

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Ralph Tanner at 9:00 a.m. on March 10, 1999 in Room 313-S of the Capitol.

All members were present except:

Committee staff present:

Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Renae Jefferies, Revisor of Statutes
Connie Burns, Committee Secretary

Conferees appearing before the committee:

Representative Sue Storm
Bob Vancrum, Blue Valley USD #229
Rhonda Chiles, Shawnee Mission
Suanne Yarbrough, Shawnee Mission
Keith Anglemyer, Winfield USD #465
Fred Kaufman, Hays USD #489
Representative Henry Helgerson

Others attending: See attached list

Hearings on **SB 171 School finance, increased base state aid per pupil, preschool aged at-risk pupil count, local effort definition, at-risk, low enrollment and correlation weightings** were continued.

Discussions on School district finance, counting of kindergarten pupils were opened.

Representative Sue Storm appeared before the committee as a sponsor of the measure. She stated full funding for all day kindergarten in those schools which provide such a program and that under the current school finance formula, a kindergarten student counts as .5, regardless of the length of that child's school day. She proposes that a kindergartner attending school for a whole day in the school year 2003-2004 count as a whole child, to keep the cost down and increase chances for passage, the bill phases in the full funding over a five-year period. (Attachment 1)

Bob Vancrum, Blue Valley School District, appeared before the committee as a proponent of the measure. He stated that implementation of a full day kindergarten program is of great importance to the school district and is consistent with the emphasis the Governor and the Legislature have placed on early childhood education. (Attachment 2)

Rhonda Chiles and Suanne Yarbrough, Shawnee Mission, appeared before the committee as a proponents of the measure. They are full day kindergarten and first grade teachers and stated that there is more time for children to learn, which prepares them for first grade. This early intervention will help children expand their learning to more successful levels as they go through the grades. (Attachment 3)

Keith Anglemyer, Winfield, appeared before the committee as a proponent of the measure. He stated that they are among the growing number of school districts in Kansas who realize the positive benefits of full day/every day kindergarten, and are willing to sacrifice other programs in the schools in order to fund full day programs. (Attachment 4)

Fred Kaufman, Hays, appeared before the committee as a proponent of the measure. He stated that the students who have been in all day kindergarten have high test scores, and their scores remain high throughout their educational career, but in order to teach more we must have more time and encourages the passing of this measure. (Attachment 5)

Mark Desetti, appeared before the committee and submitted written testimony as a proponent of the measure. (Attachment 6)

Discussions on School district finance, counting of kindergarten pupils were closed.

Discussions on Special education, state aid determined on statewide basis, School districts, special education state aid at 90% of excess costs, and School districts, special education aid, determination of were opened.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 313-S Statehouse, at 9:00 a.m. on March 10, 1999.

Representative Henry Helgerson appeared before the committee as a sponsor of the three measures, he stated Kansas has three options for funding for Special Education as follows:

- Retain current system, with or without modifications.
- Adopt a census based system
- The state could adopt a pupil weighting system based on the characteristics of students, as suggested by the Kansas Association of School Boards.

The last two summers the legislature has had two interim studies that have revised the current system and alternatives. Therefore, Representative Helgerson is asking that a subcommittee be appointed to report back to this committee later this session. (Attachment 7)

Chairman Tanner told the committee that he would appoint a subcommittee March 11, 1999, perhaps in time for action by this committee but certainly in time for next session.

The discussion was closed on Special Education funding.

There was discussion on the tobacco settlement dollars and what should be done with those funds.

The meeting was adjourned at 10:57 a.m.

The next meeting is scheduled for March 11, 1999.

SUE STORM

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March 10, 1999



TOPEKA

HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS

MEMBER: EDUCATION
HEALTH & HUMAN SERVICES
GOVT. ORGANIZATIONS & ELECTIONS
LOCAL GOVERNMENT

**Testimony before the House Education Committee
House Bill 2334**

Thank you, Chairman Tanner, for scheduling this hearing on what I believe to be a very important matter—full funding for all day kindergarten in those schools which provide such a program. I appear before you today as co-sponsor of this bill.

Under the current school finance formula, a kindergarten student counts as .5, or as one-half a student, regardless of the length of that child's school day. Simply put, if HB2334 were to become law, a kindergartner attending school for a whole day would by the school year 2003-2004 count as a whole child. Such a position seems logical. In order to keep the cost down and increase chances for passage, the bill phases in the full funding over a five-year period. In 1999-2000, an all-day kindergarten student would count as .6, in 2000-2001 as .7, and so on until full funding is achieved in 2003-2004.

The current formula may have been appropriate in 1992 when relatively few school districts offered all day programs. However, with the growing recognition of the value of early childhood education, practice has changed considerably in the last few years. By the 1995-96 school year, 113 schools, or 14.1%, offered all day kindergarten. In 1996-97, that number jumped to 152 schools, or 18.7%. That represents 6,731 kindergartners or 20.4%. Last school year, 7,992 children were in all day programs. This school year just over 8,000 kindergartners attend all day. Obviously, the school districts who believe all-day K is important for at least some of their students have hit a wall. Until this year, some districts, at least, were able to fund this program somehow. I believe we could conclude that more all day programs would be offered if funding were provided.

HB 2334 does not mandate that all children attend all day kindergarten, nor does it require districts to provide all day programs. It simply says that any child who does attend an all day program will be recognized and counted as an all day child. We need to begin to correct this inequity in the school finance formula.

I will leave it to other conferees to speak to the educational value of all day kindergarten because my expertise and experience are not in this area. However, you will find some information attached to my testimony.

Clearly, though, advocates for children realize that early pre-academic and age-appropriate academic programs for young children impact further success in their school lives. Following the Governor's lead, this legislature has committed itself to early childhood education. To that end, the legislature has supported Head Start, Parents as Teachers, and other early childhood programs, most notably the program for at-risk four year olds. To then discourage schools from offering all day kindergarten by withholding funding does not appear consistent with our commitment to early childhood education.

I hope you can support House Bill 2334 as a part of the bill before us, SB171.

HOUSE EDUCATION
Attachment 1
3-10-99



Kansas State Department of Education

120 S.E. 10th Avenue
Topeka, Kansas 66612-1182

January 21, 1999

TO: Representative Sue Storm

FROM: Dale M. Dennis, Deputy
Commissioner of Education

SUBJECT: Funding All-Day Everyday Kindergarten

This memorandum is written in response to your inquiry concerning the number of schools in Kansas that offer full-day everyday kindergarten and the number of children enrolled in these programs.

- Number of school districts with full-day everyday kindergarten in some or all of their attendance centers 77
- Number of buildings with full-day everyday kindergarten 187
- Number of students enrolled in full-day everyday kindergarten 8,024

Listed below is the projected cost for phasing in the counting of full-day everyday kindergarten programs over a 5-year period. The extra weighting factor will increase 0.1 each year until school districts count these students as 1.0 FTE. The cost is based upon a base state aid per pupil of \$3,720 and also includes additional factors such as transportation, bilingual, and other related services. Currently, there are approximately 8,100 students in full-day kindergarten.

School Year	Est. FTE Kindergarten Students in Full-Day Program	Weighting Factor	Additional Factor for Transportation Bilingual, etc.	Times BSAPP	Total Cost	Increased Cost Over Prior Year
1999-2000	8,100	0.1	10%	\$ 3,720	\$ 3,314,520	\$ 3,314,520
2000-2001	14,250	0.2	10%	\$ 3,720	11,662,200	8,347,680
2001-2002	20,500	0.3	10%	\$ 3,720	35,165,800	13,503,600
2002-2003	26,750	0.4	10%	\$ 3,720	43,784,400	18,618,600
2003-2004	33,000	0.5	10%	\$ 3,720	67,518,000	23,733,600



What Should Parents Know About Full-Day Kindergarten?

Credits

Increases in the number of single-parent and dual-employment households and the fact that most children spend a large part of the day away from home signal significant changes in American family life compared to a generation ago. These changes in American society and in education over the last 20 years have contributed to the popularity of all-day, every-day kindergarten programs in many communities. Studies show that parents favor a full-day program that reduces the number of transitions kindergartners experience in a typical day. Research also suggests that many children benefit academically and socially during the primary years from participation in full-day, compared to half-day, kindergarten programs. This brochure discusses the trend in full-day kindergarten and provides an overview of full-day versus half-day programs.

Source

Office of Educational Research and Improvement

Why Is There a Trend Toward Full-Day Kindergarten?

Contents

Families who find it difficult to schedule kindergarten and a child care program during the day are especially attracted to a full-day program. Full-day kindergarten is also popular with schools because it eliminates the need to provide buses and crossing guards at midday. In many areas, both public and private preschool programs offer full-day kindergarten. Still, some educators, policymakers, and parents prefer half-day, every-day kindergarten. They argue that a half-day program is less expensive and provides an adequate educational and social experience for young children while orienting them to school, especially if they have attended preschool. Many districts thus offer both half-day and full-day kindergarten programs when possible, but the trend is clearly in the direction of full-day kindergarten.

[Why Is There a Trend Toward Full-Day Kindergarten?](#)

[What Does the Research Show?](#)

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[What Makes a Full-Day Program Effective?](#)

What Does the Research Show?

Conclusion

Research studies confirm that attendance in full-day kindergarten results in academic and social benefits for students, at least in the primary grades. Early studies seemed to offer little reliable evidence one way or the other because they used small samples or unique populations, failed to use rigorous standards, or concentrated almost exclusively on academic outcomes (as opposed to children's attitudes toward school, for example).

[Where Can I Get More Information?](#)

Sources

Some researchers have found a broad range of effects, including a positive relationship between participation in full-day kindergarten and later school performance. After comparing similar half-day and full-day programs in a statewide longitudinal study, Cryan and others (1992) found that full-day kindergartners exhibited more independent learning, classroom involvement, productivity in work with peers, and reflectiveness than half-day kindergartners. They were also more likely to approach the teacher, and they expressed less withdrawal, anger, shyness, and blaming behavior than half-day kindergartners. In general, children in full-day programs exhibited more positive behaviors than did pupils in half-day or alternate-day programs. Similar results have been found in other studies as well.

