

## FY 2009 TUITION POLICIES FOR FULL-DAY KINDERGARTEN

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

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

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

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

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

*Fact:*

*All Children Benefit from  
High-Quality Full-Day  
Kindergarten Programs*

Research shows the importance of full-day kindergarten programs. Yet, those programs are not currently available to about 40 percent of kindergarten-aged children nationwide. As a result, many of our young learners begin first grade several steps behind their peers. Full-day kindergarten helps make sure that students build the strong base of learning they will need to succeed throughout school and life.

**How do we know that full-day kindergarten is a successful strategy for closing achievement gaps and encouraging student success?**

*Full-day kindergarten:*

#### **Increases Student Achievement**

Longitudinal data demonstrate that children in full-day kindergarten classes show greater reading and mathematics achievement gains than those in half-day classes. (Walston and West)

Full-day kindergarten can produce long-term educational gains, especially for low-income and minority students. (Education Commission of the States)

In full-day kindergarten classrooms, teachers have more time to get to know kids and identify and address their learning challenges early—saving money and resources over the long term and increasing the odds that children will be successful later in school. (Center for Evaluation and Education Policy)

## *Full-day kindergarten also:*

### **Results in Healthier, Happier Children**

Full-day kindergarten offers social, emotional *and* intellectual benefits to kindergarteners, giving them more time to focus and reflect on activities, and transition between them.

(National Institute for Early Education Research)

Research shows that 5-year-olds are more than ready for a longer school day—and do better in a setting that allows them time to learn and explore activities in depth.

### **Is Cost Effective**

Investments in quality early childhood programs generate returns of 3-to-1 or even higher, which translates to \$3 saved for every \$1 invested. An early investment in children's social, emotional and intellectual skills means lower grade retention and dropout rates for students later in life. (Economic Policy Institute and Committee for Economic Development)

### **Better Prepares Students for First Grade**

Full-day kindergarten provides a bridge between prekindergarten programs and more structured learning in first grade. (Education Commission of the States)

### **Is Preferred by Teachers and Parents**

Teachers prefer full-day kindergarten. Teachers cite several benefits of having additional time to work with young students. (Early Childhood Research Quarterly)

Parents prefer full-day kindergarten. In a 2000 study, 100 percent of full-day parents and 72 percent of half-day parents noted that, if given the opportunity again, they would have chosen full-day kindergarten for their child. (National Center for Educational Statistics)

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

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

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

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

### Income Table

<b>Column A</b> % of SMI	Family of Two	Family of Three	Family of Four	Family of Five	<b>Column B</b> To calculate fee scale: Annual tuition: \$ _____  <i>Formula</i>	<b>Column C:</b> District tuition	<b>Column D:</b> District tuition	<b>Column E:</b> <i>EXAMPLE</i> Ave. tuition = \$2500	
	<i>Monthly</i>	<i>Monthly</i>	<i>Monthly</i>	<i>Monthly</i>				<i>Annual</i>	<i>Monthly</i>
Up to 25%	\$0 - \$1,169	\$0 - \$1,445	\$0 - \$1,720	\$0 - \$1,996	<b>Must be free</b>			<b>Free</b>	<b>Free</b>
26 - 35% SMI	\$1,170 - \$1,638	\$1,446 - \$2,023	\$1,721 - \$2,408	\$1,997 - \$2,794	Free OR lesser of: 10% annual tuition or \$300 / # of months or payments			\$250	\$25
36 - 50% SMI	\$1,639 - \$2,338	\$2,024 - \$2,890	\$2,409 - \$3,441	\$2,795 - \$3,991	Free OR lesser of: 18% tuition or \$540 / # of months or payments			\$450	\$45
51 - 65% SMI	\$2,339 - \$3,041	\$2,891 - \$3,757	\$3,442 - \$4,473	\$3,992 - \$5,188	25% of annual			\$630	\$63
66 - 85% SMI	\$3,042 - \$3,978	\$3,758 - \$4,913	\$4,474 - \$5,849	\$5,189 - \$6,785	50% of annual			\$1,250	\$125
85 - 100%	\$3,979 - \$4,679	\$4,914 - \$5,780	\$5,850 - \$6,881	\$6,786 - \$7,982	75% of annual			\$1,880	\$188
Above 100%	\$4,680+	\$5,781+	\$6,882+	\$7,983+	100% of annual			\$2,500	\$250

### Formula for district tuition

### Example

### Income Table

<b>Column A</b> % of SMI	Family of Six	Family of Seven	Family of Eight	Family of Nine	<b>Column B:</b> To calculate fee scale: Annual tuition \$ _____  <i>Formula</i>	<b>Column C:</b> District's tuition	<b>Column D:</b> District's tuition	<b>Column E</b> <i>EXAMPLE:</i> IF tuition = \$2500	
	<i>Monthly</i>	<i>Monthly</i>	<i>Monthly</i>	<i>Monthly</i>				<i>Annual</i>	<i>Monthly</i>
Up to 25% SMI	\$0 - \$2,271	\$0 - \$2,322	\$0 - \$2,374	\$0 - \$2,425	<b>Must be free</b>			<b>Free</b>	<b>Free</b>
26 - 35% SMI	\$2,272 - \$3,179	\$2,323 - \$3,251	\$2,375 - \$3,323	\$2,426 - \$3,395	Free OR lesser of: 10% of tuition or \$300 / # of months or payments			\$250	\$25
36 - 50% SMI	\$3,180 - \$4,542	\$3,252 - \$4,645	\$3,324 - \$4,748	\$3,396 - \$4,851	Free OR lesser of: 18% of tuition OR \$540 / # of months or payments			\$450	\$45
51 - 65% SMI	\$4,543 - \$5,904	\$4,646 - \$6,038	\$4,749 - \$6,172	\$4,852 - \$6,306	25% of annual			\$630	\$63
66 - 85% SMI	\$5,905 - \$7,720	\$6,039 - \$7,896	\$6,173 - \$8,071	\$6,307 - \$8,246	50% of annual			\$1,250	\$125
86 - 100% SMI	\$7,721 - \$9,084	\$7,897 - \$9,289	\$8,072 - \$9,495	\$8,247 - \$9,701	75% of annual			\$1,880	\$188
Above 100%	\$9,085+	\$9,290 +	\$9,496 +	\$9,702 +	100% of annual			\$2,500	\$250

### Example



**Report on the Kindergarten Development Grants:  
Transition Planning for Full Day Kindergarten  
Quality Full Day Kindergarten**

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# I. Introduction

This report fulfills the requirement in the budget language for line item 7030-1002 for the Massachusetts Department of Education to report to the House and Senate Committees on Ways and Means on the progress that has been made on certain aspects of the Kindergarten Development Grant program. The budget language states that

...the Department shall report to the House and Senate committees on ways and means on the total number of grants requested and awarded; provided further that the report shall detail common factors associated with both successful and unsuccessful applications and shall include the total number of full-day and half-day kindergarten classrooms projected to be in operation in public schools in fiscal year 2008...

The state Legislature and the Governor have approved funding for the last eight fiscal years (FY 00-07) to support school districts' voluntary transition from half-day to full-day kindergarten and to address the quality of existing full-day programs. The Kindergarten Development Grant Program was designed as an ongoing program to accomplish two primary goals:

1. To support various aspects of districts' planning to increase the number of full-day kindergarten classrooms through the *Transition Planning for Full-Day Kindergarten Grant*
2. To support elements of high quality in order to provide children with optimal learning experiences in their first formal year of public education through the *Quality Full-Day Kindergarten Grant*.

Section II of the report summarizes the current status of the two grants funded by the Kindergarten Development Grant program to achieve these goals, and progress that has been made by districts in meeting the priorities of the grants. Characteristics of successful and

unsuccessful grant applications are presented at the end of this section.

Section II, A and B, present current information on the Kindergarten Development Grants, primarily using data on districts, classrooms, children, and for quality elements provided by grant applications. Challenges and needs for support identified by districts are presented.

Section III summarizes funding needed for FY 08.

## Terminology and Regulations

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

Assistant teachers/instructional aides: These are individuals who assist teachers in the kindergarten classrooms. They are not required to hold a Massachusetts teaching license (although many do). Assistant teachers who work with children with disabilities in the general curriculum and also with all or most of the children in the class are counted as instructional assistants. Individuals assigned to a child on an Individualized Education Program (IEP) or therapists who work with a child or group of children for specific periods of time for the purpose of implementing IEP goals are not included in this category.

Full-day kindergarten: A kindergarten program that provides instruction five hours per day, five days per week for the entire school year

Universally available, or universal, full-day kindergarten: Full-day kindergarten available to all families who choose that option in all Massachusetts public school districts, ideally free of charge. Districts could also provide a part day option if there is a need for it. Children would not be mandated to attend either full- or part-day kindergarten.

