

Investing in Full-Day Kindergarten is Essential

Full-day kindergarten benefits children academically.

- Children who attend full-day kindergarten learn more in reading and math over the kindergarten year than those in half-day programs.¹
- Full-day kindergarteners exhibit more independent learning, classroom involvement, productivity in work with peers and reflectiveness than half-day kindergarteners.²
- Children in full-day kindergarten classrooms spend more time in self-initiated activities and teacher-directed individual work and less time in large group instruction.³

Full-day kindergarten benefits children developmentally and socially.

- Full-day kindergarten allows a more consistent schedule for children and reduces the ratio of transition time to class time, reducing stress for children.^{4, 5}
- Children in full-day programs are more likely to approach the teacher and less likely to express withdrawal, anger, shyness or blaming behavior than half-day kindergarteners.⁶

Full-day kindergarten helps close the achievement gap.

- At-risk students who received full-day kindergarten through Montgomery County, Maryland's Kindergarten Initiative made significantly greater progress in language proficiency than comparable children in half-day kindergarten.⁷
- A study of 17,600 Philadelphia children found that full-day kindergarten helps children from low-income families perform better and saves the school district millions of dollars through significantly reduced grade retention in first, second and third grade.⁸
- Research from Lowell Elementary School in Albuquerque, New Mexico, where the average entering kindergartener was already 22 months below grade level, showed that children in the school's half-day kindergarten made an average gain of 5.4 months during a 9 month period, while children in the full-day classes made a 16 month gain on average.⁹
- Research from the Minneapolis Public Schools showed that minority children in full-day kindergarten gained literacy skills faster than peers in half-day classes. School officials credit full-day kindergarten with helping to close the achievement gap between low-income and more affluent children.¹⁰

Parents prefer full-day kindergarten.

- Parents of children in full-day kindergarten report higher levels of satisfaction with their children's schedule and curriculum and the program's support for working families.¹¹
- In one study, after the second year of a full-day kindergarten pilot, 100% of the full-day parents and 72% of the half-day parents indicated that, if given a choice, they would have selected the full-day program for their child.¹²

Teachers prefer full-day kindergarten.

- Teachers report that full-day kindergarten:
 - allows children more flexibility and more time to do activities during free choice times;
 - allows more appropriate challenges for children at all developmental levels;
 - helps ease the transition to first grade;
 - allows more time for teachers to work with children and their parents on a one-to-one basis and to discuss children's progress with parents;
 - allows more time for curriculum planning; and
 - helps teachers to incorporate a greater number of thematic units in the year and cover them more in-depth.¹³

Kindergarten in Massachusetts¹⁴

Research shows that full-day kindergarten (FDK) benefits children's academic, social and emotional development.¹⁵ Through the Kindergarten Grant Program, the Department of Elementary and Secondary Education (ESE) provides support to local school districts to transition part-time kindergarten classes to FDK and improve the quality of full-day programs. Funding for the Kindergarten Development Grant line item peaked at \$33.8 million in FY08 and has since been reduced to \$22.95 million in FY11 and FY12. The proportion of Massachusetts' children enrolled in full-day kindergarten classrooms is now 80%, up from 38% in 2000.

- Massachusetts children are not required to attend school until age 6.
- Massachusetts school districts are required to offer half-day kindergarten, but student attendance is not mandatory.
- 67,496 children are enrolled in public school kindergarten.
- 80% of Massachusetts' public school kindergarteners are in full-day classes. 20% are in half-day classes.

¹ Lee, Valerie E., Burkam, David T., Honigman, Joann & Meisels, Samuel. (2006). Full-Day vs. Half-day Kindergarten: Which Children Learn More in Which Program. *American Journal of Education*, 112; Votruba-Drzal, E., Li-Grining, C. P., & Maldonado-Carreño, C. (2008). A developmental perspective on full- versus part-day kindergarten and children's academic trajectories through fifth grade. *Child Development*, 79, 4, pp. 957-978.

