

FULL-DAY KINDERGARTEN PHASE-IN PLAN REPORT

REPORT OF INFORMATION COLLECTED FROM SCHOOL DISTRICTS
(Pursuant to Section 22-32-119.5, C.R.S.)

February, 2008

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Introduction

In SB07-199 the Legislature declared that full-day kindergarten (FDK) is an effective way of improving a child's academic performance, but it understood it may be unable to provide funding to allow every eligible child in the state to attend a full day of kindergarten. As a result the General Assembly requested information from school districts, so that the state could develop an approach to phase in funding for FDK programs across Colorado.

Per statute (22-32-119.5 C.R.S.), each local board of education was to submit its plan to phase in full-day kindergarten to CDE on or before February 1, 2008. CDE collected responses from school districts via an on-line survey. All 178 school districts, the Charter School Institute and the Expeditionary BOCES provided information to the department regarding full-day kindergarten.

Statute allowed a school district, which had developed a full-day kindergarten plan within the previous five years, to submit that plan in lieu of responding to the on-line survey. Four school districts provided such a plan and this report includes their information.

The department developed the on-line survey to address the questions posed in statute, and this report is organized around those legislative questions.

Full-Day Kindergarten in Colorado

The chart below identifies the enrollment of children in kindergarten as reported in the 2007 October count.

Funding Category in 2007 School Finance October Count	Number of Children
Children funded in half-day kindergarten	37,184
Children in full-day kindergarten with districts using tuition, Title I funds, or general funds to support the child's attendance. (Funded .5 FTE)	21,788
Children in CPKP funded full-day kindergarten (Funded 1.0 FTE)	2,454
Total Children funded in full-day kindergarten programs	24,242
Total Children counted in kindergarten	61,426

In the survey, CDE provided to school districts the funded kindergarten enrollment reported in the October count. In the review of this information it was determined that thirteen school districts were serving 704 kindergarten children in full-day programs but only reporting them in the count as attending half-day kindergarten programs. Two school districts were

reporting all of their children (twenty-nine) served in a full-day kindergarten program, but instead they were attending a half-day kindergarten program.

This type of error does not impact a school district's funding but in the future CDE and school districts will take steps to address this inaccuracy in the October count submission.

Given the error in how children were coded the revised total number of children attending full-day kindergarten is as follows:

Funding Category in 2007 School Finance October Count (Revised)	Number of Children
Children funded in half-day kindergarten	36,185
Children in full-day kindergarten with districts using tuition, Title I funds, or general funds to support the child's attendance. (Funded .5 FTE)	22,787
Children in CPKP funded full-day kindergarten (Funded 1.0 FTE)	2,454
Total Children funded in full-day kindergarten programs	25,241
Total Children counted in kindergarten	61,426

Forty-one percent of the kindergarten children funded in the state are attending full-day kindergarten programs. The only full-day kindergarteners funded at a full per pupil revenue in the School Finance Formula are the children participating in the Colorado Preschool and Kindergarten Program (CPKP). All other children attending full-day kindergarten in the state are supported with tuition, Title I funds, voter initiatives, scholarships, or district general funds.

In 1995 the Legislature allowed for a small number of CPKP slots to be used to fund the second half of the kindergarten day. Currently, the number of children served in full-day kindergarten in CPKP is capped at 2,454, or fifteen percent of the total CPKP slots. The preschool slots are allocated separately from the full-day kindergarten slots, and school districts can operate CPKP full-day kindergarten programs without implementing CPKP preschool programs. In the 2007-08 school year, sixty school districts received CPKP allocations.

In the survey, 104 school districts indicated they were offering full-day kindergarten to all of their students and an additional 42 school districts offer full-day kindergarten to at least a portion of their students. Appendix A reports the full-day and half-day funded kindergarten enrollment in each school district.

Currently in the School Finance Rules and Regulations a full-day kindergarten program is defined as no fewer than 900 hours of teacher-pupil instruction and teacher-pupil contact (CSBOE Rules 2254-R-2.06). Of those programs that currently offer a full-day kindergarten program, ninety-two percent of

them indicated that their current programs would meet this regulatory requirement for full-day kindergarten.

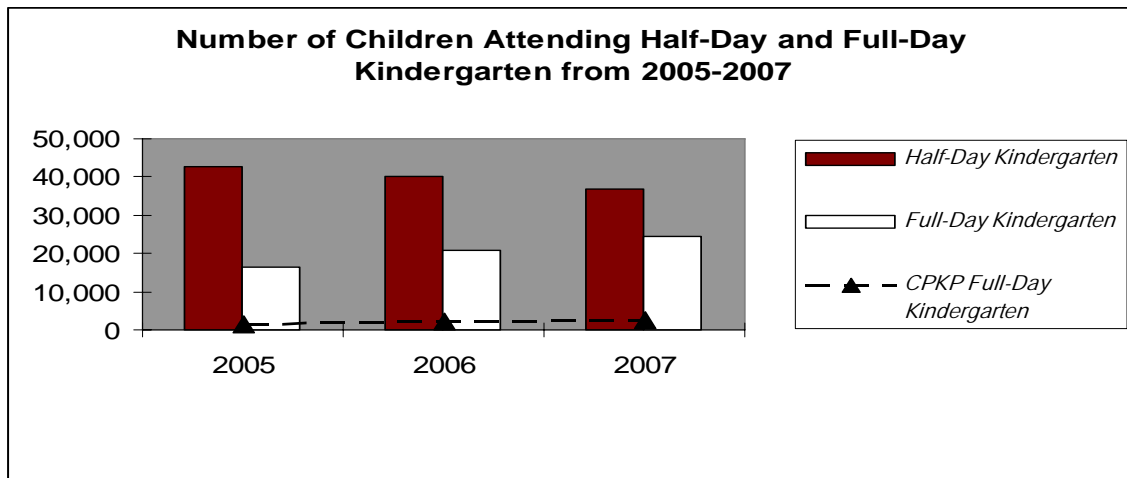
Enrollment of Children

Statutory Plan Requirement:

Anticipated enrollment in a full-day kindergarten program, including the percentage of eligible children in the school district that will choose to enroll in the program (C.R.S. 22-32-119.5 (2) (g)).

School districts estimated that their full-day kindergarten enrollment in the 2008-09 school year would be 39,877 children. Seventy-one percent of the responding school districts anticipated their full-day kindergarten enrollment would increase next year, but a number of them pointed out that would only be true if additional funding were to be made available. Twenty percent of the school districts felt their enrollment would decrease and eight percent anticipated it would remain the same.

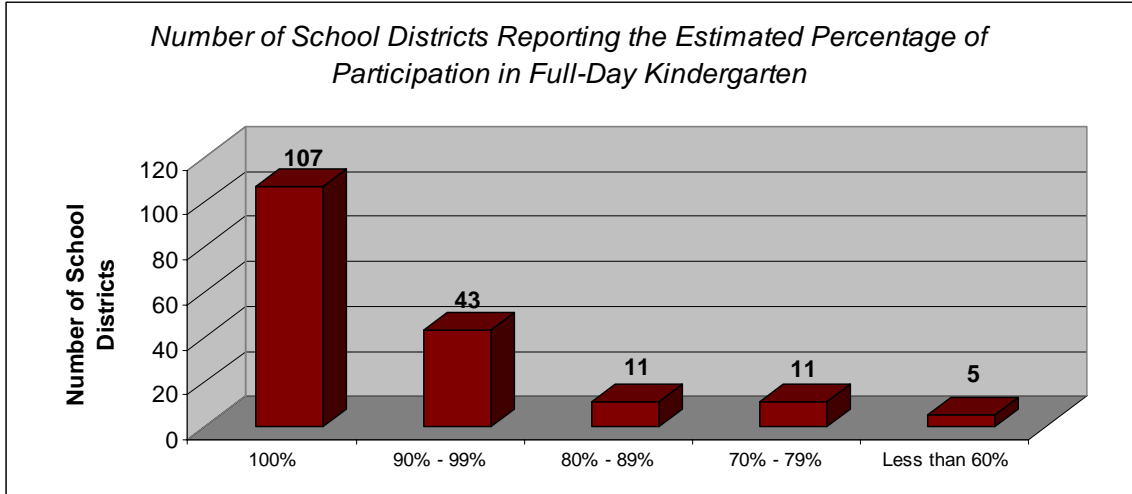
As evidenced in the chart below the percentage of children attending full-day kindergarten over the last three years has experienced a steady increase.



The statute indicates that nothing in this plan shall be construed to (a) require a child to attend a full day of kindergarten or (b) prohibit a school district from offering a half-day kindergarten program. (C.R.S. 22-32-119.5 (4) (a-b)).

If full-day kindergarten funding was available to support all students, school districts estimated that a high percentage of the total population of kindergarten students in their school districts would choose to enroll in the full-day kindergarten program. In fact, 107 school districts felt one hundred percent of their population would participate in full-day kindergarten.

The chart below identifies the number of school districts that felt children would participate in full-day kindergarten at varying percentages.



Statutory Plan Requirement:

A method to identify the children who would most benefit from attending a full-day of kindergarten, including but not limited to:

- (I) Children who lack overall learning readiness due to significant family risk factors, who are in need of language development, or who are receiving services from the Department of Human services pursuant to Article 5 of Title 26, C.R.S., as neglected or dependent children;*
- (II) Children who are currently enrolled in the Colorado Preschool and Kindergarten Program as preschoolers*
- (III) Children who are eligible for free or reduced lunch; and*
- (IV) Children who are enrolling in an elementary school that received an overall academic performance rating of low or unsatisfactory pursuant to Section 22-7-604 in the academic year preceding enrollment. (C.R.S. 22-32-119.5 (2) (c) (I-IV))*

School districts were asked how they might identify the children who would most benefit from attending a full-day of kindergarten. As noted in the table below the criteria they felt they would most likely use was “a child in need of language development”. The criteria they felt they were least likely to use was “a child attending a school with an overall academic performance rating of low or unsatisfactory”.

Possible Criteria for Identifying Children to Participate in Full-Day Kindergarten	Average Ranking of Criteria
	("1" being the most likely a district would use and "5" being least likely a district would use.)
Children who are in need of language development	1.3
Children who lack overall learning readiness due to significant family risk factors	1.4
Children who are eligible for free and reduced lunch	1.9
Children who are currently enrolled in the Colorado Preschool and Kindergarten Program as preschoolers	2.0
Children who are in foster care	2.7
Children who are enrolling in an elementary school that received an overall academic performance rating of low or unsatisfactory on the School Accountability Report in the preceding academic year.	3.4

Other factors districts felt it might be appropriate to consider included:

- Children who were assessed as being below grade level.
- Children who were in special education or who were recently staffed out of special education
- Children who were learning English as a second language
- Children from single parent households or atypical households
- Children who had not attended preschool prior to attending kindergarten.
- Children from migrant families or families who have moved frequently

Statutory Plan Requirement:

A method to prioritize the children to be served by a full-day kindergarten program if state and local funding for the program is insufficient to allow every eligible child in the school district to attend a full-day of kindergarten. (C.R.S. 22-32-119.5 (2)(e)).

If state and local funding is insufficient to allow every child to be served in full-day kindergarten, sixty percent of school districts felt they would prioritize eligibility for full-day kindergarten based on the individual needs of children.

Fifteen school districts suggested that when selecting children with the greatest need, they would use a system similar to the one identified for the Colorado Preschool and Kindergarten Program (CPKP). “The selection process based on CPKP guidelines has served us well in the past and we would continue to use the CPKP risk factors.” (Lake County School District)

Several school districts identified children with special needs as a population they would choose to target for this support. Currently in CPKP statute if a child is eligible for special education funding, they cannot also be supported with Colorado Preschool and Kindergarten funds. As a result, if a child’s IEP indicates they should be served in a full-day kindergarten program, then special education funds would have to support their attendance. Some districts felt any funding provided for full-day kindergarten should be available to special education children and might even target special education children as a priority for services.

Twenty percent of the responding school districts determined they would prioritize eligibility for full-day kindergarten based on the needs of an entire school. The factors school districts identified when they were selecting schools included; Title I eligibility, percentage of children within the school eligible for free and reduced price meals, percentage of children learning English as a second language, low ratings on the School Accountability Reports, and mobility rates within the school population.

