


MEMORANDUM

TO: The Honorable JB Pritzker, Governor
The Honorable Jim Durkin, House Minority Leader
The Honorable Don Harmon, Senate President
The Honorable Dan McConchie, Senate Minority Leader
The Honorable Emanuel “Chris” Welch, Speaker of the House

FROM: Dr. Tony Sanders 
State Superintendent of Education

DATE: June 27, 2024

SUBJECT: Full-Day Kindergarten Task Force

The Illinois State Board of Education respectfully submits this interim report on behalf of the state superintendent of education and the Full-Day Kindergarten Task Force to the General Assembly, governor, and chairperson of the State Board of Education to fulfill the requirements of 105 ILCS 5/10-22.18e.

Please contact the executive director of ISBE Legislative Affairs at 217-782-6510 for more specific information or to obtain additional copies of this report.

cc: Secretary of the Senate
Clerk of the House
Legislative Research Unit
State Government Report Center

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Executive Summary

Illinois School Code ([105 ILCS 5/10-22.18e](#))¹ creates the Full-Day Kindergarten Task Force for the purpose of conducting a statewide audit to inform the planning and implementation of full-day kindergarten.

The task force may recommend that the Illinois State Board of Education (ISBE) consider an additional criterion when granting a waiver to the establishment of full-day kindergarten for two additional years under 105 ILCS 10-22.18(b) ISBE shall make a final determination regarding this additional factor and provide public notice of that determination by no later than July 1, 2025.

The task force, in addition to identifying an additional criterion, also must recommend a means of ranking "... [a] school district ... in the top 25% of capital funding need by the Full-Day Kindergarten Task Force."

To these ends, the Full-Day Kindergarten Task Force met five times, beginning on November 27, 2023. There are two required reports that the task force must submit to the General Assembly and Office of the Governor. The first, an interim report, must be submitted no later than June 30, 2024. The final report must be submitted no later than January 31, 2025.

The work of the task force members in the meetings of November 27, 2023; January 17, 2024; and March 27, 2024, included that they familiarize themselves with their assignment and identify data and a means to collect it to inform the task force's collective considerations.

Task force members identified the following benefits and challenges to the implementation of the full-day kindergarten requirement:

Benefits:

- Additional learning time and the need for it in the development of academic skills is apparent, especially for those children who come from families identified as low-income.
- Additional time in a full-day kindergarten classroom also is helpful in supporting social and emotional development.
- Full-day kindergarten allows for partnership opportunities between teachers and families.

Challenges:

- Space (e.g., current availability as well future access to)
- Transportation (e.g., availability of equipment, scheduling for, and cost of)
- Staffing (e.g., assignability and teacher shortages)
- Scheduling (e.g., impact of full-day kindergarten on the ordinary and usual scheduling of the school)
- Food services
- Funding (i.e., challenges within contexts where there is not the likelihood of accessing additional local funding)

¹ Public Act 103-0410.

- Program quality (e.g., ensuring that a change in/increase to instructional time is used in ways that will capitalize on the additional learning time and opportunities for supporting academic and social and emotional growth)

Based upon these ideas, a survey was developed and shared with task force members so they could provide feedback. The survey then was administrated during April and May 2024 with districts that are not currently offering full-day programming. They were asked to provide information pertaining to classroom space and availability of land to meet the requirements of PA 103-0894, among other questions. This information will inform the task force as it develops its recommendations. Data submitted by respondents suggests that space, staffing, and costs; the uncertainties tied to available and assignable licensed staff; student enrollment over time; and sustainability in relation to developing and implementing high-quality programming are among the realities the task force must keep in mind as it engages in its work.

At the June 25, 2024 meeting, task force members identified additional areas of inquiry based upon the survey data in the development of recommendations for the final report:

- A discussion on the types of issues that would allow for a district to defer implementation of Full-Day Kindergarten.
- That any recommendations for an additional criterion are 'reasonable and feasible' for districts.
- The need for state funding for the implementation of Full-Day Kindergarten.
- Data on where those districts with Full-Day Kindergarten 'house' their current programming (e.g., in an elementary school, early learning center), and the percentage of the operating and reserve budgets necessary for the implementation of Full-Day Kindergarten for those districts that currently do not offer it.
- For those districts that currently do not offer Full-Day Kindergarten, when it is feasible to do so (i.e., the constraints that limit the implementation of Full-Day Kindergarten even if a waiver is granted).