Forums

[Education and Kids](#)

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Related Articles

What Makes a Full-Day Program Effective?

[What Should Be Learned In Kindergarten?](#)

Full-day kindergarten allows children and teachers time to explore topics indepth, reduces the ratio of transition time to class time, provides for greater continuity of day-to-day activities, and provides an

Readiness For
Kindergarten

environment that favors a child-centered, developmentally appropriate approach.

Many experts feel that seat work, worksheets, and early instruction in reading or other academic subjects are largely inappropriate in kindergarten. By contrast, developmentally appropriate, child-centered all-day kindergarten programs:

- Integrate new learning with past experiences through project work and through mixed-ability and mixed-age grouping in an unhurried setting.
- Involve children in firsthand experience and informal interaction with objects, other children, and adults.
- Emphasize language development and appropriate preliteracy experiences.
- Work with parents to share information about their children, build an understanding of parent and teacher roles, emphasize reading to children in school and at home, and set the stage for later parent-teacher partnerships.
- Offer a balance of small group, large group, and individual activities.
- Assess students' progress through close teacher observation and systematic collection and examination of students' work, often using portfolios.
- Develop children's social skills, including conflict resolution strategies.

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Conclusion

Observers of trends in kindergarten scheduling argue that changing the length of the kindergarten day is not as important as making sure that all kindergartners are provided with developmentally and individually appropriate learning environments, regardless of whether these programs are full day or half day.

Recent research supports the effectiveness of full-day kindergarten programs that are developmentally appropriate, indicating that they have academic and behavioral benefits for young children. In full-day programs, less hectic instruction geared to student needs and appropriate assessment of student progress contributes to the effectiveness of the program. While these can also be characteristics of high-quality half-day programs, many children seem to benefit academically and behaviorally from all-day kindergarten. Of course, the length of the school day is only one dimension of the kindergarten experience. Other important issues include the nature of the kindergarten curriculum and the quality of teaching.

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Where Can I Get More Information?

The following organizations offer information on the topic of kindergarten, as well as other information about early childhood education:

**ERIC Clearinghouse on Elementary
and Early Childhood Education**
University of Illinois at Urbana-Champaign
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
Phone: 217-333-1386
Toll Free: 800-583-4135
Fax: 217-333-3767
E-mail: ericeece@uiuc.edu
Web: <http://ericps.ed.uiuc.edu/ericeece.html>
Web: <http://ericps.ed.uiuc.edu/npin/npinhome.html>
(National Parent Information Network)

National Association for the

Education of Young Children
1509 16th Street NW
Washington, DC 20036-1426
Toll Free: 800-424-2460
Web: <http://www.naeyc.org/naeyc>

**National Association of State Boards
of Education**
1012 Cameron Street
Alexandria, VA 22314
Phone: 703-684-4000
E-mail: boards@nasbe.org
Web: <http://www.nasbe.org>

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Sources

References identified with ED or EJ are abstracted in the ERIC database. References with EJ are journal articles available at most research libraries. Those with ED are available in microfiche collections at more than 900 locations or can be obtained in paper copy from the ERIC Document Reproduction Service at 1-800-443-ERIC. Call 1-800-LET-ERIC for more details.

Cryan, John, and others. June 1992. "Successful Outcomes of Full-Day Kindergarten: More Positive Behavior and Increased Achievement in the Years After." *Early Childhood Research Quarterly* 7 (2): 187-203. EJ 450 525.

Fromberg, Doris Pronin. May 1992. "Implementing the Full-Day Kindergarten." *Principal* 71 (5): 26-28. EJ 444 288.

Gullo, Dominic F. May 1990. "The Changing Family Context: Implications for the Development of All-Day Kindergartens." *Young Children* 45 (4): 35-39. EJ 409 110.

Heavyside, Sheila, and others. 1993. *Public School Kindergarten Teachers' Views on Children's Readiness for School*. Contractor Report. Rockville, MD: Westat Research, Inc. ED 364 332.

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Housden, Theresa, and Rose Kam. 1992. *Full-Day Kindergarten: A Summary of the Research*. Carmichael, CA: San Juan Unified School District. ED 345 868.

Karweit, Nancy. March 1992. "The Kindergarten Experience." *Educational Leadership* 49 (6): 82-86. EJ 441 182.

Katz, Lilian G. 1995. *Talks With Teachers of Young Children: A Collection*. Norwood, NJ: Ablex. ED 380 232.

Smith, Thomas M., and others. 1994. *The Condition of Education, 1994*. Washington, DC: U.S. Department of Education, National Center for Education Statistics. ED 371 491.

Stipek, Deborah, and others. February 1995. "Effects of Different Instructional Approaches on Young Children's Achievement and Motivation." *Child Development* 66 (1): 209-223. EJ 501 879.

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Credits

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This brochure is based on the [1995 ERIC Digest](#), Full-Day Kindergarten Programs, written by Dianne Rothenberg, Associate Director of the ERIC Clearinghouse on Elementary and Early Childhood Education.

Testimony of Bob Vancrum
Blue Valley USD #229
Government Affairs Specialist

House Education Committee

March 10, 1999

Chairman Tanner and members of the Committee,

I am here first to support the unified position on school finance, as a member of the unified group. We certainly continue to believe that is the funding level needed to adequately support K through 12 education throughout the state. I make no apologies for this position. As others have testified, even this position results in a modest increase in funding, especially when compared with the Governor's position concerning state employees and higher education.

Secondly, but of great importance to our school district, is implementation of a full day kindergarten program. As you may recall, last year I testified in favor of the bill introduced for the Kindergarten Coalition, which provided for state funding of full day kindergarten by commencing to count kindergarten students as 1.0 instead of 0.5, which has been the case since 1992. I also testified in favor of the bill we requested be introduced last year, which would simply allow districts to implement a full day program and charge a fee to those parents who wish avail themselves of it. This year, I am trying a slightly different approach. HB2334, which was co-sponsored by 26 representatives, including nearly half of this committee, would phase in over 5 years the funding of full day kindergarten for those districts actually offering full day kindergarten by increasing the reimbursement rate from the current $\frac{1}{2}$ to 0.6 in 2000-2001, 0.7 in 2001-2002, etc.

This legislation is consistent with the emphasis the Governor and the Legislature have placed on early childhood education this year. Furthermore, you no longer need to be in doubt about the value of full day kindergarten. There is a large volume of research supporting the benefits of full day kindergarten, both in academic achievement during the primary years and in the student's level of self confidence, socialization, classroom involvement and independent learning skills. Attached to my testimony are digests and summaries of studies from the mid-1980s through 1996 that substantiate these positive effects and academic gains. In state after

state, longer term studies show the value of full day kindergarten on student achievement, self confidence, classroom involvement, productive work with peers and independent learning. These include studies done in Colorado, California, Massachusetts, Philadelphia, New Jersey, the State of Washington and other locations. Also attached to my testimony is an article that summarizes a number of school districts that are currently offering full day kindergarten. In Missouri, participation is about 92% of the state's districts. In fact, Arkansas, Florida, West Virginia and the District of Columbia now require full day kindergarten. Another 11 states require school districts to offer a choice of half day or full day to parents. There is no doubt that very soon our state will be required to fund at least an optional full day program to be even competitive. Why not begin now.

Increasingly, school districts in Kansas are offering full day kindergarten where they can afford it. The Wichita school district has been particularly aggressive in utilizing federal Title I dollars in providing full day kindergarten. Full day kindergarten is now available in about 40% of the districts' elementary schools. Olathe also has the program in two of its 25 elementary schools and several other school districts have done the same, but usually only in schools with flexible Title I federal dollars having a high concentration of these at-risk students. Why not in all?

A high percentage of Blue Valley patrons have their children in some kind of full day program. But even the best private program often requires transportation to a different site, different teachers and classmates and therefore, a lack of continuity in the program. Certainly, parents should at least have the option of opting for a full day kindergarten program in the public schools.

Isn't it at least ironic that Kansas has focused studies and funding on preschool and early childhood education for 4 year olds and even some 3 year olds, and yet we still pursue the myth that kindergartners need only be funded as half a student. I think we forget that youngsters today have a myriad of educational opportunities from public libraries, the Internet, private child care, and yes, even TV, before entering kindergarten. Most are much more able and ready to handle a full day program than kids 15 or 20 years ago. All of us are concerned about the ability of our next generation to compete with students, not only all over the United States, but across the globe, in what will clearly be for them, a global economy. Please carefully study the material attached and answer this simple question: Isn't it time for Kansas to step to the plate and put the

state back in the forefront of public education in America by at least attempting to phase in full day kindergarten.

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Kindergarten

ERIC • Clearinghouse on Elementary and
Early Childhood Education

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ERIC DIGEST

May 1995 • EDO-PS-95-4

Full-Day Kindergarten Programs

Dianne Rothenberg

Changes in American society and education over the last 20 years have contributed to the popularity of all-day (every day) kindergarten programs in many communities (Gullo, 1990). The increase in single parent and dual employment households, and the fact that most children spend a significant part of the day away from home, also signal significant changes in American family life compared to a generation ago. Studies show that parents favor a full-day program which reduces the number of transitions kindergartners experience in a typical day (Housden & Kam, 1992; Johnson, 1993). Research also suggests that many children benefit academically and socially during the primary years from participation in full-day, compared to half-day, kindergarten programs (Cryan et al., 1992).

Families who find it difficult to schedule both kindergarten and a child care program during the day are especially attracted to a full-day program (Housden & Kam, 1992). In many areas, both public and private preschool programs offer full-day kindergarten (Lothouse, 1994). Still, some educators, policymakers, and parents prefer half-day, everyday kindergarten. They argue that a half-day program is less expensive and provides an adequate educational and social experience for young children while orienting them to school, especially if they have attended preschool. Many districts thus offer both half-day and full-day kindergarten programs when possible, but the trend is clearly in the direction of full-day kindergarten.