In some cases, school districts suggested they might use a combination of approaches. In other words, in establishing full-day kindergarten programs they would target their highly impacted schools and provide FDK to all children within those schools. Then with any remaining resources, the

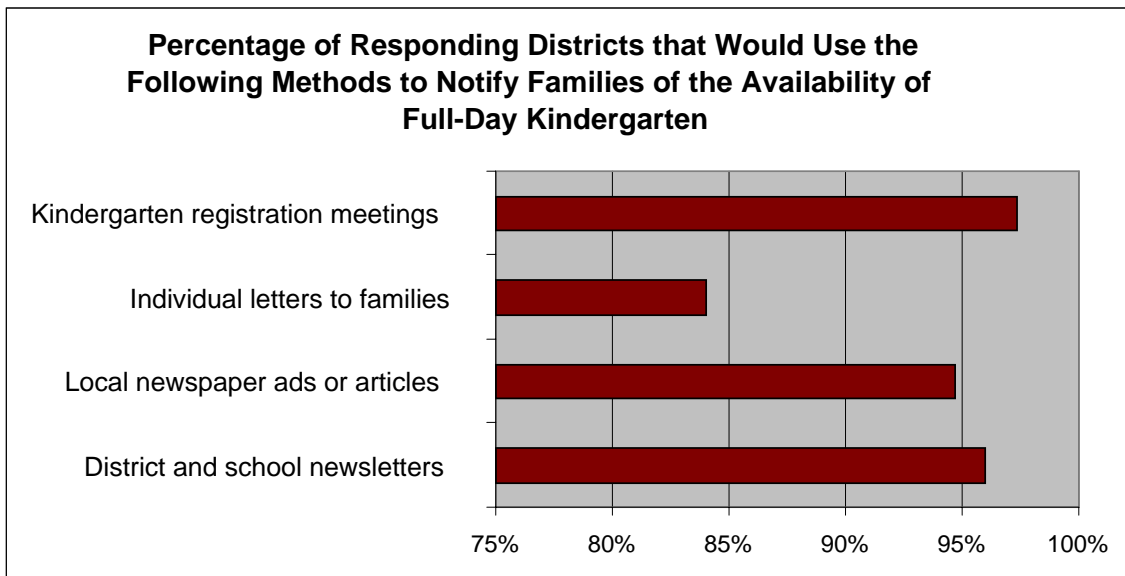
individual needs of students could be taken into account at each of the other schools offering tuition based full-day kindergarten programs.

Several districts pointed out if funding had to be phased in, then tuition based kindergarten programs could serve as a means to extend full-day kindergarten to all students. In fact the remaining twenty percent of districts indicated that even if funding was phased in, they would make it a priority to offer the program to all children. Doing so would produce more heterogeneously grouped classrooms across the district. "The importance of inclusion of typically developing peers to serve as role models for kindergarten students is critical. This heterogeneous grouping has a strong research base which supports the development of all children in an early childhood setting." (Commerce City School District)

Statutory Plan Requirement:

A plan for parent and community outreach and enrollment processes . (C.R.S. 22-32-119.5 (2) (f)).

School districts would use the following methods to notify families in their community regarding the availability of a full-day kindergarten program.



Other Methods Identified to Notify Families Regarding the Availability of Full-Day Kindergarten included:

- Elementary building marquee, the district website, district billboards, and district publications
- Local cable T.V. stations and radio spots
- Flyers sent home with siblings
- Preschool transition meetings
- Parent education programs
- Information distributed to family child care homes, child care centers, Head Start programs and preschools

- School fairs
- Posters in the Department of Human Services, Public Health, and medical offices
- Walmart and Grocery Store Carts and flyers to local businesses
- Information distributed through churches and libraries

Costs in Implementing a Full-Day Kindergarten Program: Facilities

Statutory Plan Requirement:

Available space in existing school district facilities for a full-day kindergarten program.
(C.R.S. 22-32-119.5 (2) (a)).

Need and cost of new school district facilities necessary to offer a full-day kindergarten program, including but not limited to, the cost associated with construction, acquisition, reconfiguration, or renovation of new or existing facilities
(C.R.S. 22-32-119.5 (2) (b)).

Classroom Space

School districts were asked to identify available classroom space in school district facilities for a full-day kindergarten program and to estimate the cost for renovating existing classrooms and if needed, constructing new classrooms. School district responses could be classified into four categories as identified in the table below:

<i>Identified Classroom Needs When Establishing Full-day Kindergarten</i>	<i># of School Districts</i>
School districts with no classroom renovation or capital construction needs	130
School districts identifying only renovation costs to establish full-day kindergarten	8
School districts identifying only new construction costs to establish full-day kindergarten	28
School districts identifying both renovation and new construction costs to establish full-day kindergarten	14
Total School Districts (Including Charter School Institute, and Expeditionary BOCES)	180

Twenty-two school districts identified 394 classrooms in existing school district facilities that could be reconfigured or renovated to accommodate full-day kindergarten. The total cost for renovating these existing classrooms was estimated to be \$16,181,482. Estimated renovation costs varied widely across the state. Many districts estimated it would cost nothing to

renovate a classroom and one district estimated it would cost as much as \$171,000 per classroom.

In the survey, forty-two school districts identified 469 new classrooms in existing school district facilities would need to be constructed to meet their projected need for full-day kindergarten.

The total estimated cost of the new construction would be \$132,810,183. Only three school districts estimated that they would need to acquire additional land to construct these facilities.

Non-Classroom Space

In addition to classroom space, school districts were also asked to estimate other school district facilities that might need additional renovation or construction to accommodate a full-day kindergarten program. School districts identified, in order of priority, the following types of needs for non-classroom space:

- Playgrounds
- Restrooms
- Storage
- Cafeterias or kitchen areas

Costs for renovations to space other than classrooms were estimated to be \$39.1 million, which also included facility and operating costs, as well as classroom furnishings.

The individual responses for each school district regarding the need and cost of additional physical space are included in Appendix B . In some cases CDE did not agree with the renovation and/or construction costs estimated by school districts.

Phased-In Funding

School districts were asked how they would address facility needs if the funding for full-day kindergarten were phased in. School districts most often responded that they would prioritize the needs of their schools and students and phase in implementation as they could afford it.

The next most frequently identified option was to pursue voter bond initiatives. Four of the responding districts mentioned they had already passed bonds that supported the implementation of full-day kindergarten. Districts also suggested they could use existing capital construction funds or borrow against the districts' general funds to support the construction or renovation of facilities.

Eight school districts suggested they would use modular classrooms and two districts would identify other temporary school facilities to house classrooms.

Other school districts felt they would first focus on establishing classroom space and then develop other supporting space as funds became available.

Three school districts would not move forward with the implementation of full-day kindergarten unless funds were made available to support facilities. One school district reported it would have to start banking funds until adequate monies existed to cover the project. Finally, one district mentioned entering into a lease purchase agreement and another district suggested it would eliminate the Colorado Preschool and Kindergarten Program, so space could be made available for full-day kindergarten.

Costs in Implementing a Full-Day Kindergarten Program: Staff

Statutory Plan Requirement:

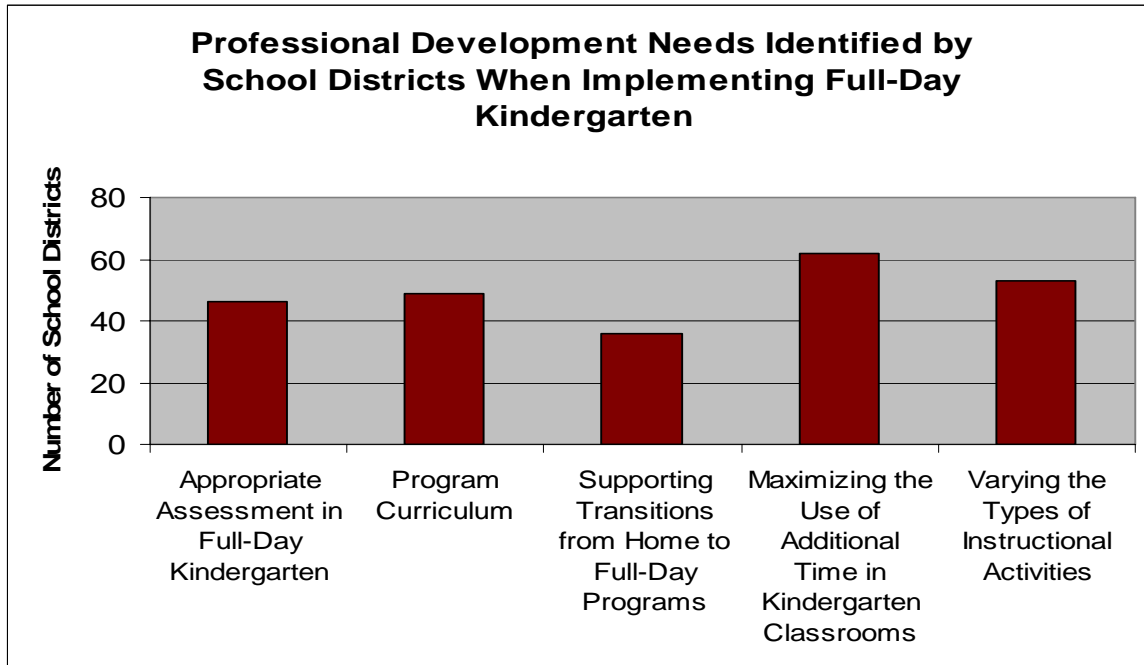
Professional development and staffing needs. (C.R.S. 22-32-119.5 (2) (d)).

The total estimated staffing needs to meet the anticipated full-day kindergarten enrollment across the state was as follows:

	<i>FTE</i>	<i>Cost</i>
Administrators	14.6	\$998,267
Teachers	1,017	\$57,519,858
Classroom Paraprofessionals	781	\$16,048,346
Bus Drivers	52.9	\$1,529,206
Lunch Personnel	64.3	\$909,097.38
<i>Other: Special Education Personnel</i>	25	\$530,000
<i>Other: Art, Music, PE, and Literacy Specialists</i>	32.7	\$1,886,500
<i>Other: Clerical</i>	.7	\$18,100
<i>Other: Health Personnel</i>	2.5	\$ 62,000
<i>Other: Custodial/Maintenance</i>	8	\$196,305
<i>Other: Kindergarten Coaches</i>	2	\$110,000

A limited number of school districts indicated there would be a savings in personnel if full-day kindergarten was implemented. Four school districts reported there would be a reduction in FTE or transportation contracts as a result of needing fewer mid-day bus routes for half-day kindergarten children. This was not true for all school districts, since many districts are providing transportation to early childhood special education children mid-day and those bus routes would need to continue to run. Also, Silverton School District identified a savings in the after school program personnel, if a full-day kindergarten program was implemented.

When implementing full day kindergarten, school districts identified the following professional development needs.



Other professional development needs identified included:

- Parent Involvement
- Report cards to parents
- Relationships of good nutrition and physical education to academic success
- NAESP Standards
- Classroom management
- Diversity training
- English Language Acquisition Instructional Strategies
- Building background vocabulary
- Lindamood Bell Instructional Strategies

Costs in Implementing a Full-Day Kindergarten Program: Other

Districts were also asked, “Other than facility expense and staffing costs, what other costs would your district incur in implementing full-day kindergarten, which would not be covered by the additional half of per pupil revenue?” The expense most often identified by school districts was for supplies and classroom materials. Estimates of costs to furnish and supply a classroom ranged from \$2,500 to \$20,000. Other costs mentioned frequently were curriculum development, transportation and professional development. A few districts also suggested they would incur additional maintenance costs, insurance costs, technology expense and parking renovation costs. School districts’ specific comments regarding additional costs are provided in Appendix C.

When asked how much notification a district would need to implement a full-day kindergarten program the following responses were provided.

Notification Needed to Implement a Full-Day Kindergarten Program	Number of School Districts
The time between the ending of the legislative session and the beginning of the following school year	34
One Year	16
Two Years	4

Finally, school districts were asked if there was anything else they would like to communicate to CDE and/or the Legislature regarding how to support full-day kindergarten. The responses from school districts are organized into four categories:

- School districts currently operating full-day kindergarten programs.
- School districts identifying the benefits of full-day kindergarten programs.
- School district raising concerns regarding the support of full-day kindergarten.
- School districts with suggestions in the implementation of full-day kindergarten
- School districts with challenges in the implementation of full-day kindergarten.

School districts currently operating full-day kindergarten programs had three reoccurring messages:

- Districts who have recognized the educational advantages of providing full-day kindergarten (FDK) to all of their students, and made the sacrifices to implement FDK should not be excluded from any monies being considered to support full-day kindergarten.
- Funding for FDK is provided at the expense of other educational offerings within a district. Any money provided for FDK would allow money to be invested in other important educational programs and initiatives that have been sacrificed to support FDK.
- Even those school districts that offer full-day kindergarten to all of their children, worry from year to year whether they will be able to maintain the program.

School districts identifying the benefits of full-day kindergarten programs pointed out:

- The academic needs of children entering kindergarten continue to grow and full-day kindergarten assists districts in meeting those needs.
- Half-day kindergarten programs do not provide enough time to give students the support they need to be ready for first grade.

- Full-day kindergarten has been an effective tool in increasing students' achievement.

School district raising concerns regarding the support of full-day kindergarten said:

- We would rather invest additional resources in smaller class sizes or literacy programs.