Early childhood: As a developmental stage, early childhood includes children from birth to around eight years, or through about 3<sup>rd</sup> grade.

## **Regulations**

School entry/eligibility: The Massachusetts Board of Education regulations state that children must be in school the calendar year they turn six. The term “in school” can be interpreted either as kindergarten or grade one, at the local district’s discretion.

Kindergarten entry dates: Each district may set its own kindergarten entry date as long as it meets the state requirements. Most districts in Massachusetts have entry dates between the end of August and mid-October. A few districts have earlier dates and

some have later entry dates (such as 5<sup>th</sup> birthdays up until January 1). School committees may make exceptions based on their own policies.

Class size: The average kindergarten class size across a district may not exceed 25 children per classroom.

Endnotes and the Appendix contain sources and additional information.



## II. Update on Kindergarten Development Grants

Full-day kindergarten is a national trend. In 2000, 63% of children attended full-day kindergarten nationwide; in 2003, it was 65%.<sup>i</sup>

In FY 00, 29% of all children were enrolled in public full-day kindergarten in 81 districts in Massachusetts. In FY 03, the percentage had risen to 52%, and in FY 06 to 61% (128 grantees). These increases are largely due to the kindergarten grant program.<sup>ii</sup> An additional 77 districts (16 of which are charter schools) have opened at least some full-day programs without a kindergarten grant program since FY 00.

Table 1 below outlines the history of the grant. Lines pertaining only to Full-day

Kindergarten Quality Grants are noted by (Q). Lines relevant to the Transition Planning for Full-day Kindergarten Grants are labeled.

### Districts, Children, and Classrooms

One goal of the Kindergarten Development Grant (account #7030-1002) is to promote universally available full-day kindergarten by supporting more school districts to open additional full-day kindergarten classrooms. Fiscal Year 2006 data about the 128 grantees with Quality Full Day Kindergarten grants are provided in Table 2.

**Table 1: History of the Full-day Kindergarten Grants (Q) = Quality grants**

	FY 00	FY 01	FY 02	FY 03	FY 04	FY 05	FY 06	FY 07
<b># of Grantees (Q)</b>	81	105	118	119	130	128	128	130
Transition	38	40	14	0	0	0	4	32(est.)
<b># Classrooms (Q)</b>	1,260	1,470	1,651	1624	1,743	1,797	1,837	1,918
Transition*	174	201	95	0	0	0	76	est. 130
<b># Children**</b>	23,588	26,460	31,369	29,232	32,246	33,245	31,650	34,126
<b>Total Funding***</b>	<b>\$14.2 M</b>	<b>\$27.2 M</b>	<b>\$28.2 M</b>	<b>\$28.2 M</b>	<b>\$23 M</b>	<b>\$23 M</b>	<b>\$25 M</b>	<b>\$27 M</b>
Quality grants	\$11.2 M	\$23.5 M	\$26.5 M	<b>\$24.8 M</b>	\$22.8 M	\$22.8 M	\$23.8 M	\$24.8 M
Transition grants	\$ 2.8 M	\$ 3.5 M	\$ 1.5 M		\$0	\$0	\$ 1.0 M	\$ 2 M ^
<b>Eligibility Amount Per Classroom^^ (Q)</b>	\$9,523	\$12,000 -	\$12,000 -	\$10,560-	\$8,000 -	\$ 8,000 -	\$ 7,475-	\$ 7,500 -
Transition Grant		\$18,000	\$18,000	\$15,840	\$15,089	\$15,789	\$14,975	\$14,900
		\$18,000	\$15,000	(after 9c cut)			\$15,000	\$15,000

\* Not cumulative – Transition Planning grants are for one-time

\*\* Estimates of the number of children served FY 00-04 based on average class size each year. FY 05-07 estimates based on data from the full-day kindergarten continuation grants, and reflect grant-funded classrooms only (MA DOE).

\*\*\* Totals include an additional \$.2 million, accounting for that amount allocated to administration.

^ The original \$2 million budgeted was cut to \$1.7 million through 9c cuts. This funding was restored in 1/07.

^^ Districts receive the lower amount listed if they are not paying for at least .5 FTE of a teacher or assistant teacher

**Table 2: Districts, children, classrooms**

<b>A. Districts</b>			
	<b>Number</b>	<b>% children Full time</b>	<b>% children Part-time</b>
<b>All districts*</b>	<b>302</b>	<b>61%</b>	<b>39%</b>
<b>All grantees**</b>	<b>128</b>	<b>88%</b>	<b>12%</b>

With 100% FDK	94	100%	0%
Less than 100%	34	49%	51%
<b>No grant</b>	<b>174</b>	<b>12%</b>	<b>88%</b>
<b>Part-time K only***</b>	<b>80</b>	<b>up to 10%</b>	<b>90+%</b>

- \* All districts, including charter schools, having schools that serve kindergarten age children
- \*\* All grantees are public school districts. However, some grants include more than one elementary district, so there are more districts than grantees (about 138).
- \*\*\* Districts with 10% or fewer children in FDK are included. These full-day classes are usually limited to children with disabilities, but not generally available otherwise.

### B. Children in public kindergarten

	Number	Percent
<b>Children in K</b>	<b>68,242</b>	<b>90% of age cohort</b>
<b>Children in FDK</b>	<b>41,437</b>	<b>61%</b>
Grant-funded	34,126	82%
Not grant funded	3,442	18%
<b>Part-time K</b>	<b>26,805</b>	<b>39%</b>

### C. Full-day classrooms

	Number	Percent
<b>All classrooms</b>	<b>3,447*</b>	<b>100%</b>
<b>Grant-funded</b>	<b>1839</b>	<b>53%</b>
<b>Full day/no grant</b>	<b>268*</b>	<b>7%</b>
<b>Part-time K</b>	<b>1,340*</b>	<b>39%</b>

- \* Grant data used when known; others are estimated by dividing the number of children by 20 per classroom.

## A. Transition Planning for Full-Day Kindergarten Grant

The Transition Planning for Full-Day Kindergarten grant helps districts with start-up costs, professional development, curriculum development, and other preparations the year prior to implementing full-day kindergarten. See **Table 1** above for funding between FY 00 and FY 07.

In FY 06: As a result of new grant funds, 45 districts applied for about 180 new classrooms. Available funding allowed four grants to be awarded, for a total of 73 classrooms in: Lynn (49), Brockton (10), Fitchburg (5), and Southbridge (9).

In FY 07: \$2 million was allocated for these grants, but \$318,297 was cut as a result of 9c decreases in November 2006. The funds cut from

this grant program were restored in January 2007. A second Request for Proposals will be posted. Details about the first round of Transition Planning grants will be available later in January. In all, about 150 classrooms in about 35 districts will be awarded grants to plan for opening full day classrooms in FY 08.

### Priority districts

In accordance with the line item budget language, priority for these grants is given to districts with high percentages of students scoring in the *Warning* or *Needs Improvement* categories on the MCAS tests. For the purposes of this grant program, scores on the third grade reading and mathematics tests, and fourth grade English language arts and mathematics tests were used to establish priority.

### Characteristics of successful and unsuccessful proposals

Overall, proposals considered as strong candidates for funding present plans that are comprehensive, feasible, and demonstrate an understanding of the scope of the project. This would include knowledge of the obstacles and supports available for full-day kindergarten in the district. Other positive indicators include:

- A budget and budget narrative that support the objectives of the transition planning grant, and prepare for meeting the objectives of the Quality grant; costs relating to classroom set-up and/or space renovation are explained and justified
- The plan is developed through a collaborative process that included participation of kindergarten teachers
- There is a clear sense that full-day kindergarten has support within the schools (e.g., involvement of teachers of preschool and first grade, special educators, administrators), and in the community (e.g., support by parents, school committee, city government)
- Issues relating to school readiness (e.g., rate of preschool participation in the community) have been considered and reflect an understanding of the needs of children and their families and current research on relevant topics

Signs that indicate that a district may not be ready to benefit from the grants include:

- vague or lack of sufficient detail and information to provide a general overview of the district and its kindergarten program
- unresolved issues regarding the availability of space, and/or the availability of funds from the district and municipality to open full-day classrooms in the following school year
- little or no evidence that the support and ideas of parents and/or the community have been sought
- unrealistic, or poorly-thought-out plans for implementing full-day kindergarten
- plans are at odds with sound educational practices, with the needs of young children, and/or the overall goals and objectives of the statewide grant program

Final decisions about the proposals to be funded are then considered in light of their priority level and the amount of funding available. A number of good proposals have not been funded due to constraints of funding.

