

North Dakota Department of Public Instruction  
Dr. Wayne G. Sanstead, State Superintendent  
600 E. Boulevard Avenue, Dept. 201  
Bismarck, ND 58505-0440  
State Title I Office  
1-888-605-1951

## Summary of Research, Articles, and Resources to Support All-Day/Every Day Kindergarten Programs

The State Title I office has compiled this document which provides a summary of research, articles, and resources to support all-day/every day kindergarten programs. Early childhood education, which includes extended kindergarten and preschool, are key initiatives in the *No Child Left Behind* law. This resource is provided to demonstrate the effectiveness of early initiatives to encourage more schools and districts to implement these kinds of programs.

- ***What Does the Research Say About All-day Kindergarten Programs?***

The National Center for Education Statistics conducted a study with the kindergarten class of 1999. The results presented in this research report do suggest that “public school, first time kindergarten children in full-day classes are making greater gains in reading/language arts and in mathematics achievement” (p. 67) than those in half day programs. This summary article lists statistics and generalities on full-day kindergarten as well as the results of a parent survey.  
<http://www.edina.k12.mn.us/district/registration/pdfs/AllDayKResearch.pdf>

- ***Investing in Full-Day Kindergarten is Essential***

This website provides an excellent two-page summary that highlights the many benefits of full-day kindergarten.

[http://www.strategiesforchildren.org/eea/3research\\_facts/05\\_InvestFDK.pdf](http://www.strategiesforchildren.org/eea/3research_facts/05_InvestFDK.pdf)

- ***National All-Day Kindergarten Network***

This site links to the National All-Day Kindergarten Network, which is an association of early childhood educators throughout the country who are actively involved in the all-day kindergarten movement. The purpose of the network is to provide guidance in decisions of policy and practice. The guidance includes information on topics such as entrance age, curriculum, length of day, screening/readiness, etc.

<http://www.siue.edu/~snall/kdtn>

- ***National Kindergarten Alliance***

The National Kindergarten Alliance is the only national organization dedicated specifically to kindergarten issues. You will find numerous highlighted resources on their website including a list of elements which make a full-day kindergarten program effective.

<http://nkateach.org/index.htm>

- ***The Effects of State Prekindergarten Programs on Young Children's School Readiness in Five States*** by W. Steven Barnett, Ph.D.; Cynthia Lamy, Ed.D.; and Kwanghee Jung, Ph.D.

<http://nieer.org/docs/index.php?DocID=129>

This study from the National Institute for Early Education Research examines the effects of preschool in five states. The study finds that children attending state funded pre-k programs in the five states gained significantly regardless of ethnic background or economic circumstances.

- ***Full-Day Kindergarten Boosts Academic Performance*** by Debra Viadero  
<http://www.readingrockets.org/article/305>

This article says that according to a new study, former full-day kindergartners were more than twice as likely as children without any kindergarten experiences - and 26 percent more likely than graduates of half-day programs - to have made it to 3rd and 4th grade without having to repeat a grade.

- ***PK-3 Education: Programs and Practices that Work in Children's First Decade*** by Arthur Reynolds, University of Minnesota; Katherine Magnuson, University of Wisconsin-Madison; and Suh-Ruu Ou, University of Minnesota  
<http://fcd-us.org/pdfs/PK-3EducationProgramsandPracticesthatWork.pdf>

This report, from the Foundation for Child Development, is a review of the knowledge base on the effectiveness of PK-3 intervention programs and practices for young children making the transition to school. The report includes extended early childhood interventions, preschool programs, full-day kindergarten, reduced class sizes in the early grades, parent involvement, instructional practices, and school transitions (mobility). The report also documents new findings on PK-3 programs and practices from the Early Childhood Longitudinal Study-Kindergarten Cohort of 1998-99. After summarizing the evidence in each of these areas, the summary was reviewed on the cost effectiveness of PK-3 programs and practices with particular attention to findings from a few extensive longitudinal studies. The report concludes with a discussion of the implications and policy recommendations from this evidence. (6/06)

- ***Full-Day Kindergarten*** by Amanda Miller

This article reviews the topic of full-day kindergarten and addresses such issues as the characteristics of effective full-day kindergarten programs and the effects of full-day kindergarten programs.

<http://ceep.crc.uiuc.edu/poptopics/fullday.html>

- ***Full-day Kindergarten Longitudinal Effects*** by Dr. Jose da Costa

This article reports on longitudinal comparisons, through grade three, drawn between students who attended a full-day kindergarten program and a half-day kindergarten program, both offered in Edmonton Public Schools in Edmonton, Alberta.