School districts made the following suggestions in the implementation of full-day kindergarten:

- Full-day kindergarten programs should focus on the development of the whole child.
- Funding should be distributed equitably across the state
- Class sizes should be limited
- Money needs to be provided to provision classrooms adequately and provide for "specials" teachers.
- The CPKP model for full-day kindergarten should be replicated.
- Implementation of full-day kindergarten requires time for planning.
- We need to be able to support the private sector that may be providing full-day kindergarten to children in non-public school settings.

School districts with challenges in the implementation of full-day kindergarten identified the following:

- Space and qualified personnel are limitations when trying to expand full-day kindergarten.
- A full per pupil revenue is needed to implement the program.
-

Each school districts comments are included in Appendix D.

**APPENDIX A
2007-08 FUNDED KINDERGARTEN ENROLLMENT**

Based on Responses Provided by School Districts in the Full-day Kindergarten Phase-In Plan

<i>District Code</i>	<i>County</i>	<i>District</i>	<i>Total Funded Kindergarten Count</i>	<i>Total Full-Day Kindergarten</i>	<i>CPKP Full-Day Kindergarten</i>	<i>District Provided Full-Day Kindergarten</i>	<i>Half Day Kindergarten</i>
0010	ADAMS	MAPLETON	444	30	30	0	414
0020	ADAMS	ADAMS 12 FIVE STAR	3171	1263	60	1203	1908
0030	ADAMS	COMMERCE CITY	607	186	111	75	421
0040	ADAMS	BRIGHTON	1121	267	60	207	854
0050	ADAMS	BENNETT	86	86	0	86	0
0060	ADAMS	STRASBURG	68	68	0	68	0
0070	ADAMS	WESTMINSTER	823	36	36	0	787
0100	ALAMOSA	ALAMOSA	153	101	35	66	52
0110	ALAMOSA	SANGRE DE CRISTO	30	30	0	30	0
0120	ARAPAHOE	ENGLEWOOD	219	159	60	99	60
0123	ARAPAHOE	SHERIDAN	126	126	100	26	0
0130	ARAPAHOE	CHERRY CREEK	3636	0	0	0	3636
0140	ARAPAHOE	LITTLETON	1056	639	0	639	417
0170	ARAPAHOE	DEER TRAIL	12	12	0	12	0
0180	ARAPAHOE	AURORA	2878	1363	0	1363	1515
0190	ARAPAHOE	BYERS	27	27	0	27	0
0220	ARCHULETA	ARCHULETA	83	45	15	30	38
0230	BACA	WALSH	9	9	0	9	0
0240	BACA	PRITCHETT	8	8	0	8	0
0250	BACA	SPRINGFIELD	11	11	0	11	0
0260	BACA	VILAS	341	341	0	341	0
0270	BACA	CAMPO	4	4	1	3	0
0290	BENT	LAS ANIMAS	41	41	0	41	0

<i>District Code</i>	<i>County</i>	<i>District</i>	<i>Total Funded Kindergarten Count</i>	<i>Total Full-Day Kindergarten</i>	<i>CPKP Full-Day Kindergarten</i>	<i>District Provided Full-Day Kindergarten</i>	<i>Half Day Kindergarten</i>
0310	BENT	MCCLAVE	14	14	0	14	0
0470	BOULDER	ST VRAIN	1989	764	15	749	1225
0480	BOULDER	BOULDER	2028	135	78	57	1893
0490	CHAFFEE	BUENA VISTA	41	16	15	1	25
0500	CHAFFEE	SALIDA	65	34	18	16	31
0510	CHEYENNE	KIT CARSON	7	7	2	5	0
0520	CHEYENNE	CHEYENNE	18	18	0	18	0
0540	CLEAR CREEK	CLEAR CREEK	81	16	9	7	65
0550	CONEJOS	NORTH CONEJOS	66	66	18	48	0
0560	CONEJOS	SANFORD	36	36	0	36	0
0580	CONEJOS	SOUTH CONEJOS	17	17	10	7	0
0640	COSTILLA	CENTENNIAL	21	21	0	21	0
0740	COSTILLA	SIERRA GRANDE	13	13	0	13	0
0770	CROWLEY	CROWLEY	33	33	0	33	0
0860	CUSTER	WESTCLIFFE	26	0	0	0	26
0870	DELTA	DELTA	368	368	30	338	0
0880	DENVER	DENVER	6589	4756	494	4262	1833
0890	DOLORES	DOLORES	16	16	0	16	0
0900	DOUGLAS	DOUGLAS	4204	0	0	0	4204
0910	EAGLE	EAGLE	546	515	0	515	31
0920	ELBERT	ELIZABETH	194	0	0	0	194
0930	ELBERT	KIOWA	22	0	0	0	22
0940	ELBERT	BIG SANDY	22	0	0	0	22
0950	ELBERT	ELBERT	8	0	0	0	8
0960	ELBERT	AGATE	1	1	0	1	0
0970	EL PASO	CALHAN	52	51	0	51	1
0980	EL PASO	HARRISON	991	135	135	0	856
0990	EL PASO	WIDEFIELD	603	300	5	295	303

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1000	EL PASO	FOUNTAIN	625	240	0	240	385
1010	EL PASO	COLORADO SPRINGS	2524	2509	183	2326	15
1020	EL PASO	CHEYENNE MOUNTAIN	292	21	0	21	271
1030	EL PASO	MANITOU SPRINGS	79	79	0	79	0
1040	EL PASO	ACADEMY	1379	540	0	540	839
1050	EL PASO	ELLCOTT	66	66	0	66	0
1060	EL PASO	PEYTON	40	40	0	40	0
1070	EL PASO	HANOVER	34	34	11	23	0
1080	EL PASO	LEWIS-PALMER	343	0	0	0	343
1110	EL PASO	FALCON	985	89	0	89	896
1120	EL PASO	EDISON	8	8	5	3	0
1130	EL PASO	MIAMI-YODER	14	14	0	14	0
1140	FREMONT	CANON CITY	262	57	30	27	205
1150	FREMONT	FLORENCE	112	112	16	96	0
1160	FREMONT	COTOPAXI	20	0	0	0	20
1180	GARFIELD	ROARING FORK	414	308	10	298	106
1195	GARFIELD	RIFLE	361	0	0	0	361
1220	GARFIELD	PARACHUTE	106	0	0	0	106
1330	GILPIN	GILPIN	29	21	0	21	8
1340	GRAND	WEST GRAND	32	32	0	32	0
1350	GRAND	EAST GRAND	116	116	0	116	0
1360	GUNNISON	GUNNISON	155	20	20	0	135
1380	HINSDALE	HINSDALE	7	7	0	7	0
1390	HUERFANO	HUERFANO	48	0	0	0	48
1400	HUERFANO	LA VETA	17	17	0	17	0
1410	JACKSON	NORTH PARK	18	0	0	0	18
1420	JEFFERSON	JEFFERSON	5862	2482	105	2377	3380
1430	KIOWA	EADS	13	13	0	13	0

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1440	KIOWA	PLAINVIEW	10	10	5	5	0
1450	KIT CARSON	ARRIBA-FLAGLER	4	4	1	3	0
1460	KIT CARSON	HI PLAINS	2	0	0	0	2
1480	KIT CARSON	STRATTON	9	0	0	0	9
1490	KIT CARSON	BETHUNE	12	12	3	9	0
1500	KIT CARSON	BURLINGTON	45	45	15	30	0
1510	LAKE	LAKE	105	30	30	0	75
1520	LA PLATA	DURANGO	353	353	15	338	0
1530	LA PLATA	BAYFIELD	97	97	0	97	0
1540	LA PLATA	IGNACIO	56	55	0	55	1
1550	LARIMER	POUDRE	1815	945	0	945	870
1560	LARIMER	THOMPSON	1052	342	0	342	710
1570	LARIMER	ESTES PARK	71	71	0	71	0
1580	LAS ANIMAS	TRINIDAD	131	131	15	116	0
1590	LAS ANIMAS	PRIMERO	7	7	0	7	0
1600	LAS ANIMAS	HOEHNE	17	17	0	17	0
1620	LAS ANIMAS	AGUILAR	9	9	3	6	0
1750	LAS ANIMAS	BRANSON	20	20	0	20	0
1760	LAS ANIMAS	KIM	3	3	0	3	0
1780	LINCOLN	GENOA-HUGO	16	16	0	16	0
1790	LINCOLN	LIMON	27	0	0	0	27
1810	LINCOLN	KARVAL	5	5	0	5	0
1828	LOGAN	VALLEY	167	0	0	0	167
1850	LOGAN	FRENCHMAN	10	10	4	6	0
1860	LOGAN	BUFFALO	23	23	0	23	0
1870	LOGAN	PLATEAU	6	6	0	6	0
1980	MESA	DEBEQUE	13	12	0	12	1
1990	MESA	PLATEAU VALLEY	24	0	0	0	24

<i>District Code</i>	<i>County</i>	<i>District</i>	<i>Total Funded Kindergarten Count</i>	<i>Total Full-Day Kindergarten</i>	<i>CPKP Full-Day Kindergarten</i>	<i>District Provided Full-Day Kindergarten</i>	<i>Half Day Kindergarten</i>
2000	MESA	MESA VALLEY	1562	383	126	257	1179
2010	MINERAL	CREEDE	7	7	0	7	0
2020	MOFFAT	MOFFAT	176	15	15	0	161
2035	MONTEZUMA	MONTEZUMA	197	0	0	0	197
2055	MONTEZUMA	DOLORES	45	0	0	0	45
2070	MONTEZUMA	MANCOS	35	35	0	35	0
2180	MONTROSE	MONTROSE	487	28	15	13	459
2190	MONTROSE	WEST END	24	1	1	0	23
2395	MORGAN	BRUSH	122	0	0	0	122
2405	MORGAN	FT. MORGAN	237	237	15	222	0
2505	MORGAN	WELDON	11	11	0	11	0
2515	MORGAN	WIGGINS	38	38	0	38	0
2520	OTERO	EAST OTERO	116	116	0	116	0
2530	OTERO	ROCKY FORD	67	67	26	41	0
2535	OTERO	MANZANOLA	10	10	0	10	0
2540	OTERO	FOWLER	27	27	0	27	0
2560	OTERO	CHERAW	12	12	0	12	0
2570	OTERO	SWINK	24	0	0	0	24
2580	OURAY	OURAY	13	13	0	13	0
2590	OURAY	RIDGWAY	22	22	0	22	0
2600	PARK	PLATTE CANYON	71	30	10	20	41
2610	PARK	PARK	49	10	0	10	39
2620	PHILLIPS	HOLYOKE	49	49	19	30	0
2630	PHILLIPS	HAXTUN	12	12	0	12	0
2640	PITKIN	ASPEN	120	120	0	120	0
2650	PROWERS	GRANADA	11	11	7	4	0
2660	PROWERS	LAMAR	132	132	15	117	0
2670	PROWERS	HOLLY	15	15	0	15	0

<i>District Code</i>	<i>County</i>	<i>District</i>	<i>Total Funded Kindergarten Count</i>	<i>Total Full-Day Kindergarten</i>	<i>CPKP Full-Day Kindergarten</i>	<i>District Provided Full-Day Kindergarten</i>	<i>Half Day Kindergarten</i>
2680	PROWERS	WILEY	11	11	0	11	0
2690	PUEBLO	PUEBLO CITY	1392	864	165	699	528
2700	PUEBLO	PUEBLO RURAL	547	138	0	138	409
2710	RIO BLANCO	MEEKER	55	0	0	0	55
2720	RIO BLANCO	RANGELY	36	0	0	0	36
2730	RIO GRANDE	DEL NORTE	45	45	0	45	0
2740	RIO GRANDE	MONTE VISTA	83	83	30	53	0
2750	RIO GRANDE	SARGENT	37	37	0	37	0
2760	ROUTT	HAYDEN	29	28	10	18	1
2770	ROUTT	STEAMBOAT SPRINGS	125	0	0	0	125
2780	ROUTT	SOUTH ROUTT	37	37	7	30	0
2790	SAGUACHE	MOUNTAIN VALLEY	11	11	0	11	0
2800	SAGUACHE	MOFFAT	13	13	0	13	0
2810	SAGUACHE	CENTER	50	50	15	35	0
2820	SAN JUAN	SILVERTON	9	0	0	0	9
2830	SAN MIGUEL	TELLURIDE	68	0	0	0	68
2840	SAN MIGUEL	NORWOOD	18	0	0	0	18
2862	SEDGWICK	JULESBURG	13	13	0	13	0
2865	SEDGWICK	PLATTE VALLEY	11	11	0	11	0
3000	SUMMIT	SUMMIT	276	246	10	236	30
3010	TELLER	CRIPPLE CREEK	25	25	0	25	0
3020	TELLER	WOODLAND PARK	164	0	0	0	164
3030	WASHINGTON	AKRON	13	0	0	0	13
3040	WASHINGTON	ARICKAREE	0	0	0	0	0
3050	WASHINGTON	OTIS	8	8	0	8	0
3060	WASHINGTON	LONE STAR	7	7	0	7	0
3070	WASHINGTON	WOODLIN	5	5	5	0	0
3080	WELD	GILCREST	151	151	0	151	0