The Demographics of Full-Day Kindergarten

Well over 3.3 million children attend kindergarten in the United States, nearly as many children as attend first grade (Smith et al., 1994, p. 54). In 1993, about 54% of kindergarten teachers taught full-day classes, and about half of kindergartners attended full-day programs. Two-thirds of full-day kindergarten teachers taught in high-poverty areas, while fewer than one-third (29%) taught in schools with a low incidence of poverty (Heaviside et al., 1993). Teachers of classes with high minority enrollments were also more likely to teach full-day classes than were teachers of classes with low minority enrollments (67% versus 43%). State aid for all-day students is often used to fund full-day kindergarten. One reason for the high ratio of full-day to half-day kindergarten programs in high-poverty and high-minority schools is that state and federal funding for at-risk students is often used to supplement all-

day funding, since all-day programs typically require extra classroom space, increased staffing for special services and programs, and additional classroom kindergarten teachers (Fromberg, 1992; Housden & Kam, 1992).

Full-day kindergarten is also popular because it eliminates the need to provide buses and crossing guards at mid-day. A higher proportion of kindergarten teachers taught full-day classes in rural areas in 1993 (66%) than in city schools (59%), in towns (53%), or in schools in the urban "fringe" (39%) (Heaviside et al., 1993).

Research on the Effects of Full-Day Kindergarten

Research studies confirm that attendance in full-day kindergarten results in academic and social benefits for students, at least in the primary grades (Cryan et al., 1992; Karweit, 1992). Early studies seemed to offer little reliable evidence one way or the other because they used small samples or unique populations, failed to use rigorous standards, or concentrated almost exclusively on academic outcomes (as opposed to children's attitudes toward school, for example).

Cryan et al. (1992), however, are among the researchers who have found a broad range of effects, including a positive relationship between participation in full-day kindergarten and later school performance. After comparing similar half-day and full-day programs in a statewide longitudinal study, Cryan et al. found that full-day kindergartners exhibited more independent learning, classroom involvement, productivity in work with peers, and reflectiveness than half-day kindergartners. They were also more likely to approach the teacher and they expressed less withdrawal, anger, shyness, and blaming behavior than half-day kindergartners. In general, children in full-day programs exhibited more positive behaviors than did pupils in half-day or alternate-day programs.

Results similar to those of Cryan et al. have been found in other studies (Holmes and McConnell, 1990; Karweit, 1992). These positive effects and the academic gains in the first years of school support the value of developmentally appropriate full-day kindergarten.

Characteristics of Effective Full-Day Kindergarten Programs

Observers of trends in kindergarten scheduling argue that changing the *length* of the kindergarten day begs the

underlying issue: creating developmentally and individually appropriate learning environments for all kindergarten children, regardless of the length of school day (Karweit, 1992; Katz, 1995).

Full-day kindergarten allows children and teachers time to explore topics in depth; reduces the ratio of transition time to class time; provides for greater continuity of day-to-day activities; and provides an environment that favors a child-centered, developmentally appropriate approach. Recent research indicates that, compared to children in didactic programs, children in child-centered kindergarten programs rated their abilities significantly higher, had higher expectations for success on academic tasks, and were less dependent on adults for permission and approval (Stipek et al., 1995).

Experts urge teachers, administrators, and parents to resist the temptation to provide full-day programs that are didactic rather than intellectually engaging in tone. Seat work, worksheets, and early instruction in reading or other academic subjects are largely inappropriate in kindergarten. By contrast, developmentally appropriate, child-centered all-day kindergarten programs:

- integrate new learning with past experiences through project work and through mixed-ability and mixed-age grouping (Drew & Law, 1990; Katz, 1995) in an unhurried setting;
- involve children in first-hand experience and informal interaction with objects, other children, and adults (Housden & Kam, 1992);
- emphasize language development and appropriate preliteracy experiences;
- work with parents to share information about their children, build understanding of parent and teacher roles, emphasize reading to children in school and at home, and set the stage for later parent-teacher partnerships;
- offer a balance of small group, large group, and individual activities (Katz, 1995);
- assess students' progress through close teacher observation and systematic collection and examination of students' work, often using portfolios; and
- develop children's social skills, including conflict resolution strategies.

Conclusion

Recent research supports the effectiveness of full-day kindergarten programs that are developmentally appropriate, indicating that they have academic and behavioral benefits for young children. In full-day programs, less hectic instruction geared to student needs and appropriate assessment of student progress contribute to the effectiveness of the program. While these can also be characteristics of high-quality half-day programs, many children seem to benefit, academically and behaviorally, from all-day kindergarten. Of course, the length of the school day is only one dimension of the kindergarten

experience. Other important issues include the nature of the kindergarten curriculum and the quality of teaching.

References

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What Does the Research Show?

Research studies confirm that attendance in full-day kindergarten results in academic and social benefits for students, at least in the primary grades. Early studies seemed to offer little reliable evidence one way or the other because they used small samples or unique populations, failed to use rigorous standards, or concentrated almost exclusively on academic outcomes (as opposed to children's attitudes toward school, for example).

Some researchers have found a broad range of effects, including a positive relationship between participation in full-day kindergarten and later school performance. After comparing similar half-day and full-day programs in a statewide longitudinal study, Cryan and others (1992) found that full-day kindergartners exhibited more independent learning, classroom involvement, productivity in work with peers, and reflectiveness than half-day kindergartners. They were also more likely to approach the teacher, and they expressed less withdrawal, anger, shyness, and blaming behavior than half-day kindergartners. In general, children in full-day programs exhibited more positive behaviors than did pupils in half-day or alternate-day programs. Similar results have been found in other studies as well.

What Makes a Full-Day Program Effective?

Full-day kindergarten allows children and teachers time to explore topics in depth, reduces the ratio of transition time to class time, provides for greater continuity of day-to-day activities, and provides an environment that favors a child-centered, developmentally appropriate approach.

Many experts feel that seat work, worksheets, and early instruction in reading or other academic subjects are largely inappropriate in kindergarten. By contrast, developmentally appropriate, child-centered all-day kindergarten programs:

- ★ Integrate new learning with past experiences through project work and through mixed-ability and mixed-age grouping in an unhurried setting.
- ★ Involve children in firsthand experience and informal interaction with objects, other children, and adults.
- ★ Emphasize language development and appropriate preliteracy experiences.
- ★ Work with parents to share information about their children, build an understanding of parent and teacher roles, emphasize reading to children in school and at home, and set the stage for later parent-teacher partnerships.
- ★ Offer a balance of small group, large group, and individual activities.

- ★ Assess students' progress through close teacher observation and systematic collection and examination of students' work, often using portfolios.
- ★ Develop children's social skills, including conflict resolution strategies.

Conclusion

Observers of trends in kindergarten scheduling argue that changing the length of the kindergarten day is not as important as making sure that all kindergartners are provided with developmentally and individually appropriate learning environments, regardless of whether these programs are full day or half day. Recent research supports the effectiveness of full-day kindergarten programs that are developmentally appropriate, indicating that they have academic and behavioral benefits for young children. In full-day programs, less hectic instruction geared to student needs and appropriate assessment of student progress contributes to the effectiveness of the program. While these can also be characteristics of high-quality half-day programs, many children seem to benefit academically and behaviorally from all-day kindergarten. Of course, the length of the school day is only one dimension of the kindergarten experience. Other important issues include the nature of the kindergarten curriculum and the quality of teaching.



Where Can I Get More Information?

The following organizations offer information on the topic of kindergarten, as well as other information about early childhood education:

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois at Urbana-Champaign
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
Phone: 217-333-1386
Toll Free: 800-563-4135
Fax: 217-333-3767
E-mail: ericeece@uiuc.edu
Web: <http://erics.ed.uiuc.edu/ericeece.html>
Web: <http://erics.ed.uiuc.edu/npin/npinhome.html> (National Parent Information Network)

National Association for the Education of Young Children
1509 16th Street NW
Washington, DC 20036-1426
Toll Free: 800-424-2460
Web: <http://www.naeyc.org/naeyc>

National Association of State Boards of Education
1012 Cameron Street
Alexandria, VA 22314
Phone: 703-684-4000
E-mail: boards@nasbe.org
Web: <http://www.nasbe.org>

Sources

References identified with ED or EJ are abstracted in the ERIC database. References with EJ are journal articles available at most research libraries. Those with ED are available in microfiche collections at more than 900 locations or can be obtained in paper copy from the ERIC Document Reproduction Service at 1-800-433-ERIC. Call 1-800-LET-ERIC for more details.

- Cryan, John, and others. June 1992. "Successful Outcomes of Full-Day Kindergarten: More Positive Behavior and Increased Achievement in the Years After." *Early Childhood Research Quarterly* 7 (2): 187-203. EJ 450 325.
- Fromberg, Doris Preinin. May 1992. "Implementing the Full-Day Kindergarten." *Principal* 71 (5): 26-28. EJ 444 288.
- Gullo, Dominic F. May 1990. "The Changing Family Context: Implications for the Development of All-Day Kindergartens." *Young Children* 45 (4): 35-39. EJ 409 110.
- Heaviside, Sheila, and others. 1993. *Public School Kindergarten Teachers' Views on Children's Readiness for School. Contractor Report*. Rockville, MD: Westat Research, Inc. ED 364 332.
- Holmes, C. Thomas, and Barbara M. McConnell. 1990. *Full-Day Versus Half-Day Kindergarten: An Experimental Study*. Unpublished paper. ED 369 540.
- Housden, Theresa, and Rose Kam. 1992. *Full-Day Kindergarten: A Summary of the Research*. Carmichael, CA: San Juan Unified School District. ED 345 868.
- Karweil, Nancy. March 1992. "The Kindergarten Experience." *Educational Leadership* 49 (6): 82-86. EJ 441 182.
- Katz, Lillian G. 1995. *Talks With Teachers of Young Children: A Collection*. Norwood, NJ: Ablex. ED 380 232.