## B. Quality Full-Day Kindergarten Grants

Continuation grants for the Quality Full-Day Kindergarten Grant Program for FY 07 supported a total of 1,918 full-day kindergarten classes, up from 1,837 in FY 06. These changes resulted in a *net* gain of 78 classrooms. *Appendix A* lists data on individual districts. Beginning in FY 07:

- 32 districts added a total of 40 classrooms
- 4 districts awarded Transition Planning grants in FY 06 opened 73 classrooms
- 19 districts closed a total of 27 classrooms (closing classrooms is primarily due to reduced enrollment in kindergarten in a given year, but may also be attributed to limited district resources, lack of support from the municipality or school committee)

Classrooms are funded at two levels:

- \$14,900 if teachers or instructional assistants are funded; or
- \$7,500 if grant funds are not used to fund classroom staff.

Multi-age classrooms are funded for the percentage of kindergarten children in the class.

These may be based on the higher or lower amount.

### **Tuition and equity**

Some districts charge tuition for the second half of the day to families with children in full-day kindergarten. In FY 07, 23% of the grantee districts (29 -- up from 25 in FY 06) charged tuition for the non-mandated half of the day. Tuition charges in those districts range from \$650 to \$4,000, with the average being \$2,400. More complete data are presented in **Table 3**.

In funded districts where full-day kindergarten is not available to all children, the Department's policy on tuition must be followed. Districts must have a sliding fee scale that establishes at what family income level students attend for free and delineate the graduated levels between that point and full tuition. Developing equitable sliding fee scales has been a challenge to districts charging tuition. More specific policies are being implemented to ensure equal access for families regardless of income. Districts may reserve places for children with disabilities whose IEPs call for a full-day program. In some districts, tuition is reduced by scholarships from the grant. Where there is not 100% full-day kindergarten, children were placed based on:

- lottery – 18 districts
- parent request – 4 districts
- school location – 3 districts.
- unavailable data – 8 districts

**Table 3: Tuition for full-day kindergarten**

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Data reflects FY 06, unless otherwise noted

- **37,002 children attended free**
- **4,435 children's families paid tuition**
- **Annual tuition averaged \$2,400**
- **29 grant-funded districts are charging tuition in FY 07:**  
Acushnet, Arlington, Ashland, Barnstable, Belchertown, Berkley, Beverly, East Longmeadow, Framingham, Georgetown, Leominster, Marblehead, Marlborough, Melrose, Milford, Millis, Nashoba RSD, Norfolk, N. Andover, N. Reading, Northborough, Shirley, Shrewsbury, Southborough, Stoneham, Taunton, Wareham, W. Bridgewater, Winthrop
- **24 districts *without* grants charged tuition for full-day kindergarten in charged in FY 06:**

Acton, Andover, Bellingham, Boxford, Boylston, Dedham, Douglas, Gardner, Holliston, Longmeadow, Lunenburg, Lynnfield, Marion, Mattapoisett, Medway, Newburyport, Reading, Rochester, Sharon, Tyngsboro, Wrentham, Dennis-Yarmouth RSD, Southwick-Tolland RSD, Triton RSD (Newbury, Rowley, Salisbury)

\* *High priority based on percentage of children in Warning or Needs Improvement categories below state target scores on 3<sup>rd</sup> grade reading, 4<sup>th</sup> grade English language arts, 3<sup>rd</sup> and 4<sup>th</sup> grade mathematics. Medium priority is based on percent of children not meeting one of the state target scores*

### What kinds of districts are funded?

There are two types of priority districts considered for Quality grants. High priority districts as measured by MCAS (see above), and socio-economic status (poverty). Most cities and towns that are high priority on one measure overlap, but not completely. Districts with high levels of poverty are defined as cities or towns having 25% or more of residents with low incomes. This is further described in **Table 4**.

### Supplemental Funds in FY 07

Until FY 07, extended-day and enhanced kindergarten programs were funded through the Community Partnerships for Children program (funded in 1986-1988 and held harmless thereafter) administered by the Department of Early Education and Care. Because kindergarten services were not funded through the CPC grants for FY 07, supplemental funding for that amount (\$276,115) was added to Line Item 7030-1002 to continue funding in seven districts (primarily for instructional assistants). The districts that received supplemental funding were: Fitchburg, Hull, Leominster, Melrose, Narragansett RSD, Pittsfield, and Winthrop.

**Table 4: High priority districts (FY 07): MCAS and poverty**

<b>A. Districts with grants: MCAS priority*</b>	<b>65</b>
Out of total of 130 grantees	28 high 37 medium
<b>Districts with grants: high poverty (25%+)</b>	<b>48</b>
<b>Overlap – both priorities</b>	<b>47</b>
<b>B. Districts without grants: MCAS priority</b>	<b>43</b>
high priority	14
medium priority	29
<b>Districts without grants: poverty</b>	<b>20</b>
<b>Overlap – both priorities</b>	<b>18</b>

### How are Quality Grant funds used?

The purpose of the Full-day Kindergarten Quality Grants is to improve the quality of districts' full-day kindergarten programs. Research on the impact of quality in full-day kindergarten has documented positive outcomes in children's cognitive, physical, social, and emotional development.<sup>iii</sup> These outcomes do not result from just adding time to the day. Implementing programs that benefit children requires both tangible, structural factors and other less easily measured factors working within the classroom.

Districts estimate that grant funds pay about 15-25% of the cost of a full-day kindergarten classroom.<sup>iv</sup> Actual costs vary from district to district. Grant expenditures across fiscal years are shown in **Table 5**. Section B of the table focuses on FY 06.

**Table 5: Grant expenditures**

#### A. Expenditures over time

FY	01	03	05	06
<b>Salaries *</b>	<b>49%</b>	<b>68%</b>	<b>87%</b>	<b>88%</b>
<b>Prof. Dev.</b>	<b>9%</b>	<b>3%</b>	<b>**</b>	<b>2%</b>
<b>Curriculum, Accreditation &amp; Assessment</b>				<b>5%***</b>
<b>Other (e.g. school readiness, committees)</b>				<b>4%</b>
<b>Inclusion, Transitions, Family Involvement</b>				<b>1.5%</b>

\* teachers, assistants, administrative

\*\* data unavailable

\*\*\* data for 01,03, 05 unavailable

Total for FY 06 does not add to 100% due to rounding

#### B. FY 06 grant expenditures

<b>Salaries</b>	<b>88%</b>
Teachers	26%
Instructional assistants	70%
Administrative	3%
Clerical, etc.	1%
<b>Other (printing, maintenance, etc.)</b>	<b>4%</b>
<b>Curriculum related</b>	<b>3%</b>

Professional development	2%
Accreditation	1.3%
Transition activities	.6%
Assessment	.6%
Inclusion	.3%
Family involvement	.4%
Committees	.25%
Does not add to 100% due to rounding.	

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## Challenges and Support Needed

### ***For Quality Full-day Kindergarten Grants***

Beyond the perpetual first and second greatest challenges of space and money, districts identified the following as most challenging (in order):

- NAEYC accreditation
- developing and differentiating curriculum to meet children’s individual needs
- lowering class sizes
- supporting English language learners
- improving staffing, primarily funding assistant teachers
- involving parents
- assessing and documenting children’s progress

#### Support needed for curriculum development:

Districts reported the following areas as those in which they needed the most support and technical assistance:

- time for teachers to plan curriculum together
- establishing curriculum continuity from preschool to grade 1
- aligning curriculum with standards of NAEYC, the Massachusetts Curriculum Frameworks, and other programs that affect the curriculum

#### Support needed for curriculum implementation:

- using and increasing support for play-based learning
- how to develop and implement differentiated and individualized instruction<sup>v</sup>

Research of programs across the country indicates that these particular areas present the greatest difficulties.<sup>vi</sup>

## Meeting Quality Indicators, Challenges, and Needs for Support

Characteristics of quality come in two (or more) forms. Structural characteristics (e.g., teacher licensure, class size, and adult-child ratios) can usually be measured quantitatively. These have been a general focus of educational improvements statewide and nationally.

Other indicators of quality, such as the quality of teacher-child or child-child interactions and the quality of implementation of the curriculum, are less easily measured. The Quality Full-Day Kindergarten Grants support a variety of quality enhancements – assistant teachers and specialists, time to develop and implement full-day curriculum, professional development, formative assessment, and accreditation from the National Association for the Education of Young Children (NAEYC).

### ***Class size and adult-child ratios***

Research has found positive effects of reducing class size and improving adult-child ratios on the quality of programs and the experiences of children.<sup>vii</sup> Smaller class sizes enable more and better quality adult-child and peer-peer relationships. Smaller classes support more flexible curriculum, facilitate observation, ongoing assessment, and individual attention.