<i>District Code</i>	<i>County</i>	<i>District</i>	<i>Total Funded Kindergarten Count</i>	<i>Total Full-Day Kindergarten</i>	<i>CPKP Full-Day Kindergarten</i>	<i>District Provided Full-Day Kindergarten</i>	<i>Half Day Kindergarten</i>
3085	WELD	EATON	130	22	0	22	108
3090	WELD	KEENESBURG	145	44	30	14	101
3100	WELD	WINDSOR	331	25	0	25	306
3110	WELD	JOHNSTOWN	274	0	0	0	274
3120	WELD	GREELEY	1552	91	91	0	1461
3130	WELD	PLATTE VALLEY	75	75	0	75	0
3140	WELD	FT. LUPTON	170	49	18	31	121
3145	WELD	AULT-HIGHLAND	66	66	0	66	0
3146	WELD	BRIGGS DALE	11	11	0	11	0
3147	WELD	PRAIRIE	12	12	0	12	0
3148	WELD	PAWNEE	8	8	0	8	0
3200	YUMA	YUMA 1	54	54	16	38	0
3210	YUMA	WRAY RD-2	40	40	0	40	0
3220	YUMA	IDALIA RJ-3	11	0	0	0	11
3230	YUMA	LIBERTY J-4	4	4	0	4	0
8001		CHARTER INSTITUTE	518	324	0	324	194
9130		EXPEDITIONARY BOCES *					
			61,426	25,241	2,454	22,787	36,185

* Expeditionary BOCES enrollment is reported in their member districts' counts

Appendix B

Estimated Cost For Renovation and Construction of School District Facilities to Accommodate Full-Day Kindergarten

District Code	District	How many classrooms in existing school district facilities could be reconfigured or renovated to accommodate full-day kindergarten?	What is the estimated cost of renovating existing school district facilities?	How many new classrooms in existing school district facilities would need to be constructed?	What would be the estimated cost of the new construction?	Would this require the acquisition of additional land?	What is the estimated cost of non-classroom space facility upgrades? (CDE Analysis)			
							Cost for Other Non-Classroom Construction	Facility Operating Costs	Furnishings and Equipment	
0010	MAPLETON	14	\$2,394,000	6	\$648,000					
0020	ADAMS 12 FIVE STAR	65	\$3,758,408	21	\$11,805,090	\$38,880	\$300,000	\$147,060	yr	\$1,075,000
0030	COMMERCE CITY	12					\$350,000			
0040	BRIGHTON	16		27	\$7,071,263		\$2,371,600	\$105,000	yr	
0070	WESTMINSTER	10		2	\$200,000					
0100	ALAMOSA			2	\$90,000		\$10,000			\$20,000
0130	CHERRY CREEK	39	\$295,074	21	\$1,185,580					
0140	LITTLETON			30	\$5,400,000		\$1,000,000			
0180	AURORA	19		10	\$3,375,000					
0470	ST VRAIN			24	\$12,600,000					
0480	BOULDER	23	\$3,450,000	18	\$4,320,000		\$354,000			
0490	BUENA VISTA			1	\$160,000		\$10,000			

District Code	District	How many classrooms in existing school district facilities could be reconfigured or renovated to accommodate full-day kindergarten?	What is the estimated cost of renovating existing school district facilities?	How many new classrooms in existing school district facilities would need to be constructed?	What would be the estimated cost of the new construction?	Would this require the acquisition of additional land?	What is the estimated cost of non-classroom space facility upgrades? (CDE Analysis)		
							Cost for Other Non-Classroom Construction	Facility Operating Costs	Furnishings and Equipment
0880	DENVER			16	\$1,600,000		\$12,030,000		\$192,000
0900	DOUGLAS			84	\$33,600,000		\$7,560,000		\$180,000
0920	ELIZABETH	2	\$90,000	4	\$720,000		\$210,000		
0930	KIOWA			1	\$180,000		\$165,000		
0940	BIG SANDY	1		1	\$200,000		\$100,000		\$20,000
0980	HARRISON			2	\$100,000				\$96,000
0990	WIDEFIELD			17	\$840,000				\$23,148
1000	FOUNTAIN	12	\$396,000	9.5	\$4,950,000				
1020	CHEYENNE MOUNTAIN	3	\$36,000						
1040	ACADEMY	16		5	\$1,200,000		\$1,650,000		
1080	LEWIS-PALMER	3	\$48,000	5	\$875,000	Did not specify	\$9,600		
1110	FALCON			15	\$1,500,000				
1150	FLORENCE	3					\$50,000		\$7,000
1160	COTOPAXI	4	\$2,000						
1180	ROARING FORK	2		5	\$1,575,000		\$55,000		
1195	RIFLE	2	\$170,000	2	\$760,000				\$40,000
1220	PARACHUTE			3	\$795,000	\$132,000	\$1,200,000	\$30,000	
1360	GUNNISON			3	\$600,000		\$200,000		
1420	JEFFERSON	46	\$2,875,000	35	\$10,500,000				
1510	LAKE	2	\$150,000						
1550	POUDRE								\$6,200
1560	THOMPSON	9	\$500,000	5	\$1,800,000		\$500,000		
1828	VALLEY			4	\$1,510,000		\$1,165,000		\$50,000

District Code	District	How many classrooms in existing school district facilities could be reconfigured or renovated to accommodate full-day kindergarten?	What is the estimated cost of renovating existing school district facilities?	How many new classrooms in existing school district facilities would need to be constructed?	What would be the estimated cost of the new construction?	Would this require the acquisition of additional land?	What is the estimated cost of non-classroom space facility upgrades? (CDE Analysis)		
							Cost for Other Non-Classroom Construction	Facility Operating Costs	Furnishings and Equipment
2000	MESA VALLEY	30	\$128,000	13	\$3,250,000		\$30,000		\$376,000
2020	MOFFAT	3	\$100,000	4.5	\$800,000		\$550,000		\$60,000
2180	MONTROSE			11	\$1,515,250		\$3,173,650		
2190	WEST END	1	\$10,000						
2395	BRUSH			3	\$1,200,000				
2560	CHERAW	1					\$30,000		
2570	SWINK	1		1	\$600,000				
2630	HAXTUN	1	\$20,000						
2690	PUEBLO CITY	16	\$1,600,000	20	\$8,000,000		\$650,000		
2700	PUEBLO RURAL			10	\$750,000				
2720	RANGELY	3	\$20,000				\$6,000		
2770	STEAMBOAT SPRINGS						\$25,000		
2820	SILVERTON	1	\$75,000				\$250,000		
2840	NORWOOD			1	\$100,000				
3020	WOODLAND PARK	2	\$50,000						
3085	EATON			2	\$50,000				
3090	KEENESBURG	3					\$25,000		
3100	WINDSOR			6	\$600,000				
3110	JOHNSTOWN			8	\$2,000,000		\$75,000		
3120	GREELEY	22	\$14,000	11	\$3,740,000		\$2,545,000		\$110,000
8001	CHARTER INSTITUTE	7			\$45,000				
	Total	394	\$16,181,482	469	\$132,810,183	\$170,880	\$36,649,850	\$282,060	\$2,255,348

Appendix C
Non-Facility Costs in Implementing Full-day Kindergarten
Not Covered by the Additional .5 PPOR

<i>District Codes</i>	<i>District Name</i>	<i>Comments</i>
0010	MAPLETON	Existing revenue doesn't currently cover student needs.
0020	ADAMS 12 FIVE STAR	<ul style="list-style-type: none"> •Supplies/Materials \$180.00 per pupil •Transportation There is no cost impact on transportation, due to the need to continue to transport ½ day pre-school students that currently share the bus routes with half day kindergarten. •Curriculum - Curriculum development process. – pacing, and how it will affect 1st, 2nd grades, and “What and how” and the materials for the new curriculum for each level – The average costs for Kindergarten curriculum is \$2,500 per classroom. •HR –Staffing - Extra supervision, custodial maintenance, teacher .5 Para. •Professional Development – Would depend on individual needs of each school
0030	COMMERCE CITY	Additional costs would include, but are not limited to: furniture and fixtures; professional development; instructional equipment; and supplies/materials for the implementation of Full Day Kindergarten classrooms.
0040	BRIGHTON	There are overhead costs that are not covered by the PPOR - custodial costs of \$75,000, transportation costs of \$411,000, additional insurance costs of \$50,000
0100	ALAMOSA	Furniture estimated at \$10,000 per classroom for a total \$20,000.
0130	CHERRY CREEK	Non-recurring start up costs which would include furniture, teaching and curricular materials are estimated at \$192,000 for district wide implementation of full-day kindergarten.
0140	LITTLETON	Staffing costs, materials and resources, staff development, room set up including appropriate technology.
0180	AURORA	Some professional development needs perhaps, although almost all schools have at least one full-day kindergarten classroom with a teacher who has received PD.

0470	ST VRAIN	Additional items would include: Professional Development/training to address time for full-day students, and supplies and materials - additional instructional items such as curriculum materials, books, and manipulatives.
0480	BOULDER	Funds to maintain physical preschool and Special Education therapy classroom space in buildings.
0490	BUENA VISTA	Anything inside the classroom from desks, chairs, white boards, to books, various materials, instructional supplies, mats, consumables, paper, etc.
0880	DENVER	Furniture/fixtures/equipment = \$12,000 per classroom.
0900	DOUGLAS	Other operational costs may include teacher preparation and training for those who have not experienced full-day kindergarten or do not have Early Childhood licenses. There will be some expense incurred for questionnaires for parents regarding their child's readiness and need for full day kindergarten. Additional start-up classroom funds for the initial year would total approximately \$180,000 for furniture, classroom libraries, and instructional materials. Each succeeding year, classroom budgets would need to be augmented by a total of \$7300 for consumable materials. In addition, per the prioritization of students attending full day, many families may not be able to afford full tuition, but have the greatest needs for services. Tuition difference would need to be addressed. Additional capital expenses may include buses in certain areas of the district to accommodate full day kindergarten. Additional costs for 22 buses would be approximately \$1,760,000.
0920	ELIZABETH	One school would need to up grade parking and traffic flow: \$30,000. Also we would need 2 busses @ \$200,000 and add 2 bus routes @ \$40,000
0930	KIOWA	The additional costs of materials, furniture, books, utilities, maintenance, and other day-to-day operational expenses would exceed 1/2 PPOR. To add a paved parking lot, sidewalk access, utilities and playground upgrade, we would need \$165,000.
0940	BIG SANDY	Additional start up materials that would include desks, materials, curriculum and I would estimate this at \$20,000.
0980	HARRISON	We would need to furnish approximately 12 additional classrooms including desks, computers, shelving, etc.

0990	WIDEFIELD	Kindergarten students require different learning opportunities with materials that are developmentally appropriate. Materials include such items as listening centers, play kitchen areas, ABC rugs, blocks, etc. Additionally, teachers will need complete sets of teacher materials for core programs in reading, writing, and math. Each room needs to be equipped with chairs, tables, white boards, shelves, and storage. We estimate this cost to be approximately \$2,572 per room with a total cost of approximately \$23,148. Transportation costs will increase as staff and routes are added to accommodate transporting kindergarten students both to and from school.
1000	FOUNTAIN	None if fully funded, except for special education and English Language Learners.
1040	ACADEMY	Supplies/materials, furnishings and equipment for additional students, and technology
1140	CANON CITY	May need to add a bus to accommodate full-day.
1195	RIFLE	It costs \$20,000 to furnish a new classroom, so we'd need an additional \$100,000 to furnish the 5 new classrooms. However, 3 of the classrooms are already paid for through our bond program, and they will come on-line in the fall of 2009. We'd really only need an additional \$40,000 to furnish 2 new classrooms. We would also need to bus an additional 190 students a day, which would require 2 additional buses for a total of \$200,000.
1220	PARACHUTE	Food Service Cost Custodial and Maintenance cost
1360	GUNNISON	Utilities, instructional cost, maintenance
1510	LAKE	The additional costs not covered by the additional half of per pupil revenue would be those associated with professional development, classroom furniture, technology and wiring new classrooms for internet access, additional phone lines, and supplies for classrooms. These costs could range between \$10,000 and \$15,000.
1550	POUDRE	We believe the additional half of per pupil funding would cover the additional costs associated with the equipment needed for a full-day kindergarten classroom. Some of these additional costs are associated with curricular materials, professional development and classroom equipment. Custodial, maintenance and food service staffing and work-load will be redistributed with the grade reconfiguration at the elementary level. Transportation costs would be reduced with the elimination of half-day kindergarten pickup and drop off routes.

