



FOUNDATION *for*  
CHILD DEVELOPMENT

# Richard Clifford

Senior Scientist, University of North Carolina –  
Chapel Hill

Co-Director, Frank Porter Graham National  
Pre-Kindergarten Center

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# First School

Richard M. Clifford

FPG Child Development Institute

UNC Chapel Hill

# Current Model of School Entry



- Begins at kindergarten
- Rarely linked with preschool or readiness programs
- Preschool initiatives risk-focused, not universal
- Transition practices are limited
- Only half day for many children, without coherent work day options
- Few family or community partnerships

# Current Model of School Entry



- In same building with children 11 years old or older
- Increasingly academic in focus
- Many children enter “not ready” for demands of formal school
- Achievement discrepancies appear early
- Retention and delayed entry for young children increasingly common
- Remediation more common than prevention

# An Alternative Model for “First School”



- Begins at age 3
- Extends to 2<sup>nd</sup> or 3<sup>rd</sup> grade
- Available for all children
- Full work day options for families
- Facilities designed for young children



# An Alternative Model for “First School”



- Seamless transitions for children, integrated curriculum across grades
- Developmentally appropriate focus combining academic, physical, and social-emotional development
- Early recognition of gifts and challenges to optimize children’s potential

# An Alternative Model for “First School”



- Responsiveness to diversity integral to all developmental, educational, professional, and outreach experiences
- Strong family and community partnerships