Smith, Thomas M., and others. 1994. *The Condition of Education, 1994*. Washington, DC: U.S. Department of Education, National Center for Education Statistics. ED 371 491.

Slippek, Deborah, and others. February 1995. "Effects of Different Instructional Approaches on Young Children's Achievement and Motivation." *Child Development* 66 (1): 209-223. EJ 501 879.

* * *

This brochure is based on the 1995 ERIC Digest, written by Diane Rothberg, Associate Director of the ERIC Clearinghouse on Elementary and Early Childhood Education.

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* * *



NLE 97-2524

FOR BOB ANCRUM
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FROM KO

AUDAY K

What Should Parents Know

About Full-Day Kindergarten?



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Study done through Colorado State Department of Education

Regarding Poudre School District 1996

Full-Day Kindergarten Study

The 1995-96 school year was the first time young children attended kindergarten all day in Poudre School District. What were the effects for parents and children? How was it received by community members? What must be addressed before expanding the pilot program?

These and other questions were answered by a study of the pilot Full-Day Kindergarten program at Lopez Elementary. Kevin Aten was the Project Manager. A summary of results follows.

Costs, population, and method of delivery

1. More time in kindergarten has great benefits especially for needy students.
2. Full-day kindergarten makes good sense for academic, enrichment or social reasons.
3. Tuition programs may be prohibitive.

Parent observations

1. Parents gave both half- and full- day programs very high satisfaction ratings.
2. Additional academic activity is the key enrollment factor for full-day parents.
3. Child-care outside of both full- and half-day kindergarten is still a reality for many families.
4. Remaining issues: tuition cost, child care, equal access for children with disabilities, private and public sectors working together.

Lopez staff observations

1. Every student in the full-day class has made great personal strides, and the most needy children have made the greatest strides.
2. The full-day program has prepared all of the students (even the moderate needs special education students) for first grade.

Private child-care providers' observations

1. Every Student in the full-day class has made great personal strides, and the most needy children have made the greatest strides.
2. The full-day program has prepared all of the students (even the moderate needs special education students) for first grade.

Private child-care providers' observations

1. For-profit providers were more opposed to full-day kindergarten programs in the school district than non-profit providers.
2. Private child-care providers expressed more support for district full-day programs offered at no cost than ones that charged tuition.

What's next?

PSD will develop full-day kindergarten policy with a community-wide committee of kindergarten professionals (both public and private), parents, early childhood education specialists, and other community stakeholders. It will be chaired by Brenda Gifford, PSD Early Childhood Specialist. The committee will recommend policy to the PSD Board of Education by December 1996 that addresses:

- * Parents' ability to pay
- * Possible unfair advantage of full-day students
- * PSD's capacity to fund full-day programs
- * Collaboration of private sector and public schools to offer full-day programs

CHILDREN FIRST:

A Plan for an Early Care and Education System for Massachusetts

Report of the Special Commission on Early Childhood

December, 1995

2. INCREASE AFFORDABILITY AND ACCESSIBILITY of early childhood programs for families.

The following steps should be taken to improve accessibility and affordability of early care and education programs:

- A. Expand opportunities for 3 and 4 year olds by supporting the cost of early care and education through a sliding fee scale to be used by private programs, public school and Head Start programs. Families making up to 150% of the state median income would receive assistance from this plan (150% of state median income is approximately \$66,550). Families at all income levels would be encouraged to take advantage of existing tax credits for child care and would all benefit from enhanced quality, resource and referral services, and the family outreach and involvement activities proposed in this plan.
- B. Increase the feasibility of offering full-school-day kindergarten by supporting a grant program. Grants would provide up to \$18,000 per classroom that operates for the full school day. This assistance would be available to ensure high quality programs in all of the existing full-day classrooms in public schools and, over the implementation period, provide funding for up to one quarter of half-day programs in public schools to expand to a full day and for quality enhancement in some private kindergarten programs.
- C. Strengthen the system of early care and education resource and referral to ensure that parents will be more aware of the options available to them and make more informed choices about early care and education programs in their area.
- D. Integrate information on early childhood programs and services for system management and for families by developing a single data management system for early childhood programs. This system would support the resource and referral agencies and similar activities at the community level. This centralized unit would operate an 800 number for parents to call for information on early care and education.

Full-day Kindergarten: Full-day, every day kindergarten is gaining popularity in a changing society where a developmentally appropriate full-day kindergarten program can meet both the needs of children and the needs of working families. Gullo (1990) argues that full-day kindergarten not only responds to social and economic needs, but to an educational need as well. Changing family demographics, as evidenced by more women in the work force, more two parent families in which both parents work, and more children living in single parent homes, support full-day kindergarten programs that, at a minimum, match the hours of the elementary school day. With many children arriving in kindergarten classrooms having had many hours per day of preschool programming, full-day kindergarten schedules follow an established pattern of attendance. Full-day kindergarten can also reduce the number of transitions many kindergarten children who are in half-day programs experience during the course of a day. A full-day kindergarten teacher has the needed time to individualize the curriculum and to accommodate the individual differences of the children.

① **TITLE:** Full-Day Kindergarten: A Summary of the Research.
AUTHOR: Housden, Theresa; Kam, Rose
INSTITUTION: San Juan Unified School District, Carmichael, Calif.
CLEARINGHOUSE: Elementary and Early Childhood Education; code: PS
CLEARINGHOUSE No. -- PS020580
CITATION: 1992; 5 Page(s); 1 Microfiche
ERIC ACCESSION No. -- ED345868
NOTES: 5p.
EDRS PRICE: Level & Cost: Paper Copy: \$3.97 Microfiche: \$1.34 Plus
 Postage. To order, write to: EDRS, 7420 Fullerton Road,
 Suite 100, Springfield, Virginia, 22153-2852, USA; or call:
 800-443-3742; 703-440-1400; FAX: 703-440-1408; Internet:
 edrs@inet.ed.gov

KEYWORDS, MAJOR:

Cost Effectiveness; Full Day Half Day Schedules; Kindergarten; Parent
 Attitudes; Teacher Attitudes ° Age Appropriateness; Developmentally
 Appropriate Programs

KEYWORDS, MINOR:

Academic Achievement; Economically Disadvantaged; Educationally
 Disadvantaged; Kindergarten Children; Primary Education; Readiness;
 Self Concept; Social Development; Socioeconomic Background

ABSTRACT:

This document summarizes the research on full-day kindergarten. The
 question of whether full-day scheduling is good for children is addressed.
 The majority of the research justifies the following conclusions: (1) A
 developmentally appropriate program focuses on activities that are
 appropriate for the child's age and involve interaction with objects,
 other children, and adults; (2) A developmentally appropriate full-day
 schedule benefits children academically and socially, especially children
 from low socioeconomic or educationally disadvantaged backgrounds; (3)
 Teachers prefer full-day to half-day scheduling; (4) Parents react
 favorably to the full-day schedule; (5) Start-up costs can be offset by
 increased state aid for all-day students, reduced transportation costs,
 and increases in enrollment; and (6) Full-day kindergarten may reduce
 long-term costs for special and remedial education. A list of eight
 annotated references is appended. (GLR)

PUB. TYPE: INFORMATION ANALYSES [State-of-the-Art Papers, Research
 Summaries, and Reviews & code: 070
PUB. PLACE: U.S.; California
LANGUAGE: ENGLISH
ABSTRACT ISSUE: RIEOCT92
SUBFILE: Resources in Education (RIE)

② **TITLE:** Full-day Versus Half-day Kindergarten: An Experimental
 Study.
AUTHOR: Holmes, C. Thomas; McConnell, Barbara M.
CLEARINGHOUSE: Elementary and Early Childhood Education; code: PS
CLEARINGHOUSE No. -- PS022301
CITATION: 1990; 14 Page(s); 1 Microfiche
ERIC ACCESSION No. -- ED369540
NOTES: Paper presented at the Annual Meeting of the American
 Educational Research Association (Boston, MA, April 16-20,

Vancrum, Bob

From: kostroh [kostroh@unicom.net]
Sent: Friday, February 19, 1999 6:36 PM
To: Bob Vancrum
Subject: FW: Urgent Help:All Day K studies

Bob, Here are several new research studies.
This gal's district is usually out ahead of the curve. I've enjoyed communicating with her and have already gotten some great ideas on other issues. KO

-----Original Message-----

From: Sue or Jim Huhn [mailto:jjh3159@execpc.com]
Sent: Tuesday, February 16, 1999 7:32 PM
To: kostroh
Cc: School Boards
Subject: Re: Urgent Help:All Day K studies

Our board just approved All Day Kindergarten. We had a committee of staff, parents and community members investigate the curricular value and other issues involved in All Day Kindergarten. I will list some of the steps they took in researching this topic.

They started with an ERIC search which provided a listing an synopsis of research studies. I believe the following is a list of authors and dates for this research.

Herman, 1984	Ziomek, 1982	
Stinard, 1982		
McConnell, 1986	Humphrey, 1986	Johnson,
1993		
Rothenberg, 1984	Cruikshank, 1986	Housden
& Kam, 1992		
Towers, 1991	Harding, 1988	
Evans & Marken, 1983		

Bickers, 1989 meta-analysis of 30 studies
Cryan, Seehan, Wiechel, & Bandy-Hedden, 1992
McConnel & Tesch, 1986
Olsen & Zigler, 1989
Lysiak & Evans, 1976

This should give you a good start.

They visited other programs in the area.
Attend a workshop and sited research done by Dr. Gullo of UW Milwaukee Early Childhood Research Center.

The majority of the research found educational value to all day kindergarten. The advantages diminish over time and the program cannot be just more of the same from a half day program.