1560	THOMPSON	Our teacher contract requires a specified amount of teacher plan time. This plan time is met by the use of Art, Music and P.E. teachers. Additional curriculum materials would need to be purchased and training would need to be provided to maximize the additional time students would be spending in school.
1828	VALLEY	Textbooks, classroom supplies, and classroom furniture would be required for each of the 80+ additional students and 4 additional classroom teachers. Estimated costs of additional materials, supplies, furniture, and equipment for 4 more classrooms and teachers are \$50,000.
2020	MOFFAT	Equipment and materials - \$15,000 x 4 classrooms = \$60,000
2055	DOLORES	Cost of additional materials for extended curricula and dollars for specials teachers.
2190	WEST END	Possible teacher resources would need to be planned for.
2395	BRUSH	The district recognizes that a large portion of the capital outlay budget for the coming year will be dedicated to outfit three new kindergarten classrooms of the basic necessities including: books, tables, chairs, other furniture, toys, manipulatives, and supplies. This will come at the expense of other ongoing facility maintenance/improvement items this year due to limited funding. The district will need additional computers, printers, internet access, phone system, copy machine, kitchen equipment, additional personnel costs for transportation, food service, nurse, clerical, custodial and maintenance. These costs are estimated at \$25,100 per year.
2570	SWINK	Purchase of teaching materials and supplies.
2690	PUEBLO CITY	The cost of classroom materials and core textbooks for implementing and outfitting a kindergarten program similar to the CPKP Kindergarten model currently in place: Cost estimate is approximately \$18,000 per additional classroom for a total cost of \$450,000. Ensuring quality professional development and teacher support for implementation of curriculum would require the addition of at least two kindergarten coaches to model, provide feedback, and ensure appropriate instructional support. The cost of the two additional kindergarten coaches would be approximately \$110,000. Overall total additional costs would be approximately \$560,000.
2770	STEAMBOAT SPRINGS	Additional supplies Additional curriculum needs

3070	WOODLIN	Listed below are the current direct and indirect expenditures on our current budget. These include: (1) Teacher & support staff (Title I/Rtl) salaries, Art, Music, P.E. & Librarian Salaries, (2) Classroom materials along with office furniture and supplies, including copiers, O & M salaries and supplies, costs of providing lunches, transportation (including Field Trips), facility costs including utilities and Capital Expenditures, (3) Administrative and Financial support including CDE submittals, Professional Development, financial records, insurance costs, etc., (4) In addition, we also have the responsibility of providing SPED, ELL, and para services if the individual/group dynamics require it. (5) Finally, if additional funding was available, playground and whole child development are areas we have identified as areas needing improvement.
3090	KEENESBURG	Major additions in supplies, furniture and appropriate curriculum for each school building.
3110	JOHNSTOWN	Transportation, curriculum, staff development, additional specialty areas such as music, art, technology and PE, etc.
3120	GREELEY	Start up costs: \$5,000 - \$10,000 per classroom to include classroom furniture, technology, teaching supplies, kindergarten specific furnishings. Curriculum: \$40 per student Professional Development: \$700 per teacher
3140	FT. LUPTON	Transportation needs will need evaluated as this would put additional students on existing full busses. There may be a need for an additional bus to accommodate these students. Other additional costs would be an increase in the food program expenses, curriculum materials, classroom setup supplies and furniture, and an increase of students needing unified arts (scheduling and possible staffing needs for "specials" such as art, music and physical education).
3146	BRIGGSDALE	In addition, we also have the responsibility of providing SPED, ELL, and para services if the individual/group dynamics require it.
8001	CHARTER INSTITUTE	The need to hire one person to provide oversight for district wide program.

Appendix D

Final Comments from School Districts

School Districts Currently Operating Full-Day Kindergarten Programs:

<i>District Codes</i>	<i>District Name</i>	<i>Comments</i>
0060	STRASBURG	Since we just started full day kindergarten this year we know that it costs us more than \$200,000 from our general fund. If this were to be phased in, we do not want to be penalized for starting this before the rest of the state. We would hope that we could receive funding the same as others who have not started full day kindergarten.
0190	BYERS	The consideration needs to be highest for schools that have been funding and bearing the costs of full-day, everyday kindergarten for years (at Byers 11th year). I will be happy to share or testify to how this program coupled, with our preschool incorporation of Reading First curriculum to match the K-6 curriculum, has affected literacy in an extremely positive manner.
0230	WALSH	Don't punish the people who have already made a commitment to full day and are already funding it.
0260	VILAS	We enroll all children in full-day kindergarten and utilize a reading and math core. In addition, we use diagnostic assessments to determine proper interventions, utilizing the RTI Model.
0270	CAMPO	Campo has provided full-day, full-year kindergarten for all students free to all families since 1991. The district has covered all of those expenses through the general fund budget.
0310	MCCLAVE	We are already doing it and just getting by. We have cut some offerings for students in grades 9-12 to provide this service.
0480	BOULDER	Full-day kindergarten is essential for: 1) Closing the achievement gap in BVSD. 2) Supporting kindergarten-age children whose parents need to work to sustain family economics and to reduce other factors such as unemployment, homelessness, poverty, etc. 3) Reducing the retention rate for special education preschool and kindergarten children. 4) Providing full day program with coordinated health and human services agency support.
0870	DELTA	Delta County School District would like to thank the Governor and the Legislature for this proposal. We believe in full-day kindergarten and have previously funded it with Title 1 money. This has limited our ability to serve at-risk elementary students through much needed literacy coaches and research-based reading interventions. Please consider districts already offering full-day kindergarten and fund it as well through this proposal. FDK should be offered with the quality standards set by CPKP.

0910	EAGLE	As a district we believe that a full-day program is critical. While we currently offer full-day programming and the majority of our students choose this, the Vail Valley Foundation has covered the additional expense of a full-day program. This is the last year they will do so and we will have to ask our voters to approve a tax increase in order to continue a full-day program. If our voters do not approve a tax increase, then we would be forced to operate only a half-day program. With our increased ELA population, we feel a full-day program is critical for student success and hope the Legislature supports funding for full-day programming.
1030	MANITOU SPRINGS	In Manitou Springs, we offer the same subject offerings to kindergarten students that we offer to any other student in the district - physical education, technology instruction, art, music, media center - therefore we incur the full time equivalent expense of educating these students with only half the funding. In our case, it made sense to offer the full-day program because we had both the staffing and the physical classroom space to run the program, and the increase in enrollment offset the loss of the previous tuition based full-day program.
1050	ELLICOTT	We know the importance and value of full-day kindergarten because we have operated this way for over a decade. Because we have limited funds, it would be a blessing to have full funding so that present monies could be used on other critical needs.
1070	HANOVER	We currently have 11 full-day CPKP slots which were commensurate with the percentage of students eligible for free and reduced price meals multiplied by our kindergarten population. However, this fall our kindergarten count nearly doubled with 13 students at Hanover Elementary and 24 students at Prairie Heights. This demand even exceeded our expectations.
1150	FLORENCE	Currently, Fremont RE-2 School District offers full-day kindergarten to all students. We selected "no" at the beginning of the survey so that we could respond to all questions. The district recognized the importance and effectiveness of full-day kindergarten 6 years ago, when we decided to use Title I funds at Fremont Elementary School to implement a full-day program. Last year, the district applied for, and received 16 (0.5 FTE) slots for full-day kindergarten students through the CPKP program. The CPKP slots allowed us to implement full-day kindergarten at Penrose Elementary School (our only other elementary school). The students and staff of our district have worked hard to implement an effective full-day kindergarten program. We currently use General Fund, Title I, and CPKP monies to pay for our full-day kindergarten. We are hopeful that any funding for full-day kindergarten would include those districts that have recognized the importance of the program, and not just those who have not implemented their own program. The district firmly believes in its full-day kindergarten program and appreciates the money that it receives from the CPKP Program. We are glad that CDE and the legislature are looking to further support and fund programs like ours, and would hope to be included in any funding that is available. We could definitely reallocate our Title I and General Fund monies to be used effectively for our students.

1350	EAST GRAND	East Grand Schools have made a conscious decision and a significant financial commitment to operate full-day kindergarten for all students and not charge any tuition for the educational benefit for the students since 2001. Any additional support would be appreciated, but this district chose not to wait for more funding before doing what needed to be done.
1380	HINSDALE	This district has offered full-day kindergarten for at least ten years using general funds.
1450	ARRIBA-FLAGLER	We have had full-day kindergarten for all of our students for more than twenty years. The original plan of implementation is not available.
1490	BETHUNE	1) The district has already identified the need for the program and is currently using general fund dollars to support the initiative. 2) For those of us who have implemented a full-day kindergarten program we should receive the same funding as those who are currently attempting to implement the program.
1520	DURANGO	Durango School District's decision to fund full-day kindergarten has resulted in a direct reduction in funding for employee salaries. The shortfall in funding is becoming an urgent matter at this time, particularly with increasing kindergarten enrollment. We urge legislators to make a priority of funding full-day kindergarten because the positive impacts upon districts like ours, who responded early to the needs of our youngest students for quality education, will be widespread.
1580	TRINIDAD	We are funding our full-day kindergarten from the general fund. Because we are a high free and reduced district, it is critical that we keep all day kindergarten for our students. This may not be realistic in the future as we do not have needed money for curriculum, technology, facilities, and other program enhancements. Our third grade scores are above the state average and we think implementing all day kindergarten is one of the interventions we have done to improve student achievement.
1750	BRANSON	The Branson School is currently educating kindergarten students in a full-time setting. The school is located in a rural area that is geographically isolated. If the district did not offer the full-time setting, it would be too cost prohibitive for the district to add transportation and staffing costs for a half-time setting. Also, the District believes that a full-time Kindergarten program enhances a child's capabilities and decreases transition issues to first grade.
1790	LIMON	Because we are so close to the requirements of a full-day kindergarten program it would have little impact on our district to offer this program.
1860	BUFFALO	While we currently offer full-day kindergarten to all students in the district, we are using dollars from other areas of the budget. If we were to get the full FTE for those students we could afford to keep our classes smaller, as well as have a para available for extra support.
2010	CREEDE	Funding should be extended to all districts that currently have a full-day program, not just the "Johnny-come-latelies". There should not be a penalty for being proactive.

2070	MANCOS	Mancos RE-6 has been committed to full-day kindergarten for a number of years. Challenged by declining enrollment in a small rural school district, that commitment is fiscally challenging and significant. Support for this initiative would singularly provide opportunity to stabilize and confirm our dedication to quality early childhood learning and school readiness.
2395	BRUSH	The Brush School District recognizes the need for full-day kindergarten as a necessity and should be allocated a full PPOR. In the event that full-day kindergarten is implemented on a limited basis, the Legislature and Department of Education should provide as much flexibility as possible because of unique circumstances in each school district across the state. Districts that have funded full-day kindergarten on their own should not be penalized in the allocation process.
2405	FT. MORGAN	The Fort Morgan School District has long emphasized early childhood education including kindergarten for all eligible students. Given a challenging student population with high numbers of students qualifying for free and reduced lunch program and high numbers of students entering school without speaking English, we recognized that increased formal instruction for our youngest students was the best way to significantly and positively impact their education. Thus we have implemented a number of programs over the years to give targeted students more kindergarten instruction. During the 2006-07 school year all kindergarten students received additional hours of instruction each week though this effort fell short of our goal of having a full-day kindergarten program. For the current 2007-08 school year we have been able to implement full-day kindergarten for all students. This required additional (modular) classrooms and additional staff. The one-time facility needs were met by utilizing beginning balance funds and reserves as part of a District plan. Two additional teachers were funded by a combination of general funds, Federal funds, and CPKP funds. As a District, we were convinced that this was a needed and important change we had to implement and we were able to find a way. It is our hope that the Legislature will agree that a significant investment in full-day kindergarten is essential and provide the necessary funding. We ask that those Districts that took the initiative to create their own programs not be penalized for their efforts and that any new funding be distributed in a way to assist existing programs as well as create additional full-day programs.
2515	WIGGINS	We have had all-day kindergarten since 1994 (fourteen years). I don't want the funding taken away simply because we have been able to fund it out of general fund. Fourteen years of RE-50J general fund funding at approximately \$116,000 per year is \$1,624,000 which will never be recouped by the District. This estimate does not include the facility and maintenance so there are additional dollars of in-kind costs.
2530	ROCKY FORD	Many years ago in the 1970's, our district moved to an all day kindergarten. The district also highly values small class size, especially at the primary level. Consequently, the budget is very tight. In fact, we have no secondary vocal music program, no visual arts at the middle school, no counselor at the primary school, very limited elective choices at both secondary levels, no librarians at the K-8 level, and a shortage of grounds keepers. Even though we already have full-day kindergarten, this additional support will be a blessing to our district.