According to Massachusetts’ kindergarten regulations, class size in kindergarten must not exceed an *average* of 25 children per classroom across a district. This means that class or session size (i.e., half-day classes) can rise to over 30 children if smaller classes (such as classes meeting special education regulations) offset larger classes. The Quality grant provides an incentive to districts to both reduce class sizes and improve adult-child ratios by funding more time for teaching assistants in the classroom and more.

Appropriate adult-child ratios seem to have an even greater effect than class size.<sup>viii</sup> Adult-child ratios are determined by the number of adults (teachers and assistants) compared to the number of children in the classroom. New accreditation standards by NAEYC specify acceptable ratios

for class sizes up to 24 children per classroom. Ratios associated with class size are:

- 20 – 1 adult per 10 children
- 22 – 1 adult per 11 children
- 24 – 1 adult per 12 children

Class sizes and ratios in districts with full-day kindergarten grants are displayed on **Table 6**. These are well within the NAEYC criteria for average class sizes and ratios. However, since FY 03 the percentage of classrooms with full-time assistants has fallen from a high of 76% to 57% in FY 06. In the same period, districts reporting *no* assistants increased from 0% to 6%.

**Table 6: Grant-funded full-day class sizes**

**A. Class size**

<b>State average in FY 06</b>	<b>18</b>
<b>State average range of class size:</b>	<b>16 to 21</b>
Lowest class size:	5
Highest class size	33

**B. Adult to child ratios**

FY	Ratio (adult-child)
00	1:14
03	1:8
04	1:10
06	1:10

**C. Teaching assistants (aides)**

FY	% Full-Time	% Part-Time	% No aide
02	67%	27%	6%
03	76%	24%	0%
04	74%	26%	0%
05	71%	27%	2%
06*	57% (1043)	37% (674)	6% (103)

**Average FTE\*\* of teaching assistants in FDK classrooms in FY 06: .45**

\* Parentheses denote number of classrooms; data are missing for 19 classrooms.

\*\* FTE = full-time equivalent

## Accreditation

One of the requirements of the Quality Full-day Kindergarten grant is that districts seek accreditation by *National Association for the Education of Young Children* (NAEYC). This system has been found to improve quality and child outcomes. ix Areas assessed include

physical environment, interactions between teachers and children, curriculum, and health and safety. In September of 2006, revised standards and procedures were instituted. As with other accreditation systems and interventions, for the system to be effective and lead to lasting quality improvements there needs to be commitment by administrators and teachers. At the program level, the most valuable part of the process is usually the self-study, an interactive process that involves administrators, teaching staff, and parents. Table 7 summarizes these data.

**Table 7: Accreditation by NAEYC**

	FY 02	FY 03	FY 04	FY 05	06
<b>Accredited</b>	<b>12%</b>	<b>19%</b>	<b>27%</b>	<b>30%</b>	<b>42%</b>
# full-day classrooms					764
# part-time classrooms					72
# of buildings accredited				246*	
<b>In process</b>	<b>53%</b>	<b>55%</b>	<b>48%</b>	<b>48%</b>	<b>35%</b>
<b>Deferred</b>	<b>3%</b>	<b>2%</b>	<b>3%</b>	<b>4%</b>	<b>2%</b>
<b>Not involved</b>	<b>33%</b>	<b>20%</b>	<b>18%</b>	<b>21%</b>	

Includes both part- and full-day K in grant districts

\* NAEYC accredits by building, not by classroom. This means that in the 128 grantee districts accredited classrooms are distributed among 246 school buildings.

*In process* = waiting for a decision or a validation visit from NAEYC. *Deferred* = accreditation depends on changes being made within a set time.

Despite statewide progress in accreditation, the percentage of districts that are not involved is around 20% (457 part- and full-time classrooms). Further analysis is needed to identify the reasons that some districts remain uninvolved, and to identify the technical assistance and/or policies needed to move forward.

## Professional Development

In FY 06, 55 districts (about 43%) did not allocate grant funds for professional development. In the districts that did, the average amount spent was \$4,060 (larger districts were more likely to use grant funds for professional development). Professional development primarily focused on:

- curriculum (Curriculum Frameworks, local curriculum guidelines, new texts, or programs)
- assessment tools and processes
- school improvement plans
- inclusion of children with disabilities

Most districts make professional development opportunities available to teaching assistants and other staff involved with the classroom. A majority of districts reported collaborating with local early education and care programs on professional development by making relevant trainings available to preschool teachers in the community.

### **Curriculum guidelines**

High-quality, standards-based curriculum integrates content areas, responds to children’s individual needs, and is propelled by children’s interests. To plan an appropriate standards-based curriculum, teachers must understand child development as well as know the content of the learning standards and guidelines. Over 50% of grant districts noted a need for support to develop and use integrated curriculum. One way to support this task is through kindergarten curriculum guidelines.

The Massachusetts Department of Education’s Kindergarten Curriculum and Teacher Leadership Project developed *Kindergarten Learning Guidelines* between FY 03 and 06, aligning them with the learning standards in each of the seven subject areas of the Massachusetts Curriculum Frameworks.<sup>xi</sup> Building on those and the *Guidelines for Preschool Learning Experiences*,<sup>xii</sup> the guidelines provide examples of standard-based activities suitable for young children.

### **Transitions of Children**

Districts with Quality Full-Day grants have School Readiness Committees that build linkages with public and private early education and care programs, school councils, Community Partnerships for Children Councils, after-school programs, and with early elementary staff. These committees facilitate transitions of children from

preschool to kindergarten and into first grade, across the community and between programs.

Districts use various approaches to support the transition from preschool or home into kindergarten and then into first grade. The most frequent and successful approaches were:

- classroom visits by children and their parents
- communication between new and previous teachers
- organized school registration events

Data indicate that many districts have focused their transition activities on preschool and kindergarten but need to work on strategies for the transition from kindergarten to first grade.

### **Teaching English Language Learners**

Over 50% of the grantees cited that developing curriculum that is appropriate for English-language learners and that is also integrated with the general curriculum as challenges and areas in which more support is needed. Young children often learn some conversational English through play with peers in their neighborhood or in early care and education programs prior to entering kindergarten. However, more structured teaching may be needed for children to learn the more academic language needed in school rather than on the playground. Full-day kindergarten offers more time and opportunities for English-language learners to interact with peers and adults than half-day programs.

### **Including Children with Disabilities**

Inclusion of children with disabilities (on Individualized Education Programs/IEPs) is a priority of the grant and remains high. Nearly all districts reported using these strategies to support inclusion:

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

**Table 8: Inclusion in grant-funded classrooms**

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<i>FY</i>	<i>% children on IEPs</i>	<i>% inclusive classrooms</i>
<b>01</b>		<b>63%</b>
<b>02</b>		<b>83%</b>
<b>03</b>	<b>12%</b>	<b>90%</b>
<b>04</b>	<b>12%</b>	<b>89%</b>
<b>05</b>	<b>10%</b>	<b>87%</b>
<b>06</b>	<b>11%</b>	<b>85%</b>

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

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

## Family Involvement

Involvement of parents in their children’s education is easier in full-day kindergarten than in half-day. Teachers in full-day classrooms have half the number of children and families than do teachers of half-day programs. One objective of the full-day kindergarten grant program is to increase family involvement in their children’s education and school. Parent involvement is required as part of a school’s NAEYC accreditation process. This is one way that parents and program staff can exchange ideas about curriculum, children’s development, and other family involvement activities.

In continuation grant applications, districts provide information about how they meet the needs of families, including those of diverse linguistic and cultural backgrounds. Less than 1% of kindergarten-grant funds were spent on family involvement and/or support activities. This figure appears low because, in part, many family events are co-sponsored by local Parent-Teacher Organizations or done in conjunction with other state or federal grants with mandates or priorities to engage families. Reported strategies for family involvement include:

- transition-to-kindergarten activities
- parent-teacher conferences
- classroom letters, calendars, and newsletters
- parent curriculum nights
- home visits or at-home learning activities
- opportunities to volunteer



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### III. Planning for the Future

This section provides projections of the use of funds for the FY 08 Kindergarten Development Grant program in accordance with the Board of Education budget request.

