

FULL-DAY KINDERGARTEN

- WHEREAS, Research shows that full-day kindergarten contributes to school readiness, leads to higher academic achievement, improves student attendance, supports literacy and language development, benefits children socially and emotionally and decreases costs by reducing retention and remediation rates¹; and
- WHEREAS, In closing the achievement gap between socioeconomic and ethnic groups, research points to early childhood as the effective time for preventing the gap before it gets started²; and
- WHEREAS, The costs of funding full-day kindergarten classes are roughly the same as funding full-time instruction in any other class, and anything less than full funding puts the program at risk³; and
- WHEREAS, Current use of full-day kindergarten in a limited number of Utah classrooms is showing positive results for students performing below grade level by accelerating learning⁴; now, therefore, be it
- Resolved, That Utah PTA supports the expansion of optional full-day kindergarten programs for students in need of support to achieve minimal learning standards and requests increased funding to support such expansion.

¹ *Full-Day Kindergarten Expanding learning opportunities*, WestED Policy Brief (April 2005)

² *Full-Day Kindergarten Expanding learning opportunities*, WestED Policy Brief (April 2005)

³ *Full-Day Kindergarten and State Funding 2005*, Journal of the National Association for the Education of Young Children

⁴ Full-Day Kindergarten in Salt Lake School Districts, Legislative Session 2006-2007