2580	OURAY	Please keep in mind that, since we have already implemented this program for all of our students and since we do not charge tuition to any students, we have committed financially to early childhood education. Therefore, please don't ignore our need for funding "after the fact."
2620	HOLYOKE	The current CPKP funds allow us to have a full-day kindergarten and allow us to keep the class size to a minimum.
2640	ASPEN	Provide 100% of PPR allowance for all full-day kindergarten students. Aspen has provided and funded a full day kindergarten program for over twenty-seven years.
2650	GRANADA	Our community appreciates and supports our program. Everyone is very happy with full-day kindergarten (FDK). If funding were available for full-day kindergarten, we could reallocate the funds we are currently spending on FDK and use the funds instead for additional instructional materials, supplies, textbooks, personnel or technology needs.
2660	LAMAR	We feel that full-day kindergarten is essential if we are to meet our goal of reading proficiency for all. This district made that commitment a few years ago and has been making up the difference from other general fund revenues. That obviously has prohibited us from pursuing other needed programs.
2740	MONTE VISTA	<p>Currently, 85-90% of the kindergarten students in Monte Vista qualify for CPKP and 30 of these students are funded through CPKP slots each year. However, all of Monte Vista's kindergarteners attend full-day kindergarten due to the district decision to use general funds to support early learning. Historically, however, only two of our five classrooms maintain the class size and teacher/student ratio in statute qualifying them as the "designated" CPKP classes. Our facility does not adequately support our current student population. Monte Vista's CPKP Preschool and the Monte Vista Head Start are the only early childhood centers in our community. All other local child care for children birth to four years old is provided by licensed and unlicensed family providers.</p> <p>Monte Vista School District is committed to providing a strong start for the young children in our community. When funding is provided to support all of these full-day kindergartners, the school district will use the funds currently allocated to increase the quality, support and scope of our early childhood program by:</p> <ul style="list-style-type: none"> o Maintaining the class size and teacher/student ratios required in statute for all five classrooms. o Enhancing our ability to support the growth and development of the whole child by improving the quality of our educational setting in all of the learning domains of early childhood education by: <ul style="list-style-type: none"> o Increasing our understandings of, and access to, best practices in the emotional and mental health needs of young children and their families o Providing incentives in our salary scale for employees that have Early Childhood Education degrees, tuition support for employees that seek an Early Childhood degree, or a sustainable combination of the two o Improving our active play spaces and programs to support the healthy physical growth of young brains and bodies o Analyzing our current school breakfast and lunch menus to optimize the nutritional intake of our young learners o Expanding our physical facility and personnel to better support our current population, as well as, increasing our capacity to support a full program for three and four year olds.

		o Expanding our physical facility and personnel to provide a full program for six months to two-year-olds.
2780	SOUTH ROUTT	Our district has provided a full-day kindergarten program for all children for twenty plus years. We urge the legislature to fund our program, along with others, and not forget those who have provided for the needs of kindergarten children for decades.
2800	MOFFAT	Many small schools have "bitten the bullet" and provided full-day kindergarten (FDK) without the associated funding, believing that, because FDK will help students be successful in future grades, FDK should be a high priority in terms of the allocation of funds. Other programs, being lower priorities, have therefore suffered from lack of funds.
3060	LONE STAR	I believe consideration (funding and other sources of assistance) should be given to those schools who already fund full-day kindergarten, as well as those schools looking to implement this as a new program.
3080	GILCREST	The district currently offers full-day kindergarten at all three elementary schools. This program is funded 100% through the district. The district does not receive funds for kindergarten through CPKP. The additional cost for full-day everyday kindergarten for 2007-08 is approximately \$152,000.
3148	PAWNEE	Though we have had full-day, full-year kindergarten for several years, the district would find the financial support for the program very beneficial for the program.
3200	YUMA 1	I believe that each school district should be funded the same. The extra funding would allow for the district to provide services that were taken away to fund our full-day kindergarten program.
3230	LIBERTY J-4	We've done it for so long, that it's part of our program. The funding needs to be there to do it.

School districts identifying the benefits of full-day kindergarten:

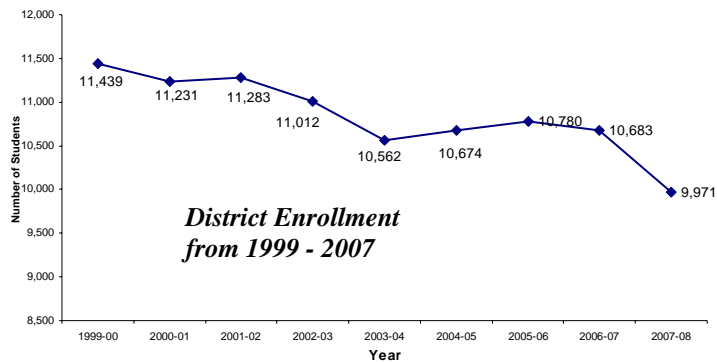
<i>District Codes</i>	<i>District Name</i>	<i>Comments</i>
0070	WESTMINSTER	<p>Adams County School District 50 is very interested in providing a full-day kindergarten program for every child given that our current efforts have produced positive results with respect to academic achievement and language development.</p> <p>For the past three years, Adams County School District 50 has implemented a full day kindergarten program at each elementary school. The primary purpose for implementing the full-day kindergarten program is to provide early intervention to students who need a richer kindergarten experience both in terms of educational readiness and language development in order to be prepared for the first grade. While the program is tuition based (\$180 per month), the District has committed to defraying the costs for over 80 percent of the attending students by providing scholarships based on family income.</p> <p>Approximately 40 percent of our kindergarten students have been able to participate in the day kindergarten program subsequent to a screening process that identifies students considered to be educationally at-risk. The</p>

number of students who are considered to be at-risk educationally has grown steadily over the past ten years. To counter this trend, we are intervening early and are committed to educating children as early as possible.

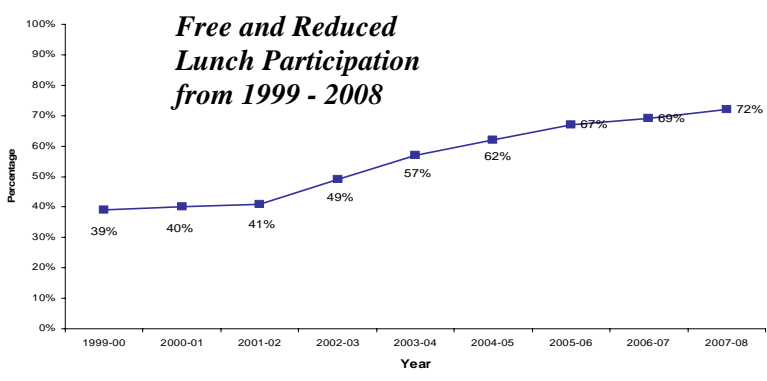
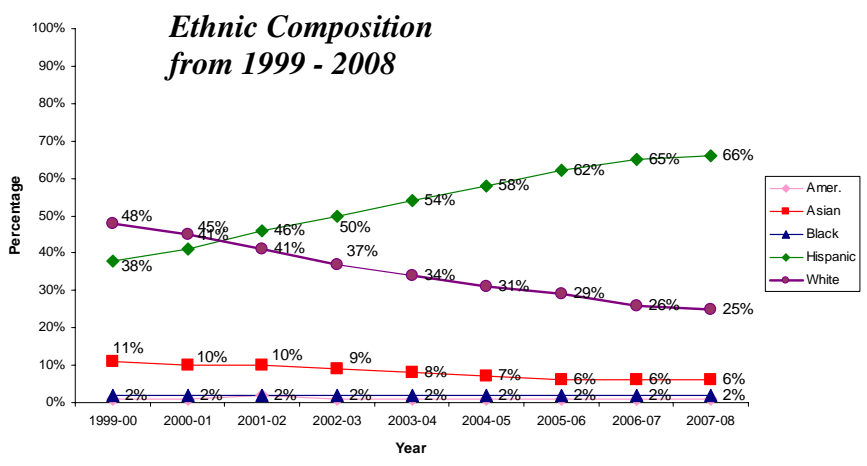
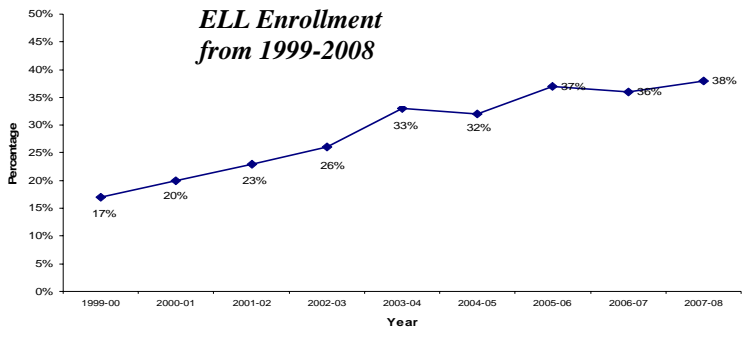
The information provided below describes in detail the context within which Adams County School District 50 exists. Once considered a typical suburban school district, economic and demographic shifts within the larger metropolitan region have changed the face of the district to resemble that of an archetypal urban district: low-income, majority minority enrollment, aging facilities, high mobility, and poor student achievement.

Continuing academic performance for the District is below the state average in reading, writing, math, and science as measured by the Colorado Student Assessment Program at all grade levels assessed; student achievement on the ACT is below that posted by the state; the graduation rate significantly lags that of the state; and, the District is not meeting Adequate Yearly Progress (AYP) targets at any level (see Appendix A). The District was also placed on “Academic Watch”, a precursor to losing state accreditation, in the 2006-07 school year by the Colorado Department of Education due to poor student performance.

With a limited economic base, an aging infrastructure, and little new housing development District 50 is surrounded by school districts that are experiencing moderate growth. This contributes to declining student enrollment as shown in the following graph.



The district has experienced a rapid change in the makeup of its student population over the last eight years. Currently 66 percent of students are Hispanic, 25 percent are White, 6 percent are Asian, and combined American Indian and Black students comprise 3 percent of the population. Thirty-eight percent of the students' primary language is a language other than English. The families who reside within the school district exhibit a range of levels on the socioeconomic spectrum. Schools draw students from neighborhoods that range from single-family dwellings on golf club developments to federally subsidized apartments. The median household income is \$25,482 (Metro Denver Economic Development Corporation, 2007) and the median per capita income is \$17,770 (Adams County Annual Financial Report, 2007), which results in seventy-two percent of students participating in the free and reduced lunch program. These trends are illustrated below.



Given the realities and challenges that Adams County School District 50 faces as we begin the 21st Century we strongly believe that we should qualify as a priority school district with regard to receiving funding for the implementation of a full day kindergarten program for all of our five year old students.

Thank you for your consideration.

0100	ALAMOSA	This is a golden opportunity to make dramatic improvements in academic achievement for economically disadvantaged and at-risk populations. Research clearly indicates that students who cannot read at grade level as they enter second grade struggle throughout their school years and eventually drop out of school.
0120	ENGLEWOOD	For many years our district has utilized existing funding to support full day kindergarten i.e. Title I. Our School Board fully supports full-day kindergarten for all who would desire the opportunity along with the parental option of half day. Our ELL teachers have seen the positive results for non-English speaking students when afforded the opportunities of high quality ECE and full-day kindergarten. We could fully implement in the fall 2008 provided the additional funding.
0123	SHERIDAN	We believe it is extremely beneficial and important for all children to be fully funded for full-day kindergarten to be most effective. It is difficult for districts to offer full day kindergarten without the funding to back it up.
0180	AURORA	Aurora Public Schools VISTA 2010 Plan has a goal of accelerating learning and raising expectations for every student. One action under that plan is to provide full-day kindergarten for every child by 2010. State funding would support APS and all districts to achieve their goals and to provide an equitable education to all students.
0220	ARCHULETA	We very much would like to offer full-day kindergarten to all of our students.
0290	LAS ANIMAS	Full per pupil operating revenue per student would be of immense help.
0580	SOUTH CONEJOS	We have offered full-day kindergarten for at least 31 years. In order to prepare children to be successful in first grade, we need full-day kindergarten. It is important to their literacy development and socialization skills. Our district's support of full-day kindergarten impacts our budget. Rural schools especially need the funding for full-day kindergarten.
0920	ELIZABETH	This is a great idea! Please, fully fund it.
0960	AGATE	In school districts, like Agate, that are suffering from declining enrollment, any extra funding for enrollment is very beneficial to our budget. We have always offered full-day kindergarten because 98 percent of our students are bussed from a sub-division that is around one hour bus ride to school. With a tight budget it is not feasible to offer half-day kindergarten and bus the students home at lunch. We always employ a full time kindergarten teacher even if we have one student; the PPOR that we receive from the State for that one student doesn't even begin to cover the cost of the teacher.
1040	ACADEMY	Full-day kindergarten is vital to the success for all students. Early intervention and support is a major factor in increased student achievement.