#### Maintaining the Current Program

**1. Continuation Quality grants in FY 08**

To level-fund 1,918 classrooms (FY 07) at up to 14,900/classroom would require:  
*\$24,743,885*

**2. New Quality grants for districts with Transition Planning grants in FY 07**

If successful, districts with Transition Planning for Full-day Kindergarten Grants are awarded Quality grants for classrooms that open in FY 08. The cost of Quality grants for the estimated 138 classrooms, at up to \$14,900/classroom:  
*\$ 2,056,000*

**3. Supplemental funds**

To continue funding the classrooms covered by supplemental funds in FY 07 (\$276,115) for 18.5 classrooms: *\$276,115*

**4. DOE administrative funds**

Current staff (2) and support: *\$200,000*

**Summary:**

1. Level-fund Quality grants:	\$24,743,885
2. New Quality grants: (for Transition classes in FY 07)	\$ 2,056,000
3. Add supplemental funds:	\$ 276,115
4. Administrative funds:	\$ 200,000
<b>TOTAL</b>	<b>\$27,276,000</b>

#### Conclusion

Supporting early childhood education, including full-day kindergarten, is an investment in the future. Expansion statewide to universally available full-day kindergarten will be expensive, using any funding option. It takes more than money to provide the quality of education that children need to succeed in school and in life. To generate the best return on the state's investment requires well-designed curriculum and assessments systems, effective professional development programs, and technical assistance.

The full-day kindergarten proposal that was funded in FY 2000 included a plan to phase-in the program over five years. Although that was not accomplished, the program has stimulated great interest and action in school districts and among parents to expand high-quality full-day kindergarten equitably across the state.

Full-day kindergarten presents an opportunity to improve the lives of children and improve educational outcomes both for children and for schools in general. Both are worth the investment. As full-day kindergarten enhances children's education, a commitment to improving the quality of elementary classrooms is vital to achieving the education that our children deserve.

## Appendix A: Individual District Data

Each school district listed below has a Quality Full-day Kindergarten grant. Data on numbers of part- and full-day classes for FY 06, number of full-day classes in FY 07, and the percentage of the district's kindergarten classes that are full-day in FY 06 are listed. Districts with an asterisk (\*) did not have full-day kindergarten in FY 06.

Public School District	# of full-day classes FY06	# of part-time sessions FY06	Total # of kindergarten classes	% full-day FY06	# of full-day classes FY07
Acushnet Public Schools	3	4	7	43%	3
Adams-Cheshire RSD	6	0	6	100%	6
Agawam Public Schools	13	0	13	100%	13
Amesbury Public Schools	9	0	9	100%	9
Amherst -Pelham PS	13	0	13	100%	12
Arlington Public Schools	22	0	22	100%	23
Ashland Public Schools	5	7	12	42%	5
Athol-Royalston RSD	8	0	8	100%	7
Ayer Public Schools	6	0	6	100%	6
Barnstable Public Schools	14	7	21	67%	14
Belchertown Public Schools	6	3	9	67%	6
Berkley Public Schools	1	2	3	33%	1
Berkshire Hills RSD	4	0	4	100%	4
Beverly Public Schools	10	9	19	53%	10
Boston Public Schools	211	0	211	100%	211
Brockton Public Schools	56	14	70	80%	56
Brookline Public Schools	24	0	24	100%	28
Cambridge Public Schools	41	0	41	100%	40
Central Berkshire RSD	8	0	8	100%	8
Chatham Public Schools	2	0	2	100%	3
Chicopee Public Schools	25	0	25	100%	26
Clinton Public Schools	8	0	8	100%	8
Community Day Charter	3	0	3	100%	2
Dracut Public Schools	6	8	14	43%	6
Dudley-Charlton PS	14	0	14	100%	13
East Longmeadow PS	4	5	9	44%	4
Erving Public Schools	1	0	1	100%	1
Fairhaven Public Schools	7	0	7	100%	7
Fall River Public Schools	49	0	49	100%	46
Falmouth Public Schools	11	5	16	69%	17
Farmington River RSD	1	0	1	100%	1
Fitchburg Public Schools	7	9	16	44%	12
Framingham Public Schools	28	10	38	74%	25
Franklin Public Schools	25	0	25	100%	25
Frontier RSD	6	0	6	100%	7
Georgetown Public Schools	2	4	6	33%	2
Gill-Montague RSD	6	0	6	100%	6
Gloucester Public Schools	15	0	15	100%	15
Hadley Public Schools	3	0	3	100%	2
Hampden-Wilbraham RSD	11	0	11	100%	11

Public School District	# of full-day classes FY06	# of part-time sessions FY06	Total # of kindergarten classes	% full-day FY06	# of full-day classes FY07
Hampshire RSD	8	0	8	100%	8
Harwich Public Schools	6	0	6	100%	6
Holyoke Public Schools	24	0	24	100%	24
Hull Public Schools	4	0	4	100%	4
Ipswich Public Schools	5	2	7	71%	5
Lawrence Public Schools	48	0	48	100%	48
Lee Public Schools	3	0	3	100%	3
Leicester Public Schools	7	0	7	100%	7
Leominster Public Schools	7	18	25	28%	7
Leverett Public Schools	1	0	1	100%	2
Lincoln Public Schools	9	0	9	100%	8
Lowell Public Schools	52	0	52	100%	52
Lynn Public Schools*			49		49
Malden Public Schools	24	0	24	100%	24
Manchester-Essex RSD	2	0	2	100%	2
Marblehead Public Schools	12	0	12	100%	13
Marlborough Public Schools	12	7	19	63%	12
Martha's Vineyard Charter	1	0	1	100%	1
Martha's Vineyard RSD	10	0	10	100%	10
Mashpee Public Schools	7	0	7	100%	7
Maynard Public Schools	6	0	6	100%	7
Medford Public Schools	21	0	21	100%	21
Melrose Public Schools	11	2	13	85%	11
Methuen Public Schools	23	0	23	100%	24
Middleborough Public Schools	14	0	14	100%	14
Milford Public Schools	8	8	16	50%	8
Millbury Public Schools	7	0	7	100%	6
Millis Public Schools	2	4	6	33%	2
Mohawk Trail RSD	7	0	7	100%	7
Monson Public Schools	6	0	6	100%	6
Nahant Public Schools	2	0	2	100%	2
Nashoba RSD	6	4	10	60%	8
Natick Public Schools	21	0	21	100%	18
Nauset RSD	11	0	11	100%	12
Needham Public Schools	1	23	24	4%	1
Neighborhood House Charter	2	0	2	100%	2
New Bedford Public Schools	63	0	63	100%	63
New Salem-Wendell RSD	1	0	1	100%	1
Newton Public Schools	47	0	47	100%	47
Norfolk Public Schools	6	2	8	75%	6
North Adams Public Schools	9	0	9	100%	9
North Andover Public Schools	8	16	24	33%	8
N. Brookfield Public Schools	3	0	3	100%	3
North Reading Public Schools	4	6	10	40%	4
Northampton Public Schools	11	0	11	100%	11
Northborough Public Schools	4	7	11	36%	6
Northbridge Public Schools	11	0	11	100%	9
Norwood Public Schools	12	0	12	100%	12
Orange Public Schools	6	0	6	100%	6
Peabody Public Schools	23	0	23	100%	23
Pioneer Valley RSD	6	0	6	100%	6

Public School District	# of full-day classes FY06	# of part-time sessions FY06	Total # of kindergarten classes	% full-day FY06	# of full-day classes FY07
Pittsfield Public Schools	27	0	27	100%	27
Plainville Public Schools	6	0	6	100%	6
Quabbin RSD	12	0	12	100%	10
Quincy Public Schools	6	25	31	19%	8
River Valley Charter School	2	0	2	100%	2
Rockport Public Schools	4	0	4	100%	4
Salem Public Schools	29	0	29	100%	37
Seven Hills Charter School	3	0	3	100%	3
Shirley Public Schools	4	0	4	100%	4
Shrewsbury Public Schools	3	17	20	15%	3
Shutesbury Public Schools	1	0	1	100%	1
Somerset Public Schools	10	0	10	100%	10
Somerville Public Schools	23		23	100%	22
South Hadley Public Schools	7	0	7	100%	7
South Shore Charter School	3	0	3	100%	6
Southborough Public Schools	5	4	9	56%	5
Southern Berkshire RSD	6	0	6	100%	6
Southbridge Public Schools*					9
Spencer-East Brookfield RSD	8	0	8	100%	8
Springfield Public Schools	114	0	114	100%	111
Stoneham Public Schools	3	9	12	25%	4
Stoughton Public Schools	17	0	17	100%	17
Sutton Public Schools	7	0	7	100%	7
Taunton Public Schools	22	7	29	76%	23
Truro Public Schools	1	0	1	100%	1
Ware Public Schools	5	0	5	100%	5
Wareham Public Schools	6	7	13	46%	7
Watertown Public Schools	15	0	15	100%	13
Webster Public Schools	8	0	8	100%	8
West Bridgewater PS	2	2	4	50%	2
West Springfield PS	12	0	12	100%	12
Westfield Public Schools	26	0	26	100%	29
Westport Public Schools	6	0	6	100%	7
Williamstown Public Schools	3	0	3	100%	3
Winchendon Public Schools	8	0	8	100%	7
Winthrop Public Schools	6	2	8	75%	6
Woburn Public Schools	23	0	23	100%	23
Worcester Public Schools	91	0	91	100%	91
<b>Grant total</b>	<b>1839</b>				<b>1918</b>