Hope this is helpful

Sue Huhn
Franklin BOE
Franklin WI

Academic Stres:

ABSTRACT:

The purpose of this study was to determine whether the length of the school day has an effect on kindergarten students' academic performance. Ten full-day and ten half-day kindergarten teachers were asked to complete a questionnaire regarding the effects of full-day kindergarten on students. A majority of the half-day teachers were concerned that: (1) children in full-day kindergarten programs leave school tired; (2) there is more academic pressure on children in full-day kindergarten programs; (3) too much school at an early age can have a negative effect; and (4) children need half-day programs as a transition time between home and school. The majority of full-day teachers surveyed thought that full-day programs: (1) meet the needs of working parents; (2) have more enrichment activities; and (3) provide more opportunities for teachers to work with students. (PCB)

PUB. TYPE: REPORTS - Research/Technical & code: 143;
DISSERTATIONS/THESES - Masters Theses & code: 042
PUB. PLACE: U.S.; California
LANGUAGE: ENGLISH
ABSTRACT ISSUE: RIESEP90
SUBFILE: Resources in Education (RIE)

(4) TITLE: An Analysis of Attendance and Achievement for Full-Day and Half-Day Kindergarten, 1987-1988. Report No. 8911.
AUTHOR: Goodwin, Judy
INSTITUTION: Philadelphia School District, Pa. Office of Research and Evaluation.
CLEARINGHOUSE: Elementary and Early Childhood Education; code: PS
CLEARINGHOUSE No. -- PS018110
CITATION: 1989; 34 Page(s); 1 Microfiche
ERIC ACCESSION No. -- ED308939
NOTES: 34p.
EDRS PRICE: Level & Cost: Paper Copy: \$7.94 Microfiche: \$1.34 Plus Postage. To order, write to: EDRS, 7420 Fullerton Road, Suite 100, Springfield, Virginia, 22153-2852, USA; or call: 800-443-3742; 703-440-1400; FAX: 703-440-1408; Internet: edrs@inet.ed.gov

KEYWORDS, MAJOR:

Academic Achievement; Attendance Patterns; Kindergarten; Program Effectiveness; Full Day Programs; Half Day Programs

KEYWORDS, MINOR:

Comparative Analysis; Primary Education; Tables [Data] ° Pennsylvania [Philadelphia]

ABSTRACT:

The School District of Philadelphia (Pennsylvania) conducted a study to determine whether full-day kindergarten (FDK), in comparison with half-day kindergarten (HDK), produced positive effects on student attendance and achievement. Research questions concerned differences between full- and half-day kindergarten programs regarding attendance patterns, achievement on city-wide tests, and percentages of children scoring at or above the 50th percentile and below the 16th percentile on city-wide tests. During the 1987-1988 school year, 4,596 students attended FDK and 9,146 attended HDK. Average daily attendance (ADA) for October, 1987 was 90.3 percent for

FDK and 89.1 percent for HDK. By April, 1988, ADA was 86.8 percent for FDK and 83.5 percent for HDK. Analyses of city-wide achievement data showed statistically significant differences in favor of FDK in reading and mathematics. In reading, 43.9 percent of children in FDK scored at or above the national 50th percentile compared with 34.5 percent in HDK. In mathematics, 60.8 percent of children in FDK scored at or above the national 50th percentile compared with 58.9 percent in HDK. Fewer FDK children than HDK children scored below the 16th percentile in reading and mathematics. Attendance and achievement data by school and district are appended. (RH)

PUB. TYPE: REPORTS - Research/Technical & code: 143
 PUB. PLACE: U.S.; Pennsylvania
 LANGUAGE: ENGLISH
 ABSTRACT ISSUE: RIEDEC89
 SUBFILE: Resources in Education (RIE)

5 TITLE: Half-Day Kindergarten versus All-Day Kindergarten and Its Effects on First-Grade Reading Achievement.
 AUTHOR: Harrison-McEachern, Rebecca
 CLEARINGHOUSE: Reading and Communication Skills; code: CS
 CLEARINGHOUSE No. -- CS009877
 CITATION: 1989; 40 Page(s); 1 Microfiche
 ERIC ACCESSION No. -- ED313684
 NOTES: M.A. Thesis, Kean College.
 EDRS PRICE: Level & Cost: Paper Copy: \$7.94 Microfiche: \$1.34 Plus Postage. To order, write to: EDRS, 7420 Fullerton Road, Suite 100, Springfield, Virginia, 22153-2852, USA; or call: 800-443-3742; 703-440-1400; FAX: 703-440-1408; Internet: edrs@inet.ed.gov

KEYWORDS, MAJOR: Program Effectiveness; Reading Achievement

KEYWORDS, MINOR: Comparative Analysis; Full Day Half Day Schedules; Grade 1; Kindergarten; Primary Education; Reading Research ° Comprehensive Tests of Basic Skills; New Jersey [Newark]

ABSTRACT: A study compared the reading achievement of first grade students who attended half-day kindergarten to that of students who attended full-day kindergarten. Subjects, 67 students in urban Newark, New Jersey, who had attended half-day and 66 students who had attended full-day kindergarten, were given the first grade Comprehensive Tests of Basic Skills (CTBS) after 8 months in the first grade. The total reading scores for the two groups were then compared. Results indicated that students who had attended full-day kindergarten scored significantly higher than students who had attended half-day kindergarten. (One table of data is included; 21 references and an appendix of data are attached.) (RS)

PUB. TYPE: DISSERTATIONS/THESES - Masters Theses & code: 042; REPORTS - Research/Technical & code: 143
 PUB. PLACE: U.S.; New Jersey
 LANGUAGE: ENGLISH
 ABSTRACT ISSUE: RIEMAY90
 SUBFILE: Resources in Education (RIE)

6 TITLE: Effectiveness of Preschool; and Comparing Full-Day, Half-Day, and Alternate-Day Kindergartens.
INSTITUTION: Pasco School District 1, Wash.
CLEARINGHOUSE: Elementary and Early Childhood Education; code: PS
CLEARINGHOUSE No. -- PS017119
CITATION: 1987; 110 Page(s); 2 Microfiche
ERIC ACCESSION No. -- ED294648
NOTES: 110p.
EDRS PRICE: Level & Cost: Paper Copy: \$19.85 Microfiche: \$1.34 Plus Postage. To order, write to: EDRS, 7420 Fullerton Road, Suite 100, Springfield, Virginia, 22153-2852, USA; or call: 800-443-3742; 703-440-1400; FAX: 703-440-1408; Internet: edrs@inet.ed.gov

KEYWORDS, MAJOR:

Kindergarten; Preschool Education; Program Effectiveness; School Schedules * Full Day Programs; Washington [Pasco]

KEYWORDS, MINOR:

Comparative Analysis; Early Childhood Education; Program Evaluation; School Districts * Alternate Day Programs; Half Day Programs

ABSTRACT:

Presented are four studies of the effectiveness of early childhood programs that were implemented in the Pasco, Washington school district from 1982 through 1987. Part One provides a study of three kindergarten models, full-day everyday, full-day alternate days, and half-day everyday, implemented during the 1985 school year. The study reports on the preschool program over a 3-year period. Part Two reports on a comparison of two kindergarten models, half-day everyday and full-day alternate days, for the 1986 school year. Included in the report is data from other studies comparing half-day and alternate day schedules. Part Three compares the full-day everyday kindergarten model, as operated for the school years 1986 and 1987, to the half-time kindergarten models, which combine half-day everyday and full-day alternate days. It also reviews data from other studies of full-day kindergarten models. Part Four provides data on five cohorts of preschool children, served from 1982 through 1987, with follow-up data on the first two cohorts through kindergarten and first grade. Findings indicate that the full-day everyday kindergarten program was far more effective than the half-time models for poverty level students and average or above average students. The full-day alternative days model was significantly better than the half-day everyday model for children in poverty, and on all tests of language proficiency.

(RH)

PUB. TYPE: REPORTS - Evaluative/Feasibility & code: 142
PUB. PLACE: U.S.; Washington
LANGUAGE: ENGLISH
ABSTRACT ISSUM: RIEOCT88
SUBFILE: Resources in Education (RIE)

EJ450525 PS519664

Success Outcomes of Full-Day Kindergarten: More Positive Behavior and Increased Achievement in the Years After.

Cryan, John R.; And Others

Early Childhood Research Quarterly, v7 n2 p187-203 Jun 1992

Special Issue: Research on Kindergarten.

ISSN: 0885-2006

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJAN93

Investigated the effects of kindergarten schedules and preschool experience on elementary school students' success. Results indicated that children who attended preschool experienced greater success in elementary school than those who did not. Childrens' participation in full-day kindergarten was positively related to their school performance through first grade. (BC)

Descriptors: *Academic Achievement; Elementary Education; *Elementary School Students; *Full Day Half Day Schedules; Grade Repetition; *Kindergarten; Longitudinal Studies; Preschool Education; *School Entrance Age; *Student Behavior
Identifiers: Ohio

*Diane -
Please fax to
Vancrum -
Kindergarten
achievement research.
From Me.
Stew*

FEB 23 1999

Kindergarten

PUBLISHED BY THE NATIONAL SCHOOL BOARDS ASSOCIATION ■ A Service for National A

FAST REPORT

Principal test

Would-be principals in four states—Maryland, Mississippi, Missouri, and North Carolina—will have to take a standardized test this fall before they can receive a license to head a school.

The six-hour School Leaders License Assessment will measure how well candidates can deal with everyday matters such as budgets, discipline, staffing, and safety.

The test was created by the Educational Testing Service of Princeton, N.J., using standards developed by a consortium of states and national education groups that was organized by the Council of Chief State School Officers.

Preschool pays

A Rand Corp. study has found early intervention programs for disadvantaged children can yield direct benefits for

Continued on page 11



Full-day kindergarten classes, like this one in Bellevue, Wash., help prepare children for the challenges of first grade.

