and full-day). • School District. • City of Madison. Support • 4C's. • City Child Care Unit. • Registry. • WCCIP. • Community Services. • Other.

Standards		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
• DHFS licensing standards. • City of Madison accreditation standards. • NAEYC accreditation standards. • Head Start performance standards. • DPI standards. • Annual review similar to that of city accreditation.	• DHFS licensing standards. • City of Madison accreditation standards. • NAEYC accreditation standards. • Head Start performance standards. • DPI standards. • Annual review similar to that of city accreditation. • NAFCC accreditation standards.	• DHFS licensing standards. • City of Madison accreditation standards. • NAEYC accreditation standards. • Head Start performance standards. • DPI standards. • Annual review similar to that of city accreditation. • NAFCC accreditation standards.

Definition of Madison Metropolitan School District 4-K Curricula

The MMSD 4-K Curricula reflect student & teacher learning goals in all participating sites. The curricula are based on the MMSD 4-K Vision and Guiding Principles and 1) reflect our collective beliefs, 2) are research based, and 3) are developed in the context of the Madison community. The essential components of 4-K curricula guide curriculum selection, how we teach students, professional development, student assessment, and program evaluation.



Essential components of 4-K curricula are

- Aligned with Wisconsin Model Early Learning Standards – which reflect health and physical development, social and emotional development, language development and communication, approaches to learning and cognition and general knowledge.
- Aligned with the curricula components of City of Madison, National Association for the Education of Young Children (NAEYC) and the National Association of Family Child Care (NAFFC) accreditation criteria.
- Play based and sees teachers and children as active learners.
- Inclusive of and responsive to children of all cultures, race, social class, gender, languages and needs.
- Based on current research and data on high quality early childhood care and education.
- Designed for children to learn individually and in groups according to their developmental needs and interests.
- Developmentally Appropriate Practices as defined by NAEYC.
- Designed to promote partnerships with families in the education and development of their children.

Curriculum/Instruction/Assessment/Professional Development

Assessment & instruction are two sides of the same coin. Coming out of the curriculum, they inform each other; in fact one is incomplete without the other. Assessment practices with young children are unique, in the same way that instructional practices are different from those used with older students. For this reason, we begin our discussion of assessment by clarifying our understanding of this practice.

Four Year Old Kindergarten assessment is…

- ongoing with systematic & organized recording of progress
- evidence gathered over time using multiple resources
- evidence based on actual performance rather than on projections or assumptions
- authentic; gathered from realistic settings & situations which reflect children's actual performance
- interpretation of information with consideration to context & with recognition that a child's skill set varies
- developmentally appropriate, culturally & linguistically responsive, & inclusive of all children
- based on the Wisconsin Model of Early Learning Standards
- inclusive of families through shared information
- used to help programs improve their developmental interventions
- supported by professional development

Assessment is multidimensional & serves to inform different decisions for different audiences. On the next page we outline the varied assessment purposes that are relevant for the 4K program, the content of assessment, the tools, audience, & timeline.

4K Student Growth and Development:

ASSESSMENT PURPOSE	WHAT IS ASSESSED	TOOLS	AUDIENCE	TIMELINE
1. To facilitate teacher knowledge of the child's development, *including* strengths, progress, interests & needs	The major child growth & development domains (Wisconsin Model Early Learning Standards-WMELS)	*Options:* Checklists Children's responses Children's work samples Developmentally appropriate standardized assessment tools Family information or knowledge Narratives that describe Observation – Anecdotal Notes Photographs Portfolios	Teacher *Other staff involved in instruction*	Ongoing Beginning of year Day by day Periodically Before & after a project, theme, or curriculum emphasis
2. To guide planning & decision making of differentiated instruction to meet needs of each child	The major child growth & development domains (Wisconsin Model Early Learning Standards-WMELS)	Approved Curricula as defined by the MMSD 4K Program Rubric Family Information & knowledge of child	Teacher & Staff Families Support staff as appropriate (ESL, EC-EEN)	Ongoing
3. To identify significant concerns that may require focused intervention for individual children	The major child growth & development domains (Wisconsin Model Early Learning Standards-WMELS)	Family information & knowledge of child Assessment/screening tools appropriate to the area of concern	Teacher Families Support staff as appropriate (ESL, EC-EEN)	As needed to address a problem or concern
4. To communicate child progress <u>with</u> families	The major child growth & development domains (Wisconsin Model Early Learning Standards-WMELS)	Parent-Teacher Conferences (MMSD – November only) Home Visits A systematic reporting structure ASQ Coordinate with 4K Family Involvement Subcommittee	Teacher Families Support staff as appropriate	Will vary as determined by individual programs and teacher contracts
5. To demonstrate effectiveness of 4K	The major child growth & development domains (Wisconsin Model Early Learning Standards-	MMSD Kindergarten Screener (English or Spanish) MMSD Primary Language Arts	MMSD Board of Education 4K Staff	Screener – Spring MMSD PLAA or SPLAA,