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## Endnotes

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- <sup>i</sup> Shin, 2005, cited in the *Nebraska Early Childhood Policy Study*, September 2005 version, Omaha, NE: Nebraska Board of Education.
- <sup>ii</sup> MA Department of Education data from Student Information Management System, (SIMS) FY 2005 data.
- <sup>iii</sup> Ackerman, D., W. S. Barnett, & K. B. Robin. (2005) *Making the Most of Kindergarten: Present Trends and Future Issues in the Provision of Full-day Programs*. NIEER Policy Report, March/April, 2005. New Brunswick, NJ: Rutgers University. Kauerz, Kristie (2005) *Full-day Kindergarten: A Study of State Policies in the United States*. Education Commission of the States (ECS): [www.ffcd.org/PDFs/ECS\\_FDK.pdf](http://www.ffcd.org/PDFs/ECS_FDK.pdf).
- <sup>iv</sup> Data from FY 02 (\$76,000 on-going cost of full-day kindergarten classroom) has been used in this estimate, updated to FY 05 (\$83,000). A question of cost was asked in continuation grants for FY 06. Due to differences in working of questions and the fact that FY 02 costs are better reflect higher quality (more full-time aides, higher per classroom grant amounts, etc., the updated amount of \$83,000 is used in this report.
- <sup>v</sup> Differentiated instruction is “planning of curriculum and instruction using strategies that address student strengths, interests, skills, and readiness in flexible learning environments. Differentiated instruction is a ‘way of thinking about teaching and learning’.” (Gartin, Murdick, Imbeau and Perner, 2002).
- <sup>vi</sup> Bodrova, E. & D. & Leong, 2004. Observing play: what we see when we look at it through “Vygotsky’s Eyes,” *Play, Policy & Practice Connections*, 8(2), 1-5); Guralnick, M.J. (2001) *Early Childhood Inclusion: Focus on Change*. Baltimore, MD: Paul. H. Brookes.
- <sup>vii</sup> Pianta, 2002; National Center for Education Statistics, June, 2004.
- <sup>viii</sup> Pianta et al.
- <sup>ix</sup> National Cost, Quality and Outcomes Study; and Massachusetts Cost and Quality Study, 2001-2005, Wellesley, MA: Wellesley University, Center for Research on Women.
- <sup>x</sup> Marshall et al, 2001 and 2002; Rolnick and Grunwald, 2003.
- <sup>xi</sup> The National Education Goals Panel, in Kagan, 2004, recommended five domains in addressing kindergarten readiness:
- 1) physical well-being and motor development;
  - 2) social-and emotional development;
  - 3) approaches to learning;
  - 4) language and communication; and
  - 5) cognition and general knowledge.
- Several national organizations have adopted this scheme. In each of the seven content areas of the MA Curriculum Frameworks, an effort has been made through introductory sections, learning standards, and sample activities to cross-reference these domains.
- <sup>xii</sup> Massachusetts Department of Education, 2003.

## **Full-day Kindergarten: State Policy In Alphabetical Order**

**(Definition, Districts Offering, Pupil Attendance and Funding)**

**Source: Education Commission of the States (ECS) Kindergarten Database**

<http://www.ecs.org/>

### **Alabama**

Alabama requires all districts to offer 6 hours of full-day kindergarten, though pupil attendance is not mandatory. Alabama provides funding for full-day kindergarten that is equal to that of first grade.

#### **Definition, Districts Offering and Pupil Attendance**

Full-day kindergarten is defined as 6 hours per day. All districts are required to offer full-day kindergarten. Kindergarten attendance is not mandatory.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=8>

#### **Funding**

Alabama distributes funds to districts based on a teacher: student ratio and provides funding for full-day kindergarten that is equal to that provided for first through third grade.

<http://mb2.ecs.org/reports/Report.aspx?id=11>

### **Alaska**

Alaska state statutes do not define the minimum number of hours per day for full-day kindergarten and does not require districts to offer full-day kindergarten. Alaska provides more funding for full-day than for half-day kindergarten. Pupil attendance is not mandatory.

#### **Definition, Districts Offering and Pupil Attendance.**

A definition of the minimum number of hours for full-day kindergarten is not specified in Alaska state statutes. Districts are not required to offer full-day kindergarten and pupils are not required to attend.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

#### **Funding**

Alaska uses a weighted formula to allocate funding for half-day kindergarten, full-day kindergarten and grades 1-12. Alaska provides more funding for full-day kindergarten than for half-day kindergarten.

<http://mb2.ecs.org/reports/Report.aspx?id=7>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Arizona**

Arizona requires pupils to attend a minimum of 356 hours per year (2.03 hours/day) of kindergarten. Districts that offer full-day kindergarten are also required to offer half-day kindergarten. Arizona provides the same funding for both full-day and half-day kindergarten programs.

### **Definition, Districts Offering and Pupil Attendance.**

A definition of the minimum number of hours for full-day kindergarten is not specified in Arizona state statutes. Districts are not required to offer full-day kindergarten and pupils are not required to attend.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Arizona provides the same level of funding for full-day kindergarten and half-day kindergarten.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Arkansas**

Arkansas requires all districts to offer full-day kindergarten though pupil attendance is not mandatory. Alabama provides funding for full-day kindergarten that is equal to that of first grade.

### **Definition, District Offering and Pupil Attendance**

A definition of the minimum number of hours for full-day kindergarten is not specified in Arkansas state statutes.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Arkansas provides the same level of funding from grades K-12.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **California**

In California, full-day kindergarten is prohibited in one section of the education code and allowed in another. Pupils are not required to attend full-day kindergarten. California provides funding for full-day kindergarten that is equal to that of first grade.

### **Definition, District Offering and Pupil Attendance**

CA EDUC § 46111 prohibits kindergarten from exceeding four hours (excluding recesses) unless children are participating in an Early Primary Program.

CA EDUC § 8970-8974. CA EDUC § 8973 specifically states that kindergarten may exceed four hours if the program is not longer than the other primary grades and if there are opportunities for both active and quiet activities.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

California provides the same level of funding for grades K-12.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Colorado**

Colorado provides fewer hours per year for full-day kindergarten than for 1<sup>st</sup> grade and districts are not required to offer it. Colorado provides less funding for full-day than for half-day kindergarten. Pupil attendance is not mandatory.

### **Definition, District Offering and Pupil Attendance**

Colorado requires 450 hours per year for half-day kindergarten and 900 hours per year for full-day kindergarten. Districts are not required to offer full-day kindergarten and children are not required to attend.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Colorado provides the same level of funding for both half-day and full-day kindergarten.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=7>

## **Connecticut**

Connecticut provides the same hours per year for full-day kindergarten and first grade. Districts do not have to offer full-day kindergarten and children are not required to attend. Connecticut funds full-day kindergarten at the same level as first grade.

### **Definition, District Offering and Pupil Attendance**

Connecticut requires districts to offer 900 hours of full-day kindergarten per year (the same as first grade). Districts are not required to offer full-day kindergarten and children are not required to attend.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

### **Funding**

Connecticut provides the same level of funding for grades K-12.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=7>



## **Delaware**

The minimum number of hours for full-day kindergarten is not specified in Delaware state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Delaware provides the same funding for both full-day and half day kindergarten programs.

### **Definition, District Offering and Pupil Attendance**

Delaware defines kindergarten as 440 hours per year. Districts are not required to offer full-day kindergarten and children are not required to attend.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

### **Funding**

Delaware provides the same funding for both full-day and half day kindergarten programs.

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=11>

## **District of Columbia**

The District of Columbia requires all public schools to fully fund full-day kindergarten. Statutes state that children are required to attend kindergarten but not full-day kindergarten specifically. No information is available regarding funding.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

## **Florida**

Florida requires districts to offer the same number of hours per year for full-day kindergarten and grades 1-3. Districts are not required to offer full-day kindergarten and children are not required to attend. Florida provides the same level of funding from grades K-12.

### **Definition, District Offering and Pupil Attendance**

Florida defines full-day kindergarten as 720 hours per year.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

### **Funding**

Florida provides the same level of funding from grades K-3.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Georgia**

Georgia requires all districts to offer full-day kindergarten though pupil attendance is not mandatory. Georgia provides funding for full-day kindergarten that is equal to that of first grade.