More school districts offer all-day kindergarten

By Carol Chmelynski

All-day kindergarten is becoming more common across the nation and is gaining popularity with parents—especially those in need of afternoon day care. And elementary school teachers appreciate the extra preparation it provides to incoming first graders.

But is it necessary? And is it worth the expense? A growing number of education re-

searchers and school board members believe it is.

Arkansas, Florida, West Virginia, and the District of Columbia require all-day programs for kindergartners, reports a survey by the Council of Chief State School Officers. Another 11 states require school districts to offer parents a choice of half-day or full-day programs. Those states are Alabama, Arkansas, Florida,

Continued on page 3

*School Board News
5/12/98*



The National School Boards Association is a non-profit federation of the state associations of local school boards and the Hawaii State Board of Education, plus the boards of education of the District of Columbia, Guam, and the U.S. Virgin Islands. NSBA's primary mission, working with the Federation Members, is to foster excellence and equity in public education through school board governance.

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Continued from page 1

da, Georgia, Louisiana, Mississippi, North Carolina, North Dakota, South Dakota, Texas, and Vermont. In Virginia, students must attend full-day kindergarten in districts that provide it.

Although just about every school district has some kind of kindergarten program, only 39 states mandate such programs.

Preferred by parents

Dianne Rothenburg, associate director of the ERIC Clearinghouse on Elementary and Early Childhood Education, says recent research has sparked a general interest across the states to provide better-quality, early-education programs for young children.

She also says the increase in single-parent and dual employment households adds to the popularity of full-day sessions. "Families who find it difficult to schedule both kindergarten and a child care program during the day" especially like it. Schools like it because "it eliminates the need to provide buses and crossing guards at mid-day."

But, she says, some parents, educators, and policymakers prefer a half-day session, arguing that it is less expensive and provides an adequate educational and social experience for young children while orienting them to school.

"Many districts offer both half-day and full-day kindergarten programs when possible, but the trend is fully in the direction of full-day kindergarten," Rothenburg says.

It's harder to take field trips, work on ambitious art projects, or learn the names and sounds of letters when the school day lasts less than three hours, say kindergarten teachers at the Bellevue, Wash., school district.

That's why the district expanded its all-day kindergarten program to all of its elementary schools last September and gave its neediest families a tuition break. Parents can opt to send their children to full-day or half-day sessions.

Previously, district schools offered a free, half-day kindergarten program and charged tuition, about \$200 a month, to parents who opted for a full-day, six-hour program.

"Charging tuition for a full day of school meant the program didn't help the neediest students—those who are in the

lowest income bracket—with parents who work full time," says Superintendent Mike Riley.

Also, the fact that about 9 percent of Bellevue kindergartners need help learning to speak English pushed the district toward a full-day program.

Joann Lindhorst, a kindergarten teacher at Somerset Elementary, says spending all day at school and interacting with other children on the playground helps to prepare kindergartners for the challenges of first grade.

Parents who don't want their children to go all day worry that those who do will be better prepared academical-

consider dropping all-day kindergarten last September to free up space for higher grades, but overwhelming public support for the program convinced the district to maintain it, says Superintendent Ray Glynn.

Parents can choose half-day sessions, but "no one to my knowledge does," he says. "Full-day kindergarten is a very valuable asset—a drawing card—to our community. It saves parents day-care problems, while providing children a comprehensive, developmentally appropriate kindergarten program."

Also, teachers are able "to detect learning problems in the full-day program that would be

Olathe kindergarten teachers say keeping a child's attention span for a full day isn't that difficult. Students usually begin and end their days working on reading and writing skills. In between, there's time for recess, lunch, a gym class, and a rest period.

Full-day classes now are provided at three of the district's schools and proposed at a fourth, says Olathe school board member Bob Drummond. He says he's pleased with the "jump start" the full-day program has given students. "It's a way to level the playing field for children throughout the district," he says.



Full-day kindergartners at Somerset Elementary School in Bellevue, Wash., have time for ferry boat rides and other field trips, teachers say.

The West Hartford, Conn., school board recently voted to expand all-day kindergarten at all of its elementary schools by fall 1999.

"I support full-day kindergarten and think it's a good thing, but it was not a top priority for me," says Diane Randall, the only member of the West Hartford

school board to vote against the plan. "There was no clear mandate from the public for it. For the same cost, we could have had foreign languages in all our elementary schools or enhanced our guidance services."

Randall estimates a full-day program for the six schools will cost \$265,000 a year, mostly for teaching staff and supplies.

Quality vs. quantity

Rothenburg and other early childhood experts urge parents and schools to resist the temptation to provide full-day programs that are didactic rather than intellectually engaging in tone. "Seat work, worksheets, and early instruction in reading or other academic subjects are largely inappropriate in kindergarten," she says.

Experts say appropriate full-day programs have these elements: hands-on projects with mixed-ability, mixed-age groups; an emphasis on language development and appropriate pre-literacy experiences; a balance of small group, large group, and individual activities; and an emphasis on the development of social skills, including conflict resolution.

While many children seem to benefit academically and behaviorally from all-day kindergarten, she says, the length of the day is only one dimension. Other important issues include the nature of the kindergarten curriculum and the quality of teaching.

ly for first grade. But "first-grade teachers don't see a significant academic difference," Lindhorst says, although those who attended all-day kindergarten do seem "to be more confident and organized in first grade."

Educational benefits

A 1997 study by Southwest Missouri State University showed that children who had been in all-day kindergarten in the Springfield, Mo., school district were more socialized and performed better on standardized tests than their half-day peers. The study also found that 98 percent of the district's parents and teachers favored all-day kindergarten.

All-day kindergarten took off in Missouri in 1993 when the legislature made state money for it available to all school districts as part of that year's Outstanding Schools Act. In 1992, 311 Missouri districts offered full-day programs. Today, 461, or about 92 percent, of the state's districts do.

In Massachusetts, the state provides funding for less than half of the true cost of a full-day program, so school districts that offer it either must provide the bulk of the funding or charge parents a fee.

The Natick school district in suburban Boston launched the area's first tuition-free, full-day kindergarten in 1994, at a cost of about \$350,000 a year.

A rapidly increasing enrollment made school officials

much harder to see in the half-day," he says. "This early detection offsets special education costs down the road."

The Framingham, Mass., school district has had pilot full-day kindergarten programs for limited-English-speaking and special-needs students for several years, but it just started a standard-curriculum, full-day kindergarten at its Woodrow Wilson School last fall.

Michael Dineen, director of educational operations, says district officials considered a full-day program for more than eight years but the high cost and lack of space held them back.

"It would cost more than a half-million dollars to fund it, and only three or four of our nine elementary schools have the space," he says. "We would put it in all our schools if we could. Absolutely."

The Olathe, Kan., school district began full-day kindergarten classes at two of its 25 elementary schools—Fairview and Central—during the 1994-95 school year to boost academic achievement. Students in grades 4-6 at those schools had lower scores on standardized tests than their peers at other Olathe schools.

"The first group of Fairview full-day kindergartners showed about a 20 percent improvement in their reading and math scores on district assessment tests as first graders," says Curriculum Coordinator LuAnn Hermeck.

Not good No good

2-17 2/2

Kindergarten

Kindergarten Programs — State Policies, 1998

FULL-DAY PROGRAM	
Districts Must Offer	Student Attendance Required
Alabama	No
Arkansas	Yes
Dist. of Columbia	Yes
Florida (1994)	Yes
Georgia (1995)	No
Hawaii	No
Louisiana	No
Mississippi	No
North Carolina	No
North Dakota (and half da)	No
South Dakota (and half da)	No
Texas (and half day)	No
Vermont (and half day) (199)	No
Virginia (and half day)	Yes
Virgin Islands	Yes
West Virginia	Yes

HALF-DAY PROGRAM	
Districts Must Offer	Student Attendance Required
American Samoa (1995)	Yes
Arizona (1994)	Yes
California	No
Connecticut	No
Delaware	Yes
DoDEA	No
Illinois (or full day)	No*
Iowa (or full day)	No
Indiana	No
Kentucky	No
Maryland	Yes
Massachusetts	No
Minnesota (or full day)	No
Missouri (or full day)	Yes
Montana	No
Nebraska (400 hrs.)	No
Nevada	No
New Mexico	Yes
Ohio (or full day)	No
Oklahoma	Yes
Oregon	No
Pennsylvania	No
Puerto Rico (1995)	Yes
Rhode Island	Yes
South Carolina (1995)	Yes
South Dakota	No
Tennessee	Yes
Utah	Yes
Vermont (1995)	No
Wisconsin	No
Wyoming	No

NO STATE POLICY — LOCAL DISTRICT POLICY	
Alaska	
Colorado	
Idaho	
Kansas	
Maine (offer or make available)	
Michigan	
New Hampshire	
New Jersey (1995)	
New York (1995)	
Washington	

NOTES:

* represents change since 1995

Source: State Departments of Education, CCSSO Policies and Practices Survey, 1998.
 Council of Chief State School Officers, State Education Assessment Center, Washington, DC.

**SOUTH PARK SCHOOL
FULL DAY KINDERGARTEN OBSERVATIONS AND QUOTES**

We think full day kindergarten is great for kids. It allows more time for children to learn, which prepares them for first grade. This early intervention will help children expand their learning to more successful levels as they go through the grades.

- 47.7% of U.S. kindergarten students attend full day programs while only 15% attend full day programs in Kansas.
- Children get a head start on first grade.
- Teachers have extra time to focus on individual students.
- Children have demonstrated academic achievement when participating in a full day program.

The statements below are taken from first grade teachers who have had the privilege of teaching first graders the year after their all day kindergarten experience. As you can see this program is making a difference and is helping students learn more effectively.