	WMELS)	Assessment MMSD Spanish Primary Language Arts Assessment MMSD Primary Math Assessment (English or Spanish) MMSD Extended Learning Summer School K-Ready Report Card 5K report card Spanish Oral Language Assessment (as appropriate) WAPT English Proficiency	Families General public	MMSD PMA given at Kindergarten entry- Fall

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(Adapted from Module 4: Empowering Families through Parent Involvement, Portage Project, CESA 5 and Dane County Parent Council)

Yearly 4K Family Involvement Evaluation
Joyce Epstein Model

Parent involvement is defined as families participating in the advocacy of their child's needs, participation in the 4k program and involvement in their child's development. Program components include:

- Family communication
- Create positive partnerships with families
- Provide outreach to all families
- Communicate with families about programs and child progress through effective program-to-family and family-to program communications (from Epstein et al, 1997)

Joyce Epstein's Model	Family Involvement to Improve 4K Programming
Parenting/Family Definition	1. How are opportunities provided for families to gain skill in child rearing, child development, and early childhood education? 2. What educational opportunities on preventative health, first aid, occupations and environmental hazards and safety (general and child specific) were provided? a. How do you provide nutrition education – selection/preparation of food – food budgeting? b. How do you provide family/staff discussions about nutritional needs of their child? c. How do you provide a variety of group and individual opportunities to discuss mental health issues regarding child and family with staff?

Communicating	1. What opportunities are available to share concerns about their children with staff? 2. What process in place to explain to families the advantages of home visits? a. Does the 4K teacher make at least 2 home visits per year? b. How many home visits were made as of March 1st? 3. Have there been at least two staff/family conferences in addition to the two required home visits? a. How often do family/staff discussions occur regarding the nutritional needs of their child? b. Are there various group and individual opportunities to discuss mental health issues regarding child and family with staff? 4. What orientation is provided for incoming students and families regardless of entry point?

Volunteering	1. How are families welcomed and encouraged to observe and participate? 2. What opportunities are available for volunteering?
Learning at Home	1. How do you support adult family members in their homes? 2. How do you assist family members as adult learners to recognize and address their own literacy goals (see also home visits)? 3. What materials do you send home with children?
Decision Making	1. How do families participate in making decisions about the nature and operation of the 4K program? 2. How are families involved in development of the program's curriculum and approach to child development and education? 3. How are families actively involved in the planning and implementation of any mental health interventions for their children?

Collaborating with the Community	1. How are other agencies encouraged to assist with family involvement activities? 2. How do you provide/refer families to access family literacy materials, activities, and services? 3. How do you assist in awareness regarding ongoing family health care? 4. How do you encourage parents to be active partners in health care and accompany their child to appointments? 5. How do you encourage families to influence community services to be responsive to family interests and needs? 6. Do you have written procedures to provide families with information about community resources? How are they distributed? 7. How do you offer regular opportunities for families to work with other community members on activities they are interested in and have helped develop?

Other	1. Do you have a written transition procedure/plan into Kindergarten? 2. How do you assist families to become the child's advocate with schools and other community agencies by providing a staff-family meeting at the end of the child's enrollment in the 4K program to discuss the child's progress? 3. How do you promote continued involvement by education and training to families to prepare them to exercise their rights and enhance their ability to communicate with school personnel about decisions concerning their child?

Please submit any documentation to support your answers. We will use this information to share with 4K participants.

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