

Child Care & Early Education RESEARCH CONNECTIONS

Full-Day Kindergarten and School Improvement Grants

Under the School Improvement Grant (SIG) program, states have the ability to competitively award funds from the federal Department of Education to local school districts to improve the lowest-performing schools. While past grantees incorporated early learning into school turnaround efforts, SIG requirements did not formally sanction using funds to support early learning efforts (Connors-Tadros, Dunn, Martella, & McCauley, 2014). However, the new SIG requirements effective on March 11, 2015, support early learning by formally allowing school districts to implement early learning intervention models in elementary schools (Proposed Requirements, 2014). The new requirements stipulate that if an early learning intervention model is adopted, it must include full-day kindergarten, though the number of hours that constitute a full-day program is not specified. A recent webinar from two Department of Education-funded centers, the Center on Enhancing Early Learning Outcomes and the Center on School Turnaround, discussed key requirements of the model, including expanding full-day kindergarten (Martella, Delisle, McCauley, Connors-Tadros, Dunn, & Geier, 2015).

Since the new SIG requirements have brought more attention to full-day kindergarten, this **Topic of Interest** highlights data sets, reports, and journal articles published since 2010 in the *Research Connections* collection on policies, student enrollment, and child outcomes of full-day kindergarten in the United States.



Full-Day Kindergarten Policies and Enrollment

Several sources of national- and state-level data on full-day kindergarten policies and enrollment are available. The Education Commission of the States (ECS) repeatedly examined whether states require school districts to offer kindergarten, and if so, whether full-day programs are required. Child Trends maintains a database of indicators on child well-being, including trends in full-day kindergarten enrollment in the United States. Data for the full-day kindergarten enrollment indicator come from the U.S. Census Bureau's Current Population Survey (CPS), October Supplement, which focuses on school enrollment; these data are available from *Research Connections*.

Definitions and measures of full-day kindergarten vary across these datasets. According to ECS, state definitions of full-day programs range from four to seven hours, while enrollment data in the CPS come from parent reports of whether programs are full- or part-day.

Access resources:

- Child Trends. (2013). *Full-day kindergarten: Indicators on children and youth*. Bethesda, MD: Child Trends.
- Current Population Survey, October Supplement (1968-2010) (available from ICPSR <https://www.icpsr.umich.edu/icpsrweb/>)
- Diffey, L. (2018). *50-state comparison: State kindergarten-through-third-grade policies [Interactive tool]*. Denver, CO: Education Commission of the States.
- Education Commission of the States. (2010). *State kindergarten statutes*. Denver, CO: Education Commission of the States.
- Workman, E. (2013). *Inequalities at the starting line: State kindergarten policies*. Denver, CO: Education Commission of the States.

Full-Day Kindergarten Outcomes

A number of systematic reviews explore the role of full-day kindergarten in supporting children's development. Recently published studies on the topic are also available through *Research Connections*.

Read systematic reviews:

- Cooper, H., Allen, A., Patall, E. A., & Dent, A. L. (2010). Effects of full-day kindergarten on academic achievement and social development. *Review of Educational Research*, 80(1), 34-70.
- Hahn, R. A., Rammohan, V., Truman, B. I., Milstein, B., Johnson, R. L., Muntaner, C., Jones, C. P., & et al. (2014). Effects of full-day kindergarten on the long-term health prospects of children in low-income and racial/ethnic-minority populations: A

community guide systematic review. *American Journal of Preventive Medicine*, 46(3), 312-323.

- Kay, N. A., & Pennucci, A. (2014). *Full-day kindergarten: A review of the evidence and benefit-cost analysis*. (Document No. 14-01-2202). Olympia: Washington State Institute for Public Policy.

Read selected recent studies:

- Bingham, G. E., & Hall-Kenyon, K. M. (2013). Full- and half-day kindergarten programmes: Examining impacts on second language learners. *Early Child Development and Care*, 183(2), 185-199.
- Chang, M. (2012). Academic performance of language-minority students and all-day kindergarten: A longitudinal study. *School Effectiveness and School Improvement*, 23(1), 21-48.
- Gibbs, C. (2014). *Experimental evidence on early intervention: The impact of full-day kindergarten*. (EdPolicyWorks Working Paper Series No. 34). Charlottesville: University of Virginia, EdPolicyWorks.

Additional Resources

Explore additional resources in the *Research Connections* collection on a range of topics of related to full-day kindergarten.

References

Connors-Tadros, L., Dunn, L., Martella, J., & McCauley, C. (2014). *Incorporating early learning strategies in the School Improvement Grants (SIG) program: How three schools integrated early childhood strategies into school turnaround efforts to improve instruction for all students*. New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.

Martella, J., Delisle, D., McCauley, C., Connors-Tadros, L., Dunn, L., & Geier, C. (2015). *Planning for the new early learning model: The next School Improvement Grant (SIG) cycle*. New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.

Proposed Requirements--School Improvement Grants--Title I of the Elementary and Secondary Education Act of 1965, 34 CFR Chapter II (2014).

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