Personal Skills

- More self-confident
- Not so afraid of school
- Already knows about lunch, afternoons, dismissal
- More sure of themselves
- Can use drinking fountain and rest room better
- Knows lunch routine
- Take better care of supplies
- Can handle a 7 hour day including routines
- Feels more comfortable in school setting
- Has a better sense of belonging
- Participate in class discussions
- Less afraid of making a mistake
- Stronger self help skills
- Better organized
- Bring back their home folders

Social Skills

- Better about handling themselves with a group
- Less hitting more understanding about rules and safety
- Can stay in seats longer
- Does not keep asking when does school get out
- Better lines in the hallway
- Has had more exposure to social situations
- More practice in dealing with peers, following school and class rules
- Peer relationships are better
- Problem solving skills are better
- Makes better choices
- Wait their turn

Academic Skills

- More ready for reading and writing
- Ready for first grade journals
- Knows more about numbers, counting, sounds and reading
- They are more ready in every way for first grade. We are able to teach things faster and go further.
- Knows how to use the computer lab
- Can work in cooperative groups
- More attentive to speakers and videos
- See results of the time spent on skills and concepts
- Able to copy information from the board
- Handwriting is neater and they use fewer capital letters.
- Better control of eye movement
- Work habits are better
- Sound spelling more recognizable

What Does the Research Show?

Some researchers have found a broad range of effects, including a positive relationship between participation in full-day kindergarten and later school performance. After comparing similar half-day and full-day programs in a statewide longitudinal study, Cryan and others (1992) found that full-day kindergartners exhibited more independent learning, classroom involvement, productivity in work with peers, and reflectiveness than half-day kindergartners. They were also more likely to approach the teacher, and they expressed less withdrawal, anger, shyness, and blaming behavior than half-day kindergartners. In general, children in full-day programs exhibited more positive behaviors than did pupils in half-day or alternate-day programs. Similar results have been found in other studies as well.

What Makes a Full-Day Program Effective?

Full-day kindergarten allows children and teachers time to explore topics in-depth, reduces the ratio of transition time to class time, provides for greater continuity of day-to-day activities, and provides an environment that favors a child-centered, developmentally appropriate approach.

Many experts feel that seat work, worksheets, and early instruction in reading or other academic subjects are largely inappropriate in kindergarten. By contrast, developmentally appropriate, child-centered all-day kindergarten programs:

- Integrate new learning with past experiences through project work and through mixed-ability and mixed-age grouping in an unhurried setting.
- Involve children in firsthand experience and informal interaction with objects, other children, and adults.
- Emphasize language development and appropriate preliteracy experiences.
- Work with parents to share information about their children, build an understanding of parent and teacher roles, emphasize reading to children in school and at home, and set the stage for later parent-teacher partnerships.
- Offer a balance of small group, large group, and individual activities.
- Assess students' progress through close teacher observation and systematic collection and examination of students' work, often using portfolios.
- Develop children's social skills, including conflict resolution strategies.

Conclusion

Recent research supports the effectiveness of full-day kindergarten programs that are developmentally appropriate, indicating that they have academic and behavioral benefits for young children. In full-day programs, less hectic instruction geared to student needs and appropriate assessment of student progress contributes to the effectiveness of the program. While these can also be characteristics of high-quality half-day programs, many children seem to benefit academically and behaviorally from all-day kindergarten. Of course, the length of the

school day is only one dimension of the kindergarten experience. Other important issues include the nature of the kindergarten curriculum and the quality of teaching.

Where Can I Get More Information?

The following organizations offer information on the topic of kindergarten, as well as other information about early childhood education:

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois at Urbana-Champaign

805 West Pennsylvania Avenue

Urbana, IL 61801-4897

Phone: 217-333-1386

Toll Free: 800-583-4135

Fax: 217-333-3767

E-mail: ericeece@uiuc.edu

Web: <http://ericeece.org/>

Web: <http://npin.org/>

(National Parent Information Network)

National Association for the Education of Young Children

1509 16th Street NW

Washington, DC 20036-1426

Toll Free: 800-424-2460

Web: <http://www.naeyc.org>

National Association of State Boards of Education

1012 Cameron Street

Alexandria, VA 22314

Phone: 703-684-4000

E-mail: boards@nasbe.org

Web: <http://www.nasbe.org>

Sources

References identified with ED or EJ are abstracted in the ERIC database. References with EJ are journal articles available at most research libraries. Those with ED are available in microfiche collections at more than 900 locations or can be obtained in paper copy from the ERIC Document Reproduction Service at 1-800-443-ERIC. Call 1-800-LET-ERIC for more details.

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Smith, Thomas M., and others. 1994. *The Condition of Education, 1994*. Washington, DC: U.S. Department of Education, National Center for Education Statistics. ED 371 491.

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Kansas Kindergarten Coalition

920 Millington, Winfield, KS 67156 • (316) 221-5136 or (316) 221-5155 • kwangle@horizon.hit.net

Testimony to the House Education Committee in support of House Bill 2334

Chairman Tanner, and members of the House Education Committee:

My name is Keith Anglemyer. I am the principal of Lowell Elementary School in Winfield, KS. Our school district has four elementary schools out of six offering full day/every day kindergarten programs. We are among the growing number of school districts in Kansas who realize the positive benefits of full day/every day kindergarten, and are willing to sacrifice other programs in our schools in order to fund full day programs, since we receive no extra funding from the state above the 0.5 FTE we receive for all kindergarten students. Our teachers, and most importantly our parents, are extremely pleased with our full day/every day kindergarten program.

For the past few years, our school district has wrestled with some very tough financial decisions regarding special programs we offer our students, in light of the serious economic times we in Cowley County have endured with the closing of the Winfield State Hospital and Training Center, the Binney & Smith Crayola plant, also in Winfield, and the Total Petroleum Refinery in Arkansas City. When our board of education discussed the elimination of the existing full day kindergarten programs, they faced more vocal opposition from parents and citizens on this issue than any other. To our board's credit, instead of cutting the full day kindergarten programs, they expanded to the level we are now.

The school administrators in Winfield decided in August, 1997, that the solution to the problem was to work to get a full day funding bill passed in the Kansas Legislature. We formed the Kansas Kindergarten Coalition to help spread our message to other school districts in Kansas, and several joined in our efforts. We were able to get legislation introduced in both sides of the Legislature last year, and had an opportunity to testify to both the Senate and House Education committees in support of this legislation. Unfortunately, the issue died in both committees, but in the process, we received a lot of publicity. We hope that this publicity will help us as we work this year to get this issue passed.

One of the most rewarding aspects that came out of our work on full day/every day legislation last year was the vast amount of research we obtained that demonstrated the positive academic aspects of full day/every day kindergarten. It is important to state here that **a full day kindergarten program doesn't try to teach students more, but it allows them more time to learn necessary skills than is currently available in a half/day program.** Some of the benefits to students in a full day program versus a half day program include: a higher level of preparation for first grade in the core academic areas of reading and math; advanced social development; a retention of accelerated skills well beyond first grade; students who are less likely to need special services such as Title I and Special Education; and more students from low income families who take advantage of meal subsidy programs and receive two solid meals a day from the school cafeteria. Any one of these reasons is important enough by itself to justify your consideration to fund full day/every day programs. When you put all of these reasons together, you have such a successful program that it is

ridiculous not to provide funding so that ALL Kansas kindergarten students could have the opportunity to participate in a full day/every day program.

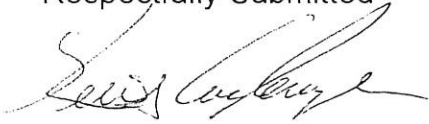
It is the position of the Kansas Kindergarten Coalition that while we believe full day/every day kindergarten programs are extremely beneficial to any student who is fortunate to participate in one, we still believe that these programs should be a CHOICE for parents, and that no student is required to attend a full day program if their parent chooses not to include them.

It is our belief that the kindergarten issue died last year because of the funding aspects. It is true that if every student in Kansas participated in a full day program funded by the state, it would require more than \$60 million in additional funds than is currently being spent on kindergarten. Last year, the Kansas Kindergarten Coalition proposed a funding formula that would increase the amount spent per pupil enrolled in a full day program by 0.1 FTE per year for five years, until the program was fully funded. Current House Bill No. 2334 has included that funding proposal. By employing this gradual increase, the amount of spending would be limited to no more than \$12 million per each of the five years of the plan. We believe that the actual amount would be much less per year, especially in the first two or three years of the plan, since not every school district will jump right in with a full day program in the first year of this funding increase. Regardless of the number of schools who will be adding programs, this is a sensible method of funding full day programs in Kansas that reduces the "sticker shock" that would occur if the plan was funded in one year.

As you consider SB 171 today in your hearing, I strongly urge you to include the language changes outlined in HB 2334, and give our Kansas kindergarten students a chance to participate in such a worthwhile program. At the end of my testimony last

year, I told this committee that this issue must not die because of funding. The success of full day/every day programs is reason enough alone to pass this legislation. Kansas is behind most of the rest of the United States in our participation in full day kindergarten programs. It's time our kindergarten students have the opportunities they deserve. Your addition of the language changes in HB 2334 will provide that opportunity. Please, support the addition of the language changes from HB 2334 to SB 171 for all kindergarten students in Kansas - let's not waste any more time. Thank you for your time today.

Respectfully Submitted



Keith Anglemyer, Principal
Lowell Elementary School
Kansas Kindergarten Coalition
920 Millington
Winfield, KS 67156

Testimony in Support of House Bill 2334 for House Education Committee

March 10, 1999

Fred Kaufman, Superintendent
Unified School District No. 489, Hays

All Day Kindergarten

Unified School District No. 489 started its first all day kindergarten in the fall of 1990. The all day kindergarten was started at O'Loughlin Elementary. The school was new, and probably could properly be called an experimental school.

The initial reaction from teachers to all day kindergarten was at best lukewarm. The reaction from parents in the beginning was an enthusiastic endorsement.

By the fall of 1992-93 teachers had observed the success of all day kindergarten and approximately 3/4 of our students were in all day kindergarten. In the fall of 1993 virtually all of our kindergarten students were in all day kindergarten, and they remain in all day kindergartens today. The program is popular with parents and with teachers.