<http://105.cgpublisher.com/proposals/268/index.html>

- ***The Effects of Full-Day Versus Half-Day Kindergarten: Review and Analysis 2004***

The Indiana Association of Public School Superintendents contracted with the Center for Evaluation and Education Policy to conduct a review of research on full-day kindergarten. This report addresses three questions: What does the national research say about the effectiveness of full-day kindergarten? What does Indiana data say about full-day kindergarten? And how is time used within full-day kindergarten programs?

<http://www.doe.state.in.us/primetime/pdf/fulldaykreport.pdf>

- ***Full-Day Versus Half-Day Kindergarten: Helping Children from Disadvantaged Backgrounds 2004***

This study examines the literacy effects of full-day kindergarten on children living in low-socioeconomic status communities.

[http://convention.allacademic.com/aera2004/view\\_paper\\_info.html?pub\\_id=2082&part\\_id1=902828](http://convention.allacademic.com/aera2004/view_paper_info.html?pub_id=2082&part_id1=902828)

- ***Full-Day and Half-Day Kindergarten in the United States: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99***  
 This report describes public and private kindergarten in the United States. It includes information about the schools that offer full-day and half-day kindergarten and the children who attend these programs. The composition and structure of public school full-day and half-day kindergarten classes and the instructional practices used by teachers in these classes are described. The report concludes with an analysis of the cognitive gains of public school children who attend full-day and half-day programs.  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004078>
- ***Full-Day vs. Half-Day Kindergarten: Education Commission of the States***  
 This report provides a state policy overview of full-day kindergarten in the United States. It is intended, however, to accomplish more than simply describing current policies. Based on an Education Commission of the States' (ECS) review, the report identifies four key areas where states need to strengthen their full-day kindergarten policies.  
<http://www.ecs.org/html/issue.asp?issueid=77>
- ***Recent Research on All-Day Kindergarten [ERIC Digest]***  
 Research during the 1970s and 1980s on the effects of all-day kindergarten yielded mixed results. In a review of the research on all-day kindergarten, Puelo (1988) suggested that much of the early research employed inadequate methodological standards that resulted in serious problems with internal and external validity; consequently, the results were conflicting and inconclusive. Studies conducted in the 1990s also produced mixed results; however, some important trends appeared. This Digest discusses the academic, social, and behavioral effects of all-day kindergarten, as well as parents' and teachers' attitudes and the curriculum in all-day kindergarten classes.  
<http://ceep.crc.uiuc.edu/eecearchive/digests/2001/clark01.html>
- ***Full-Day Kindergarten: Exploring an Option for Extended Learning***  
 This booklet is one in a series of "hot topics" reports produced by the Northwest Regional Educational Laboratory. This report on full-day kindergarten briefly addresses current educational concerns and issues as indicated by requests for information that come to the Laboratory from the Northwest region and beyond. The booklet contains a discussion of research and literature pertinent to the full-day kindergarten, a sampling of how Northwest schools and programs are addressing the issue, selected resources, and contact information.  
<http://www.nwrel.org/request/dec2002/kindergarten.pdf>
- ***Learning Trend: Kindergarten Becomes an All Day Affair***  
 This is an article which reviews the ever-popular issue of full-day kindergarten.  
<http://www.csmonitor.com/2004/0129/p01s03-ussc.html>
- ***In Context: Issues Surrounding Full-Day Kindergarten***  
 This article reviews the topic of full-day kindergarten and addresses three main issues that commonly surface in the planning phase.  
<http://www.nwrel.org/request/dec2002/incontext.html>
- ***What Should Parents Know about Full-Day Kindergarten?***  
 This article discusses what parents should know about full-day kindergarten.  
<http://www.kidsource.com/kidsource/content3/full.day.kinder.p.k12.3.html>
- ***Extended-Day Kindergarten: Florence School District One, Florence County, South Carolina***  
 This site provides an overview of an extended day kindergarten program in South Carolina.  
<http://www.ed.gov/pubs/Extending/vol2/prof4.html>

- ***Full-Day Kindergarten - Sample Daily Schedule***  
This site highlights a sample full-day kindergarten schedule.  
<http://www.geocities.com/Athens/Aegean/2221/fdk.html>
  
- ***Full-Day vs. Half-Day Kindergarten: Which Children Learn More in Which Program?***  
This site is an evaluation of longitudinal data from the Early Childhood Longitudinal Study - Kindergarten cohort (ECLS-K). It examined children's learning in full-day (58% of children) and half-day (42% of children) kindergarten at the beginning and end of the year, as well as background factors related to children's learning. You will find their major results on this website.  
<http://www.strategiesforchildren.org/images/pdfs/RIB/learning%20in%20full-%20and%20half-day%20kindergarten.pdf>