1060	PEYTON	Times have changed; kindergarten no longer exposes children to the school setting and other children because most children attend preschool or daycare due to working parents. Kindergarten students now need to know how to read, write, and do basic math. The majority of schools out here are funding the other half of their kindergarten program which usually means a teacher's salary and benefits.
1120	EDISON	The CPKP is an excellent program for allowing districts to recoup some of the funds expended on full-day kindergarten. My preschool-kindergarten is subsidized by over \$50,000.00 per year for a very small program. Edison 54JT's School Board and community view full-day kindergarten as a necessity for academic success in elementary school. In addition a half-day program would be impractical because of the busing needs and transportation costs that would be borne by the district.
1140	CANON CITY	Do not want CPKP to be discontinued. Fund full-day kindergarten with new money. Canon City Schools supports mandated full-day kindergarten for all kindergarten children with full funding.
1220	PARACHUTE	This would truly enable our primary age children the advantage of having a full-day program to meet their early learning needs. It would help us to provide quality early interventions to support at-risk students being able to meet proficiency levels in all academic areas.
1400	LA VETA	These programs need to be supported at full PPOR.
1430	EADS	It is very important to meet the need of today's students and full funding would be very valuable in meeting these needs.
1440	PLAINVIEW	Times are changing. The type of students we now get absolutely need full-day kindergarten, if they are to have any chance of being successful during their elementary, middle school and high school education.
1510	LAKE	The data that has been collected in Lake County has shown that there is a huge difference in the amount of growth made by students in full-day kindergarten when compared to their half-day peers. It is unfair that only certain students are afforded the opportunity to maximize their growth in kindergarten through attending all day, while their half-day counterparts make growth, but at not nearly the same rate. It is important to recognize that there is inequality among districts in that some, like Lake County, cannot afford to fund full-day kindergarten, while at the same time, we have students with a high level of risk and need in our community. We currently have a waiting list for both CPKP kindergarten and tuition-based kindergarten slots. It is frustrating to see that the students who are placed in these slots for the most part see success in school and yet, we can't offer it to everyone, so some students suffer. Lake County School District has been able to make great gains in the last few years with a small budget and a high needs population. Almost 60 percent of our students qualify for free and reduced lunch and 32 percent are English Language Learners district-wide. However, when looking at kindergarten alone, in 2007-08, 52 percent are NEP or LEP. We know that our kindergarteners need quite a bit of extra support in learning, especially since more than half of them need to learn not only academically, but also the English language so that they can see success in school. A half-day of kindergarten is simply not enough time to give these students the support and time they need to be ready for first grade academically, linguistically, and emotionally. In order to start out kids on the right foot and not behind their peers in other districts, it

is important that all of them have an opportunity for a full-day of kindergarten instruction and interaction. Other districts in Colorado have the tax-base to fund full-day kindergarten and consequently, also may have students with fewer risk factors. CDE and the Legislature need to seriously look at evening out the playing field for all kindergarten students in Colorado, not just some. Our job as educators is to provide the best possible opportunities for students to meet and exceed their potential. By offering full-day kindergarten to all students, we would be much closer to that goal. Lake County School District is committed to the implementation of full-day kindergarten. The help in funding this initiative through the Legislature and CDE is imperative, but the District will be creative in using those funds and finding others if necessary to provide the best possible full-day kindergarten program for all students.

1560	THOMPSON	It would be easy to abandon the full-day kindergarten concept when actual costs are calculated. Our educators hope this does not happen. Full-day kindergarten is a worthy investment as we look at best ways to help our youth get a strong start in their education.
1810	KARVAL	The Karval School has utilized full day kindergarten since 1990. Because our community is large in area, but sparse in population the full-day kindergarten has proven effective in educating our youth both academically and socially.
1870	PLATEAU	According to the SARS, our school has done well in all areas and we attribute this to our children having a good background from kindergarten as they transition into first grade. We have been subsidizing our kindergarten with the general fund because we feel that it's very important for the children to be ready for first grade. We are firm believers in full-day kindergarten.
1980	DEBEQUE	It is crucial to student success. Please do so!
2180	MONTROSE	Research supports full-day kindergarten. The program needs to be fully funded and implemented. The poverty level in our district is increasing, putting more of our students at risk. Our community supports full-day kindergarten, but will not/can not pay for it. We will need assistance with facility costs.
2540	FOWLER	We have been doing full-day kindergarten since 2003 and the results have been positive. I would support full-day kindergarten 100%. I do not see the difference in this grade and any other; in fact, kindergarten is one of the most important grades for students to get a strong educational background. I hope the Legislature will agree on total funding the full-day kindergarten for the benefits to the students and the school districts financially.
2590	RIDGEWAY	I know that everyone has seen the research about the importance of early childhood intervention. We have seen both the social/emotional and academic benefits of having the students enrolled in our full-day program. We (the school and parents) would love to have some financial support to help pay for the program.

2670	HOLLY	For students to be able to meet the Colorado State Standards and be on grade level, full-day kindergarten is essential. The skills these students need cannot be attained in half a day. Two sections of full day kindergarten have put a real strain on our budget by only being funded for half day. With the demands of CSAP and CBLA it is time for the state to fund kindergarten at the same rate they fund grades one through twelve.
2680	WILEY	We believe that our student achievement has increased because of our full-day kindergarten. When we have students who transfer into our school who have not had a full-day kindergarten, they are behind our students in achievement.
2730	DEL NORTE	We have been a full day kindergarten for twenty plus years and find it very beneficial for students academically. They have guided learning throughout the whole day. The classroom time schedules allow for more time on task and more learning activities.
2760	HAYDEN	Our full-day kindergarten program is supported through CPKP, parent paid tuition, and district general funds. We have an in-house free and reduced program to ensure that all students who want all day can attend. A large amount of district time is spent qualifying kids for CPKP, free and reduced (in house), collecting tuition, deciding what to do with families as they are delinquent in payments (we work with them, but we are NOT telling them their kids are out of the program!). Having a fully funded program would streamline everything, and save our school district considerable expense.
3000	SUMMIT	We believe that full-day kindergarten is a critical element to a student's success. We have provided this service to our families by initiating a fee and writing grants. In November 2007, we passed the full-day kindergarten Mill Levy.
3010	CRIPPLE CREEK	The full-day kindergarten has proven very successful in our district. Teachers feel that by having the students here for a full day, more intensive teaching can be done with reading and math skills. All of our kindergarten students are able to read by the time they are advanced to first grade. Teachers are able to complete learning modules in one day instead of spreading out over several half days. Students receive "specials" in the form of Art, Music and Physical Education. These programs might not be available in a half-day program. We have found that retention of information is better with the full-day students. We cannot provide data as the full-day program has been implemented by the district since 1983.
3040	ARICKAREE	This will help our rural school out tremendously. When we are not allowed to count all the pupils, the FTE funding just gets us by year to year. In our rural area, pre-school and kindergarten are the only way these younger children get to interact with each other and it helps to prepare them for school. Thank you.
3050	OTIS	This new plan is a good idea and would assist with the new goals and guidelines anticipated to be set by the Governor. The full-day kindergarten and its corresponding funding would allow districts to begin their concentrated educational effort at the kindergarten level and carry that progress forward.
3110	JOHNSTOWN	Full-day kindergarten would be wonderful. It would allow us to have much more time to implement RtI and many other early intervention programs we are currently not able to offer.

3140	FT. LUPTON	<p>- Our district would be willing to be a model for other districts and share learning and planning implementation for full-day kindergarten (FDK) if chosen for funding.</p> <p>- Data supports that our FDK programs are successful within our district. We see FDK as a critical strategy to help our district close the achievement gap for low income students and English Language Learners.</p> <p>- Our district has suffered declining enrollment as we are down twenty-nine kindergarteners from last year. This demonstrates the instability/mobility of our enrollment and the high needs of our clients for additional educational supports.</p> <p>- Currently we are working with mill levy monies to support universal prekindergarten within our district (pays for those students who do not qualify for CPKP or SPED). We feel the implementation of district-wide FDK is a great fit to continue supporting the needs of our community in our early childhood programs.</p> <p>- The majority of our preschool students qualify for CPKP. CPKP supports 105 slots within the district out of 165 total students. There were thirteen additional students who qualified for CPKP funding. That is 72% of our students with educational risk factors, and an additional 5% being Special Education students.</p> <p>- Our district is willing to do what we need to make this FDK plan work within our district and can support classroom space as needed. We truly support the benefits of FDK and have seen the outcomes within our students.</p>
3147	PRAIRIE	Funding would be greatly appreciated!

School districts raising concerns regarding the support of full-day kindergarten.

<i>District Codes</i>	<i>District Name</i>	<i>Comments</i>
0940	BIG SANDY	<p>As a small rural district with limited funding this will be a burden that the patrons and parents of the district may not support. Our current goal is to provide small class sizes and we maintain these small class sizes, kindergarten through twelfth grade, by balancing our budget and prioritizing our spending. An additional challenge our district will face is finding another highly qualified classroom teacher, find additional physical classroom space, additional music, physical education, art, and library time for teachers to provide a quality program, and deal with parents who may not want their children in a full-day kindergarten (even though it is optional). We have about a 50 percent free and reduced lunch population, however, we have been rated "High" on the SAR, and our CSAP scores, for the most part, have been successful. I am not sure that adding full-day kindergarten is as much the answer as letting children mature and develop the readiness skills for school. I feel that our legislators want to put every child in the same box, treat all students like latch-key kids, and have the same outcome at the same time.</p>

2830	TELLURIDE	Universal funding for full-day kindergarten is a solid goal for improving achievement for all students. However, given the realities of the funding constraints facing public education in Colorado, new funds would be better spent on literacy goals for primary grades. Many districts have found creative ways to ensure access to full-day kindergarten through tuition based programs. The State should make funds available for all children living in poverty to access full-day kindergarten, and direct districts to create a tuition based option for all other children.
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School districts with suggestions in the implementation of full-day kindergarten.

<i>District Codes</i>	<i>District Name</i>	<i>Comments</i>
0010	MAPLETON	Limit the amount of earmarking and data collection associated with the implementation of full-day kindergarten.
0030	COMMERCE CITY	Full-day kindergarten is important to fund all students regardless of economic status or any other risk factor. Support for full-day kindergarten classes would allow all district kindergarten students to enroll, which would produce more heterogeneously grouped classrooms across the district. The importance of the inclusion of typically developing peers to serve as role models for kindergarten students is critical. This heterogeneous grouping has a strong research base which supports the development of all children in an early childhood setting.
0130	CHERRY CREEK	The responses in this survey are our current status and if funding is phased-in, our status with regard to space will change each year as a result of annual growth. These responses reflect that in the attempt to find spaces for full-day kindergarten, the district is needing to move and/or consolidate other programs in an effort to find spaces in the most cost-effective way. The moving or consolidating of other programs also requires planning and detailed communication with staffs and communities.
0470	ST VRAIN	St. Vrain Valley School District currently has full-day kindergarten options in almost all of our twenty-two elementary schools. Three new elementary schools will also open next year with full-day kindergarten opportunities. A variety of choices are available ranging from district-provided programs, tuition-based programs, to enrichment opportunities. We value early childhood learning experiences as essential to narrowing the achievement gap. If an additional funding opportunity became available to expand full-day kindergarten opportunities, we are confident we have many components to proceed forward. Some items we would like CDE to consider: 1) Currently, we have 11 full-day kindergarten classes in spaces that do not meet adequate square footage required for kindergarten classrooms. These spaces have no capability to expand or move because of multiple constraints. 2) As we add full-day kindergarten rounds, the impact on scheduling core facilities is significant. Scheduling space (PE, Music and Art), providing required teacher planning (a 45 minute block of time) for additional classes must be considered and supported. 3) Currently CPKP requirements allow a maximum class enrollment of twenty students. Please consider a moderate increase to the maximum number for added flexibility. 4)

		While we have provided current data, enrollment for Kindergarten continues to be a moving target. As we grow, we examine the comparison of adding on to existing facilities versus building new facilities or consolidating current programming. Creative ways to create space are being considered.
0490	BUENA VISTA	<p>1. Funding full-day kindergarten must be consistent. We have found that flooding our CPKP students with resources pays off academically, emotionally, and socially in later grades. Students at academic risk, who receive services in a longer school day, are more successful in subsequent grades. We have seen less students needing remediation/SPED services, etc.</p> <p>2. An obstacle in the current funding is that students who qualify CPKP and are identified as a special education student may not access both services; therefore, a fully funded full-day kindergarten would allow those students to receive special education services AND a full-day program.</p> <p>3. Our district philosophy is not that a full-day program is designed for more curriculum, the full-day kindergarten program allows for more time to cover the curriculum and instruction already in place and to offer other learning like music, PE, art, computer technology, and library.</p>
0510	KIT CARSON	I would argue that preschool funding needs to be based on an application basis, but full-day kindergarten is an educational reality and those students should be funded and accounted for in the same fashion as first grade students. No bureaucratic hoops for kindergarten slots instead put those dollars in the classroom, sufficient accountability exists.
0540	CLEAR CREEK	Ample funding must be provided to ensure quality and equitable programming from school to school, district to district, across the state.
0550	NORTH CONEJOS	We appreciate the 18 CPKP slots we received this year, but like every other district, we could use more fully funded slots. Money is always an issue.
0740	SIERRA GRANDE	Full-time funding, instead of half-time funding is important.
0930	KIOWA	Additional support for Regional Specialists to help in the identification process specialized for young children with special and gifted needs.
0990	WIDFIELD	<p>Widefield District 3 currently offers a tuition-based full-day kindergarten program to all families. Not all families are able to participate due to limited funding.</p> <p>When children attend full-day kindergarten programs, they have an opportunity to participate in programming that addresses the whole child with adequate time for music, PE, etc. Additionally, they have time to participate in intervention groups focused on their specific needs to address "catch-up growth" and annual growth. Materials need to be available to approach learning in a variety of ways to ensure developmental appropriateness.</p>
1000	FOUNTAIN	Funding should be based on FTE, just like all other students. If funding is only available to fund at .65 for example, all districts that have full-day kindergarten students should be funded at .65 FTE.