We recognize that there is a real danger in assuming cause and effect relationships from test scores. However, we do know that our students who have been in all day kindergarten have high test scores, and their scores remain high throughout their educational career. Whatever the cause, our scores are lower at the grade levels where students did not have the benefit of all day kindergarten. Perhaps most encouraging is the fact that on our Iowa Test of Basic Skills scores it is clear that, at those grade levels where we have had all day kindergarten, we have sharply fewer students scoring in the lower quartile of tested students.

If we want to teach more we must have more time. All day kindergarten increases K-12 instructional time by 1/2 year.

Unified School District No. 489 has a full 25% local option budget, and the 21 mills levied to fund this budget this year will be used in part to fund 13 all day kindergartens.



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Mark Desetti Testimony
House Education Committee
Wednesday, March 10, 1999

Mr. Chairman and members of the committee: thank you for the opportunity to submit written testimony in support of House Bill 2334.

As a former kindergarten teacher and primary grades reading specialist, I am pleased to offer our support for a bill which would fully fund full-day kindergarten programs. My experiences in teaching in a full-day kindergarten have shown me the benefits of such programs. I would like you to imagine the possibilities available to the full-day kindergarten teacher to expand learning opportunities beyond simply providing the minimum curriculum that can be squeezed into the traditional half-day program.

A full-day program allows the children greater opportunities for structured play, often a time for the teacher to observe students applying the skills they are learning in lessons. Teachers have time for more one-on-one or small group interaction to meet the diverse needs of the class. There are expanded opportunities to explore the arts or physical education; there are expanded opportunities to build upon literature experiences, develop phonetic awareness, and build mathematical concepts.

I later worked as a primary grades reading specialist in a school district that did not have full-day kindergarten. In our center, we saw hundreds of first and second grade children who were well behind their peers in reading. Many of these children had come to school without the readiness necessary for academic success. Once their difficulties were assessed, we worked hard within our limited time and resources to improve their reading. Had these children had the benefit of full-day kindergarten, their problems would likely have been spotted earlier and interventions could have begun.

Commissioner Tompkins, in a recent presentation to this committee, discussed the results of state assessments. He told you that there is a large group of Kansas students who start school with "only half the words of their peers." He went on to say that closing the learning gap was extremely difficult given the time schools have with children. Everyone lauds the goal of having

HOUSE EDUCATION
Attachment 6
3-10-99

every child reading on grade level by third grade. We are all working hard to make that happen. But, as Commissioner Tompkins told you, we have considerable problems to overcome.

Would full-day kindergarten take care of all the problems I saw as a reading specialist or Commissioner Tompkins shared with you? Of course not. But we know that learning is complex, our populations are diverse, and our needs are great. Full-day kindergarten would be a good start at bringing children to our goal of grade level reading. A number of school districts know this already. They have offered full-day kindergarten knowing that it will not be fully funded. We urge you to make this program available to all Kansas kindergartners.

HENRY M. HELGERSON, JR.
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(WHEN IN SESSION)



TOPEKA

HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS
RANKING DEMOCRAT: EDUCATION
MEMBER: ENVIRONMENT
FINANCIAL INSTITUTION

TESTIMONY
On House Bill 2420, 2423 and 2415
3-10-99

Mr. Chairman, members of the committee, HB 2420, 2415 and 2423 all revolve around the amount and formula for distributing money to school districts for special education costs.

Earlier this session we were briefed on the present formula, a legislative post audit study that showed several inadequacies under the present system and Tom Parrish's presentation and review of our system and other state models.

The 1998 Legislation Post Audit Report concluded:

- state funds very different levels of "excess costs" in different districts (ranging from 69% to 137%)
- overall, districts spending the most on special education services have the lowest rates of reimbursement, but also claim the largest total share of state special education funding.
- differences in percent reimbursement do not appear to relate to variations in student severity or true need for special education services.
- differences in percent reimbursement do not appear to relate to variations in student severity or true need for special education services.

Mr. Parrish added in his presentation that one of the consequences of our system is that the current state special education funding is likely to bear an inverse relationship to district poverty and that Kansas has three options:.

- Retain the current system, with or without modifications. Without modifications, it seems likely that special education costs and identification rates will continue to climb. Special education categorical aid will continue to go to districts most able to afford special education teachers and aids. The system will retain some of its inflexible elements regarding serving all children in a manner most appropriate to their needs. With modifications, e.g. removing required teacher ratios, and adopting caps on overall counts of special education teachers.

- Adopt a census based system. Although public support seems lacking, with "hold harmless" provisions and properly designed and implemented "safety net" provisions, as well as the retention of catastrophic aid, such a system might be sold to the public. Some jurisdictions, e.g. the federal government, use poverty as a proxy for a "safety net" measure.
- The state could adopt a pupil weighting system based on the characteristics of students, as suggested by the Kansas Association of School Boards. This would likely require the most work to design and implement. Some of the pros and cons of all pupil weighting approaches are described in the section below.
- All of the systems described above could be cost adjusted to allow for variations in local resource costs.

Before the committee today are three bills with different policy choices.

HB 2420 - increases the reimbursement for excess cost from it's present level of 85% to 90%. The cost is \$25.8 million in FY 2000. No other issues are addressed.

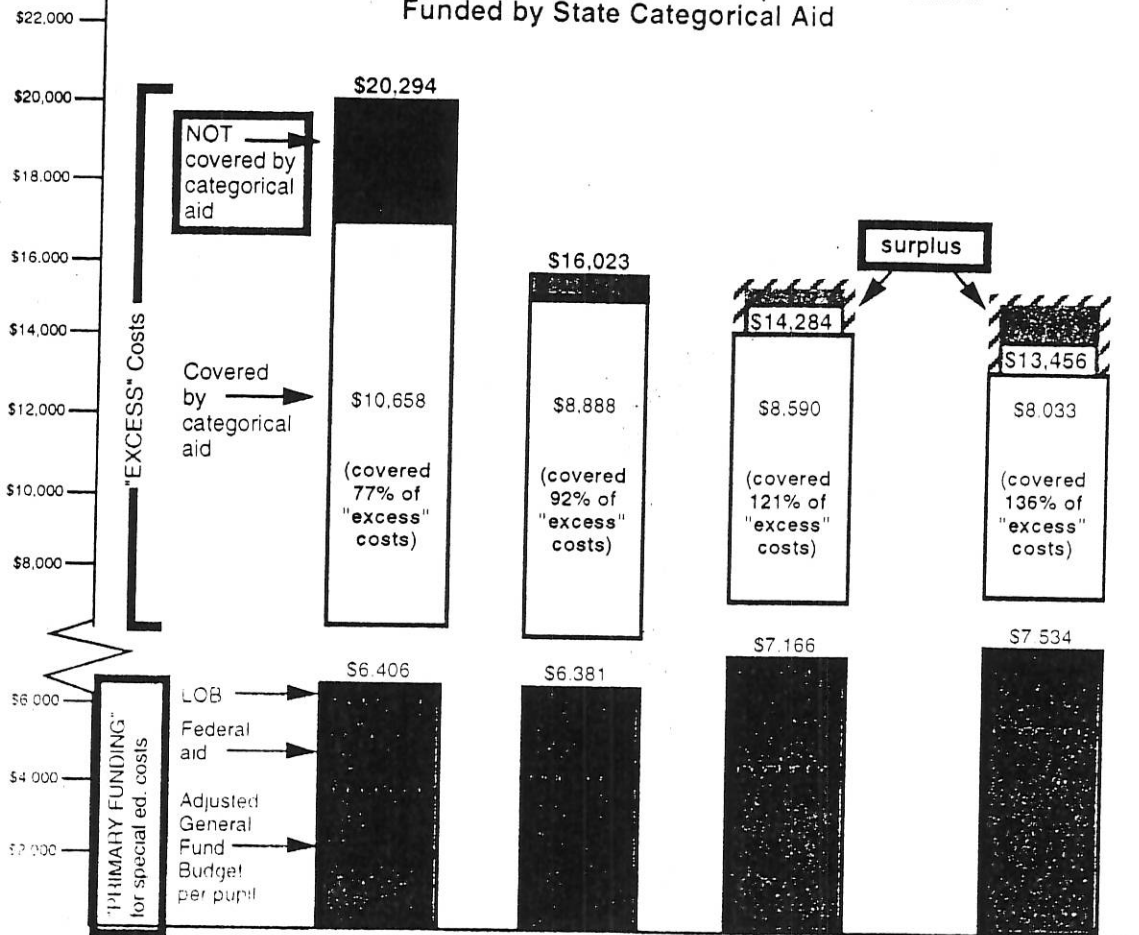
HB 2423 - determines excess cost on a district basis, moves the reimbursement to 90% or allows those districts that are currently receiving more than the 90% to remain at the higher level, i.e., a hold harmless provision.

HB 2415 - begins a multi-year approach to moving to 90% to reimbursement for excess costs, in FY 2000 the amount goes to 87%, FY 2001 it moves to 90%. In addition it changes the formula from the current model to a per pupil reimbursement, or census model.

Over the last two summers we have had two interim studies that revised our current system and alternatives. I believe changes must be made, but I also recognize that additional analysis and a broader consensus must be achieved. Therefore, I am asking that a subcommittee be appointed to report back to this committee later this session.

Average Expenditures per Student

Comparing % of "Excess" Costs for Special Education Funded by State Categorical Aid



School districts included in each group:

- Derby
- Manhattan
- Haysville
- Lawrence
- Wichita
- Blue Valley
- Shawnee Mission

- Kaw Valley
- Mulvane
- Junction City
- Fort Scott
- Garden City
- Liberal

- Eureka
- Ottawa
- Atchison
- Turner
- Russell
- Hutchinson
- Wabaunsee East

Special Ed. Cooperatives:

- Doniphan County
- Holton
- Three Lakes