### **Definition, District Offering and Pupil Attendance**

Districts are required to offer 450 hours of full-day kindergarten per year.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

### **Funding**

Georgia provides more funding for full-day kindergarten than for half-day kindergarten and grades 1-12.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Hawaii**

A definition of the minimum number of hours for full-day kindergarten is not specified in Hawaii state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Beginning with the 2006-2007 school year, Hawaii will provide for a two-tiered junior kindergarten and kindergarten program to support the range of developmental abilities of 4- and 5-year-old children entering school.

### **Definition, District Offering and Pupil Attendance**

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Hawaii does not use weighting in funding formula, no other information is available.

## **Idaho**

A definition of a specific number of hours for full-day kindergarten is not indicated in Idaho state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Idaho provides the same funding for both full-day and half day kindergarten programs.

### **Definition, District Offering and Pupil Attendance**

Districts are required to offer 440 hours per year for kindergarten.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Idaho distributes funds to districts based on a teacher:student ratios.

<http://mb2.ecs.org/reports/Report.aspx?id=11>

## **Illinois**

Illinois requires districts to offer the same number of hours per year for full-day kindergarten and first grade. Districts are not required to offer full-day kindergarten and children are not required to attend.

### **Definition, District Offering and Pupil Attendance**

Illinois requires all districts to offer 4 hours per day of full-day kindergarten.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

### **Funding**

Illinois provides more funding for full-day kindergarten than for half-day kindergarten.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Indiana**

A definition of the minimum number of hours for full-day kindergarten is not specified in Indiana state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Indiana provides the same funding for both full-day and half-day kindergarten programs.

### **Definition, District Offering and Pupil Attendance**

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Iowa**

A definition of the minimum number of hours for full-day kindergarten is not specified in Iowa state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Iowa provides more funding for full-day kindergarten than for half-day kindergarten.

### **Definition, District Offering and Pupil Attendance**

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Kansas**

A definition of the minimum number of hours for full-day kindergarten is not specified in Kansas state statutes. Districts are not required to offer full-day kindergarten and children

are not required to attend. Kansas provides the same funding for both full-day and half day kindergarten programs.

### **Definition, District Offering and Pupil Attendance**

Kansas requires districts to offer 465 hours of kindergarten per year.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=10>

## **Kentucky**

A definition of the minimum number of hours for full-day kindergarten is not specified in Kentucky state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Kentucky provides the same funding for both full-day and half day kindergarten programs.

### **Definition, District Offering and Pupil Attendance**

Kentucky defines kindergarten as half of the 6 hours per day and 175 days per year attended in grades 1-12.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Both half-day and full-day kindergarten are funded below grades 1-12.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=10>

## **Louisiana**

Louisiana requires all districts to offer full-day kindergarten and pupil attendance is mandatory. Louisiana provides funding for full-day kindergarten that is equal to that of first grade.

### **Definition, District Offering and Pupil Attendance**

Districts are required to offer 6 hours of full-day kindergarten per day.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=10>

## **Maine**

A definition of the minimum number of hours for full-day kindergarten is not specified in Maine state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Maine provides the same level of funding for grades K-12.

### **Definition, District Offering and Pupil Attendance**

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Maryland**

Maryland passed legislation in 2002 requiring all districts to offer full-day kindergarten by the 2007-08 school year though children are not required to attend. Maryland provides the same funding for both full-day and half day kindergarten programs.

### **Definition, District Offering and Pupil Attendance**

A definition of the minimum number of hours for full-day kindergarten is not specified in Maryland state statutes.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Maryland has increased funding for kindergarten annually and plans to fund full-day kindergarten at the same rate as grades 1-12 by FY.

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Massachusetts**

A definition of the minimum number of hours for full-day kindergarten is not specified in Massachusetts state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Massachusetts provides additional funding for full-day kindergarten.

### **Definition, District Offering and Pupil Attendance**

Massachusetts requires 450 hours per year of half-day kindergarten and 900 hours per year for elementary schools.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Massachusetts provides more funding for full-day kindergarten than for half-day kindergarten.

<http://mb2.ecs.org/reports/Report.aspx?id=7>

<http://mb2.ecs.org/reports/Report.aspx?id=10>  
<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Michigan**

A definition of the minimum number of hours for full-day kindergarten is not specified in Michigan state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Michigan provides the same level of funding for grades K-12.

### **Definition, District Offering and Pupil Attendance**

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=10>

## **Minnesota**

Minnesota requires districts to offer the same number of hours per year for full-day kindergarten and first grade. Districts are not required to offer full-day kindergarten and children are not required to attend. Minnesota provides less funding for full-day and half day kindergarten than for grades 1-12.

### **Definition, District Offering and Pupil Attendance**

Minnesota requires all districts to offer 935 hours of full-day kindergarten per year.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Minnesota provides additional funding for full-day kindergarten programs in communities with high concentrations of poverty.

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=7>

## **Mississippi**

Mississippi requires districts to offer full-school year, full-day kindergarten though children are not required to attend. Mississippi provides the same level of funding for grades K-12.

### **Definition, District Offering and Pupil Attendance**

The length of the school day shall be the same as that of the other grades of the elementary school (Mississippi Kindergarten Guidelines).

<http://mb2.ecs.org/reports/Report.aspx?id=8>

## **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Missouri**

A definition of the minimum number of hours for full-day kindergarten is not specified in Missouri state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Missouri provides the same level of funding for grades K-12.

### **Definition, District Offering and Pupil Attendance**

Missouri requires districts to offer 147 days/577 hours of kindergarten per year as compared to 147days/1044 hours per year in grades 1-12.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Montana**

A definition of the minimum number of hours for full-day kindergarten is not specified in Montana state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Montana provides the same level of funding for full-day kindergarten as for half-kindergarten.

### **Definition, District Offering and Pupil Attendance**

Montana requires districts to offer 90 days/360 hours of kindergarten per year as compared to 180 days /720 hours per year in grades 1-3 and 1,080 hours per year in grades 4-12.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=8>

## **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=10>

## **Nebraska**

In June of 2005, the Nebraska State Board of Education endorsed a plan that would require every public school to offer full-day kindergarten by 2008. Such a change will

require a change in state law. Nebraska currently provides the same level of funding from grades K-12. It is unclear if pupils are required to attend.

### **Definition, District Offering and Pupil Attendance**

Full-day kindergarten is defined as 1,032 hours per year, the same as grades 1-8.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Nebraska provides more funding for full-day kindergarten than for half-day kindergarten.

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Nevada**

Full-day kindergarten is not expressly required or prohibited by statute in Nevada.

Districts may offer full-day kindergarten but children are not required to attend.

Nevada provides the same level of funding for both half-day and full-day kindergarten.

### **Definition, District Offering and Pupil Attendance**

A definition of the minimum number of hours for full-day kindergarten is not specified in Nevada state statutes.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Nevada provides less funding for half-day and full-day kindergarten than for grades 1-12.

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **New Hampshire**

Full-day kindergarten is not expressly required or prohibited by New Hampshire state statutes.

Districts are not required to offer full-day kindergarten and children are not

required to attend. New Hampshire provides less funding for kindergarten than for grades 1-12.

### **Definition, District Offering and Pupil Attendance**

A definition of the minimum number of hours for full-day kindergarten is not specified in New Hampshire state statutes.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

New Hampshire offers additional funding to districts offering kindergarten for the first time for a three year period.

<http://mb2.ecs.org/reports/Report.aspx?id=48>



<http://mb2.ecs.org/reports/Report.aspx?id=10>  
<http://mb2.ecs.org/reports/Report.aspx?id=7>

## **New Jersey**

New Jersey requires Abbott districts to offer a full-day kindergarten program to all five-year-old children in (NJ Code § 6A:24-3.2). Other districts are not expressly required or prohibited by statute. Children are not required to attend full-day kindergarten. New Jersey funds both full-day kindergarten and half-day kindergarten at the same level.

### **Definition, District Offering and Pupil Attendance**

New Jersey defines full-day kindergarten as a minimum of 4 hours per day.

<http://mb2.ecs.org/reports/Report.aspx?id=8>  
<http://mb2.ecs.org/reports/Report.aspx?id=48>

### **Funding**

New Jersey provides additional funding for full-day kindergarten to districts with high concentrations of poverty.

<http://mb2.ecs.org/reports/Report.aspx?id=10>  
<http://mb2.ecs.org/reports/Report.aspx?id=48>  
<http://mb2.ecs.org/reports/Report.aspx?id=7>

## **New Mexico**

From the 2000-01 to the 2004-05 school year, funding for full-day kindergarten programs was phased in. Though each year one-fifth of the districts became eligible to receive funding for full-day kindergarten classes, "establishment of full-day kindergarten programs shall be voluntary on the part of school districts and student participation shall be voluntary on the part of parents" (NM ST § 22-2-19).

### **Definition, District Offering and Pupil Attendance**

Full-day kindergarten is defined as 5.5 hours per day, 990 hours per year.