² Cryan, John R.; Sheehan, Robert; Wiechel, Jane; & Bandy-Hedden, Irene G. "Success Outcomes of Full-Day Kindergarten: More Positive Behavior and Increased Achievement in the Years After." *Early Childhood Research Quarterly* 7 (2): 187-203, June 1992. As cited in: "What Should Parents Know About Full-Day Kindergarten?" ACCESS ERIC Parent Brochure, based on the 1995 ERIC Digest Full-Day Kindergarten Programs by Dianne Rothenberg. Available: www.eric.ed.gov/archives/kinder.html.

³ Elicker, James, & Mathur, Sangeeta. "What do they do all day? Comprehensive evaluation of a full-day kindergarten," *Early Childhood Research Quarterly*, 12(4), 459-480, 1997.

⁴ Ibid.

⁵ "What Should Parents Know About Full-Day Kindergarten?" ACCESS ERIC Parent Brochure, based on the 1995 ERIC Digest Full-Day Kindergarten Programs by Dianne Rothenberg. Available: <http://www.eric.ed.gov/archives/kinder.html>.

⁶ Cryan, John R.; Sheehan, Robert; Wiechel, Jane; & Bandy-Hedden, Irene G. "Success Outcomes of Full-Day Kindergarten: More Positive Behavior and Increased Achievement in the Years After." *Early Childhood Research Quarterly* 7 (2): 187-203, June 1992. As cited in: "What Should Parents Know About Full-Day Kindergarten?" ACCESS ERIC Parent Brochure, based on the 1995 ERIC Digest Full-Day Kindergarten Programs by Dianne Rothenberg. Available: www.eric.ed.gov/archives/kinder.html.

⁷ Nielsen, Jennifer & Cooper-Martin, Elizabeth. *Evaluation of the Montgomery County Public Schools Assessment Program: Kindergarten and Grade 1 Report*, Montgomery County Public Schools Office of Shared Accountability, September 2002. Available: www.mcps.k12.md.us/info/press/Kinder-Grade1Report.pdf

⁸ Viadero, Debra. "Study: Full-Day Kindergarten Boosts Academic Performance." *Education Week*, April 17, 2002. Available: www.edweek.org/ew/stwstory.cfm?slug=31kinder.h21

⁹ Warrick, Sandra. *A Three Year Study of the Effectiveness of Full-Day Kindergarten at Lowell Elementary School*, October 1993; as cited in Think New Mexico, *Increasing Student Achievement in New Mexico: The Need for Universal Access to Full-day Kindergarten*, Santa Fe, NM: Author, Fall 1999.

¹⁰ Minneapolis Public Schools, *Narrowing the Gap in Early Literacy: Evidence from Minneapolis Public Schools Kindergarten Assessments*, November 2002. Available: http://www.mpls.k12.mn.us/news/news_release/all_day_k.shtml

¹¹ Elicker, J. & Mathur, S. "What do they do all day? Comprehensive evaluation of a full-day kindergarten." *Early Childhood Research Quarterly*, 12(4), 459-480 (1997).

¹² West, Jerry, Denton, Kristin, & Germino-Hausken, Elvira. *America's Kindergartners*. Washington, DC: National Center for Educational Statistics, 2000. Available: <http://nces.ed.gov/pubs2000/2000070.pdf>.

¹³ Elicker, James, & Mathur, Sangeeta. "What do they do all day? Comprehensive evaluation of a full-day kindergarten," *Early Childhood Research Quarterly*, 12(4), 459-480, 1997.

¹⁴ Massachusetts Department of Education. (2011). Correspondence with Elementary School Services staff.

¹⁵ Evidence on the benefits of full-day kindergarten: Lee, V. E., Burkam, D. T., Honigman, J. and Meisels, S. (2001). *Full-Day vs. Half-day Kindergarten: Which Children Learn More in Which Program*. Paper presented at the annual meeting of the American Sociological Association, Anaheim, CA, 2001; Cryan, J. R., Sheehan, R., Wiechel, J., and Bandy-Hedden, I. G. (1992). Success outcomes of full-day kindergarten: More positive behavior and increased achievement in the years after. *Early Childhood Research Quarterly*, 7(2): 187-203; Elicker, J. and Mathur, S. (1997). What do they do all day? Comprehensive evaluation of a full-day kindergarten, *Early Childhood Research Quarterly*, 12(4): 459-480.

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