1010	COLORADO SPRINGS	<p>This year, FY2007-2008, is our first year to offer free, full-day kindergarten to all students. The support from the community was overwhelmingly positive. Out of 2,250 students currently enrolled in full-day kindergarten, the parents of only 15 children chose to avail themselves of a half-day program. However, from the managerial position, there were some issues that we needed to address:</p> <ul style="list-style-type: none"> - We were unable to fund classroom aides from the General Fund. Instruction in these classrooms, especially at the beginning of the year, would be much easier if either there were aides in each room or the class size was reduced to twenty or less. Both options require more money, obviously. - Many of our students were very immature. The change in the entrance age requirements resulted in many four-year-olds in kindergarten. Due to this immaturity, many teachers are looking at retention for these students. We are holding firm that they should not be retained, but rather run through the Rtl process. However, it is an issue. - At least \$3,000 per classroom was needed to outfit the new classrooms with both furniture and teaching materials. - Professional development was necessary to develop the curriculum of a full-day program versus a half-day program. The full-day program needs to look differently than a half-day program with simply more time to teach the Standards.
1160	COTOPAXI	<p>Small school districts like Cotopaxi could easily implement the full day kindergarten. Our students already are here for approximately 65 percent of the day.</p> <p>*We may opt to continue the mid-day routes for preschool children.</p>
1195	RIFLE	<p>We appreciate The Colorado Department of Education and the State Legislature's support for full-day kindergarten. We encourage funds be made available sooner than six years. The major impact this program can provide cannot wait six years in Garfield Re 2.</p>
1330	GILPIN	<p>Gilpin County School District would like to request that requirements for implementing full-day kindergarten do not cause a negative financial impact to the district.</p>
1360	GUNNISON	<p>Would be beneficial if districts had to follow the CPKP guidelines.</p>
1390	HUERFANO	<p>Rural school districts have unique situations. When operating on a four day school week this could lead to a 10 hour day for children unless we ran another bus schedule earlier in the day. Even if the full per pupil revenue is provided, it may not cover additional transportation costs.</p>
1410	NORTH PARK	<p>This would not be possible in our district without additional funding.</p>
1420	JEFFERSON	<p>It would be helpful to know ahead of time how much increase each year we could expect to aid in our long range planning. As a large district, we will not be able to meet the full-day kindergarten needs in the first year.</p>

1500	BURLINGTON	<p>1) Do not move the start date for children entering school to September. June 1st is what our district currently uses for the birth date (age five by this date) of our kindergarten students</p> <p>2) Research has proven the importance of small class size for kindergarten and first grade (17 students or less). If more than 17, funding to provide the staff and facility would be beneficial.</p> <p>3) Assessment results from Burlington Elementary's first year of all-day kindergarten in 06-07 demonstrated an increase in student proficiency using the DIBELS assessment - Phoneme Segmentation Fluency & Non-sense Word fluency as well as CELA language assessment.</p>
1540	IGNACIO	We would like to see full funding for full-time kindergarten. Currently we only receive .5 FTE per student.
1590	PRIMERO	Our district already fully funds full-day kindergarten and preschool. Whatever reimbursement we could receive would be great to offset our costs, SO LONG AS THE PAPERWORK FROM CDE TO GET THE MONEY WOULD NOT OUT-WEIGH THE FINANCIAL BENEFIT.
1620	AGUILAR	Full funding instead of .5 FTE.
1780	GENOA-HUGO	It would greatly help to be funded at 100%. Possibly eliminating three-year-olds in preschool might help that cost burden.
2000	MESA VALLEY	<p>We are a community that is growing due to the gas, oil and construction trades. Our school district demographer and the long range planning committee reported recently that District 51 would grow by 5,000 students within 10 years. That is a 25% increase from our current enrollment.</p> <p>We have 2 charter schools in Mesa County. Independence Academy serves 15 kindergarteners half-day. Independence Academy would also like to go to full-day and would need to add additional staff (teacher and assistant). Caprock Charter is a State Charter Institute and serves 49 kindergarten students, 25 half day and 24 full day.</p> <p>All estimates in this report are conservative and based on real numbers as of today.</p> <p>In order to meet the needs of families choosing half-day kindergarten, we recommend that we would regionalize half-day and not offer it at each elementary. Parents would be responsible for their own transportation as it would be considered a choice.</p> <p>The private sector supports many of our kindergarten students in enrichment and extended kindergarten programs. These are private pay options for child care reasons. Offering FDK could be a financial hardship on many of our current providers. We would need time to support them through this transition.</p> <p>Our current, average kindergarten enrollment is 24. If we follow the CPKP guidelines of 20 student per classroom, this could potentially impact our numbers and we could actually need more space and staff than is outlined in this proposal.</p> <p>If we have a choice, we would prefer to go district wide with FDK as we feel this is most beneficial for young children, rather than go through an eligibility process. We will do whatever it takes however, a dilemma we would face in eligibility if we looked district wide and not by building, would be identifying just a few children at each site and not having enough to fill a session. This could actually increase transportation costs</p>

		if we would need to transport students from one school to another in order to keep our numbers where they need to be. This is a very important step and we appreciate the request made by the Legislature and CDE. Early learners would greatly benefit from a full-day experience with family and community involvement.
2020	MOFFAT	We feel that each district should be given a proportional part of the funding as it becomes available. Although there are districts with higher proportion of high risk populations, all-day kindergarten should be universal and implemented in phases equitably.
2055	DOLORES	Cost of additional materials for extended curricula and dollars for "specials" teachers should be considered.
2505	WELDON	If CDE and the Legislature decided to fund full-day kindergarten we would put an emphasis on using the additional funds for enhancement (interventions, curriculum, etc.) of our entire primary program.
2610	PARK	Full-day kindergarten planning by CDE and/or the Legislature must include full PPOR in order to pay for the associated costs.
2690	PUEBLO CITY	<p>Program Components:</p> <p>The CPKP Kindergarten program model should be replicated when implementing full-day kindergarten state wide, as this model has demonstrated both academic gains and social success for children who face significant challenges to school readiness. Small class size (15-20 students), classroom support in terms of an Educational Assistant for every classroom, and national standards for curriculum delivery as defined by NAEYC (combination of small group, whole group, explicit and Scientifically Based Reading Research instructional strategies, and child choice centers/child directed play) should be mandated in order to ensure success. Professional development for kindergarten teachers is also key, and districts should plan for how this will take place in an authentic way. For example, knowledge of Play Based Assessment techniques, instructional practices that are developmentally appropriate and are differentiated to the needs of every child, as well as SBRR reading instruction that is explicit and direct and appropriate for young children, are some of the elements that are crucial to successful implementation of a quality early education program.</p> <p>Teacher Preparation and Skills:</p> <p>Districts should be held accountable for ensuring whenever possible that only trained kindergarten/ECE teachers are teaching kindergarten. Too often districts transfer upper elementary personnel into kindergarten programs without the appropriate training or the necessary professional development support, since they do not view or understand early childhood education as being a distinct teaching experience that requires a specific skill set. If the legislators of Colorado view early education and intervention as a key component to creating a viable work force and a stronger economy, the essential components to implementing high quality, public early childhood education programs must be planned for and not left up to chance. At some point, higher education will need to be an active partner in this process, as Colorado is in need of universities that will offer a BA in Early Childhood Education, and not simply and 'endorsement' as an add-on to licensure.</p>

Boundary Issues and School of Choice:

School of Choice may impact space issues at buildings, and this can become problematic for districts in the planning process. Consider limiting Transfer Permits at schools that are at capacity to adjust for full-day kindergarten.

2790	MOUNTAIN VALLEY	Just please fund the full-day of kindergarten for the students we now have instead of only giving us .5 FTE.
3020	WOODLAND PARK	Our plan is to combine district funds with phased in state funding for the next four years to support full-day kindergarten. It is important for us to know as soon as possible the financial commitment from the state during this period of time.
3090	KEENESBURG	Please make sure that the decision is made in enough time for districts to plan. Do not make this a competitive process where small rural districts are competing with the Denver area. Make sure funding is adequate and constant so that once the program is begun it will always be there, so it is not a year to year decision.

School Districts with challenges in implementing full-day kindergarten.

<i>District Codes</i>	<i>District Name</i>	<i>Comments</i>
0020	NORTHGLENN	<ul style="list-style-type: none"> • Some facilities are land locked with no room for expansion. • Early Childhood, preschool issues – displacement of these two programs may occur if room is needed for full-day kindergarten. • Some facilities will not be able to be used for full-day kindergarten. • Number of teachers that are qualified to teach early childhood is limited. • Additional special education costs will be incurred at 10% to 12 % of population.
0040	BRIGHTON	The District and Board think this is a terrific idea, but we are limited in the space available to offer this type of program. At this time, planning and a bond issue would be needed to support this program.
0110	SANGRE DE CRISTO	One of our major issues we have had to deal with in the past two years is our student population increasing, especially in kindergarten. Our program continually grows in numbers, which means that we are always in need of space. Our kindergarten numbers are 31 with two kindergarten classrooms versus just the one classroom. This district's space is out. We are remodeling and needing to add more classrooms. Therefore, our need is funding for additional classroom space.
0140	LITTLETON	Implementation is contingent on funding support. Littleton Public Schools fully support the concept of full-day kindergarten. The reality is that full per pupil funding is necessary in order to implement it in all our schools.
0560	SANFORD	Funding of full-day kindergarten would help the financial situation of our rural district
0640	CENTENNIAL	We are a very poor school district. Providing full-time funding for kindergarten would help us meet our educational goals.

0900	DOUGLAS	Is teacher licensure or endorsement in Early Childhood Education something to be recommended for teachers of full-day kindergarten? Will enough licensed teachers be available for statewide implementation? The hiring pool of proficient, licensed teachers continues to be a concern statewide.
1020	CHEYENNE MOUNTAIN	In our case, facilities are not a dilemma...only operational funding.
1828	VALLEY	The district currently provides from General Funds and Title funds a limited full-day program for twenty-two students in the ESL and Special Education Programs at the cost of \$66,406. This district understands the importance of early interventions and in fact had full-day kindergarten at a time when there was funding support for such a program. However, at an estimated cost of \$3,094,000 to implement, and an additional annual expense of no less than \$369,000, unless the full-day kindergarten program is fully funded by the state funds, this district is not in the position to add one more unfunded mandated program.
2570	SWINK	We would have full-day kindergarten now if funded and the state helped with building additional classrooms. We are not able to ask the voters for additional bond money because we just bonded our maximum \$ 2,500,000 for the construction of a gym.
2770	STEAMBOAT SPRINGS	We are just now starting to look at this issue. We don't know the impact on our "specials" programs, such as art, music, PE, or our Montessori program, or our CPKP program, but are assuming there would be additional costs in these areas.
2840	NORWOOD	From some of the research I have read children in very large classes (25+) made less progress in reading compared to those in medium size classes (18-24). If this is the trend then it will take more full-time teachers to reduce the class size, which means more expense.
3120	GREELEY	Phased in capital construction money would be challenging to distribute equitably. This is such a critical need in our district we would deal with any issues.
3130	PLATTE VALLEY	Basic figures would be that the additional costs for adding full day is about \$ 180,000 to \$200,000 depending on what you include.