<http://mb2.ecs.org/reports/Report.aspx?id=8>  
<http://mb2.ecs.org/reports/Report.aspx?id=48>

### **Funding**

New Mexico provides more funding for full-day kindergarten than for half-day kindergarten and 1<sup>st</sup> grades.

<http://mb2.ecs.org/reports/Report.aspx?id=10>  
<http://mb2.ecs.org/reports/Report.aspx?id=48>  
<http://mb2.ecs.org/reports/Report.aspx?id=7>

## **New York**

A definition of the minimum number of hours for full-day kindergarten is not specified in New York state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. New York provides the more funding for full-day kindergarten than for half-day kindergarten.

### **Definition, District Offering and Pupil Attendance**

New York does not define full-day kindergarten or require pupils to attend a kindergarten program.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

New York offers an incentive program to districts that increase enrollment in full-day kindergarten.

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=7>

## **North Carolina**

Full-day kindergarten is universally available in North Carolina and has been since 1976. ([www.ncpublicschools.org/students/edhistory.html](http://www.ncpublicschools.org/students/edhistory.html)), though pupil attendance is not mandatory. North Carolina funds all kindergarten programs at a higher level than 1<sup>st</sup> grade.

### **Definition, District Offering and Pupil Attendance**

A definition of the minimum number of hours for full-day kindergarten is not specified in North Carolina state statutes.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

North Carolina provides a financial incentive for districts to offer full-day kindergarten.

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=11>

## **North Dakota**

A definition of the minimum number of hours for full-day kindergarten is not specified in North Dakota state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. North Dakota provides the same level of funding half-day and full-day kindergarten.

### **Definition, District Offering and Pupil Attendance**

North Dakota defines half-day kindergarten is equal to 30 full days of instruction (5.5 hrs per day).

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

North Dakota provides less funding for both half- day and full-day kindergarten than for grades 1-6.

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Ohio**

Districts are not required to offer full-day kindergarten. If districts do offer full-day kindergarten, they must provide a half-day option at parent request (OH ST § 3321.05). Ohio provides the same level of funding for half-day and full-day kindergarten.

### **Definition, District Offering and Pupil Attendance**

Ohio defines full-day kindergarten as the same number of clock hour per day as grades 1-6.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Ohio provides less funding for both half- day and full-day kindergarten than for grades 1-6.

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Oklahoma**

Currently, districts are not required to offer full-day kindergarten. Beginning with the 2011-12 school year, it will be mandatory that districts offer full-day kindergarten. (OK ST T. 70 § 18-108). Oklahoma provides more funding for full-day than for half-day kindergarten.

### **Definition, District Offering and Pupil Attendance**

Oklahoma requires districts to offer 6 hours of full-day kindergarten per day.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

### **Funding**

Oklahoma provides more funding for full-day kindergarten than for any other grade.

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Oregon**

A definition of the minimum number of hours for full-day kindergarten is not specified in Oregon state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Oregon provides less funding for full-day kindergarten than for grades 1-6.

### **Definition, District Offering and Pupil Attendance**

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Pennsylvania**

A definition of the minimum number of hours for full-day kindergarten is not specified in Pennsylvania state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Pennsylvania funds full-day kindergarten at a higher level than half-day kindergarten.

### **Definition, District Offering and Pupil Attendance**

Pennsylvania defines half-day kindergarten as 2.5 hours per day for 180 days and elementary school as 900 hours per year for 180 days.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Rhode Island**

A definition of the minimum number of hours for full-day kindergarten is not specified in Rhode Island state statutes. Districts in Rhode Island are not required to offer full-day kindergarten and children are not required to attend.

### **Definition, District Offering and Pupil Attendance**

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Districts receive between \$500 and \$1,500 for each student enrolled in a full-day kindergarten program. This funding can only be used to provide full-day kindergarten for students in the state

<http://mb2.ecs.org/reports/Report.aspx?id=7>  
<http://mb2.ecs.org/reports/Report.aspx?id=10>  
<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **South Carolina**

A definition of the minimum number of hours for full-day kindergarten is not specified in South Carolina state statutes. Districts are required to offer full-day kindergarten as well as a half-day option. South Carolina provides more funding for full-day kindergarten than for 1<sup>st</sup> grade.

### **Definition, District Offering and Pupil Attendance**

The school day for elementary students must be at least six hours a day, or its equivalent weekly, including lunch" (SC ST § 59-1-440).

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=48>  
<http://mb2.ecs.org/reports/Report.aspx?id=10>

## **South Dakota**

A definition of the minimum number of hours for full-day kindergarten is not specified in South Dakota state statutes. Districts are not required to offer full-day kindergarten but pupils are not required to attend. South Dakota provides the same level of funding for grades K-12.

### **Definition, District Offering and Pupil Attendance**

The minimum number of hours required for kindergarten through grade 3 is determined by each district.

<http://mb2.ecs.org/reports/Report.aspx?id=48>  
<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=10>  
<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Tennessee**

A definition of the minimum number of hours for full-day kindergarten is not specified in Tennessee state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend.

### **Definition, District Offering and Pupil Attendance**

Kindergarten is defined as 4 hours per day.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Tennessee distributes funds to districts based on a teacher:student ratios.

<http://mb2.ecs.org/reports/Report.aspx?id=11>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Texas**

A definition of the minimum number of hours for full-day kindergarten is not specified in Texas state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Texas provides the same level of funding from grades K-12.

### **Definition, District Offering and Pupil Attendance**

Districts must offer all grades 7 hours per day for 80 days/year.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Texas has an incentive program that allows district to use funds to offer full-day kindergarten.

<http://mb2.ecs.org/reports/Report.aspx?id=7>

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Utah**

A definition of the minimum number of hours for full-day kindergarten is not specified in Utah state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Utah provides the same level of funding for both half-day kindergarten and full-day kindergarten.

### **Definition, District Offering and Pupil Attendance**

Utah defines kindergarten as 450 hours per year.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Utah provides less funding for full-day kindergarten than for grades 1-3.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=10>

## **Vermont**

A definition of the minimum number of hours for full-day kindergarten is not specified in Vermont state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Vermont provides the same level of funding for grades K-12.

### **Definition, District Offering and Pupil Attendance**

Vermont defines kindergarten as 2 hours per day or 10 hours per week.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

### **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=10>

## **Virginia**

Virginia defines kindergarten as 3 hours per day for 540 hours per year. Districts are not required to offer full-day kindergarten and children are not required to attend. Virginia funds full-day kindergarten at the same level as grades 1-12.

### **Definition, District Offering and Pupil Attendance**

<http://mb2.ecs.org/reports/Report.aspx?id=8>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

### **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=10>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

## **Washington**

A definition of the minimum number of hours for full-day kindergarten is not specified in Washington state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Washington distributes funding to districts based on a teacher:student ratios.

### **Definition, District Offering and Pupil Attendance**

Washington defines kindergarten as 450 hours per year.

<http://mb2.ecs.org/reports/Report.aspx?id=8>

<http://mb2.ecs.org/reports/Report.aspx?id=48>

### **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=11>

## West Virginia

Full-day kindergarten is universally available in West Virginia. Districts are required to offer full-day kindergarten and attendance is mandatory. West Virginia distributes funding to districts based on a teacher:student ratios.

### **Definition, District Offering, Pupil Attendance**

West Virginia defines kindergarten as programs for children who shall have attained the age of 5 shall be full-day everyday programs" (WV ST § 18-5-18).

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=11>

## Wisconsin

Wisconsin state statutes do not require or prohibit districts from offering full-day kindergarten. Kindergarten attendance is not mandatory. Full-day kindergarten is funded at a higher level than half-day kindergarten.

### **Definition, District Offering Pupil Attendance**

Kindergarten is defined as 437 hours per year, the same number of hours as 1<sup>st</sup> grade.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

Wisconsin spends at least \$5,090,000 annually to expand its half-day kindergarten program to a full-day program.

<http://mb2.ecs.org/reports/Report.aspx?id=7>

<http://mb2.ecs.org/reports/Report.aspx?id=10>

## Wyoming

A definition of the minimum number of hours for full-day kindergarten is not specified in Wyoming state statutes. Districts are not required to offer full-day kindergarten and children are not required to attend. Wyoming funds both half-day and full-day kindergarten at a lower rate than grades 1-12.

### **Definition, District Offering, Pupil Attendance**

Kindergarten is defined as 450 hours per year. Kindergarten attendance is not mandatory in this state.

<http://mb2.ecs.org/reports/Report.aspx?id=48>

<http://mb2.ecs.org/reports/Report.aspx?id=8>

### **Funding**

<http://mb2.ecs.org/reports/Report.aspx?id=10>