Full-Day Kindergarten

Kindergarten as a distinct “grade band” was introduced in the United States in the last quarter of the 19th century. This introduction largely benefited children from White and middle- and upper-class families, but within a generation, the notions that grounded the nature of childhood and the role of early education in developing the assets a child brought with him or her increased the numbers of children receiving instruction in a kindergarten as well as the number of states that offered at least one *publicly funded* kindergarten.² More specifically, between 1874 (the first time in which kindergarten was reported as a distinct grade band/means of organizing a classroom) and 1892, there was an increase from one publicly funded program (in St. Louis) and kindergarten reported in 10 states to over 1,300 kindergartens in 39 states -- approximately 450 or 35% of which were publicly funded.³

In the first half of the 20th century, the number of children attending kindergarten continued to increase, but there were stark differences in attendance between northern and southern states as well as between urban and rural areas.⁴ In particular, a higher percentage of 3- to 6-year-old children attended kindergarten in northern states as well as a greater number of children in or near urban areas.⁵

Generally:

- In the first quarter of the 20th century, approximately 9% of children aged 4-6 attended kindergarten.
- By 1920, approximately 11% of children aged 4-6 received kindergarten instruction.
- In 1930, approximately 15% of children aged 5-6 received kindergarten instruction.
- By 1950, approximately 16% of children aged 5-6 received kindergarten instruction.
- By 1970, approximately 72% of children aged 4-6 received kindergarten instruction.

As of 2023:⁶

- Seventeen states and the District of Columbia require that children attend kindergarten.

² It is important to note that the movement from a largely private venture to that of a public good did not occur based upon a tacit set of agreements of a singular purpose of such an experience on the development of young children. Rather, like many educational innovations since the later portion of the 19th century in the United States, the “implementation of” was in tension with the multiple purposes and populations for whom the programming was intended to serve.

The case of public kindergarten is no different in that when it was first publicly funded the purposes and those for whom these purposes were identified were in tension (e.g., kindergarten based upon a notion of the child as one with great inquisitiveness and through which kindergarten will support the emergence of this quality *and* the purpose of kindergarten as means of “Americanization” for immigrant children and Native American children).

³ Whitebook, M., Alvarenga, C., & Zheutlin, B. (2022) *The Kindergarten Lessons We Never Learned*, Early Childhood History, Organizing, Ethos, and Strategy Project. University of California – Berkeley.

⁴ The differences in attendance derived from differing circumstances based upon geography, local values on what and how children should learn, available funding, availability of workforce, and other related issues.

⁵ *Ibid.*

⁶ [Education Commission of the States K-3 Policies](#).

- Sixteen states and the District of Columbia require districts to offer full-day kindergarten, and 44 states plus the District of Columbia require districts to offer at least half-day kindergarten.

In Illinois:

- In the first quarter of the 20th century, approximately 4% of children ages 4-6 attended kindergarten.
- By 1920, approximately 18% of children aged 4-6 received kindergarten instruction.
- In 1930, approximately 25% of children aged 5-6 received kindergarten instruction.
- By 1950, approximately 22% of children aged 5-6 received kindergarten instruction.
- By 1970, approximately 81% of children aged 4-6 received kindergarten instruction.

In particular to Illinois, were four additions to the Illinois School Code that memorialized the requirement for a district to offer kindergarten, modified this requirement over time to require full- or half-day programs, and then required all districts to offer no less than a full-day program.

PA 84-0018 created the first reference to kindergarten as a specific grade band in the Illinois School Code. Second, this reference was further clarified with the addition, in 1985, of a distinction between full-day and half-day kindergarten:

After July 1, 1970, to establish and maintain kindergartens for the instruction of children in accordance with rules and regulations prescribed by the State Board of Education. Such kindergartens may provide for either a 1/2 day or a full day of attendance for pupils enrolled therein (105 ILCS 5/10-20.19a).⁷

Third, PA 102-894,⁸ requires districts to continuing offering either a full-day or half-day kindergarten program until the 2027-28 school year. Beginning in the 2027-28 school year, "... each school board must establish a kindergarten with full-day attendance and *may* establish a kindergarten with half-day attendance."⁹

Finally, PA 103-410¹⁰ (which served as impetus for the work of the Full-Day Kindergarten Task Force) provides that unit and elementary districts that did not or were unable to offer full-day kindergarten as of October 1, 2022, could apply for an extension of the 2027-28 school year implementation deadline for two additional years if:

1. The school district Evidence-Based Funding (EBF) percentage of adequacy was 76% or below in fiscal year 2023, or
2. The school district is ranked in the top 25% capital funding need by the Full-Day Kindergarten Task Force, but has yet to receive capital funding as of the date of the application, or
3. The school district meets a criterion set by the State Board of Education based on the Full-Day Kindergarten Task Force.

⁷ Originally PA 84-18, which was repealed by PA 102-0894, effective May 20, 2022.

⁸ 105 ILCS 5/10-22.18(a), effective May 20, 2022.

⁹ *Ibid.*

¹⁰ 105 ILCS 5/10-22.18(b), effective August 2, 2023.

Thus, the determination of an additional criterion served as a point of departure in meeting the task force charge. The first meeting on November 27, 2023, provided opportunity for task force members to introduce themselves (Appendix A – Membership List) and share the charge (Appendix B – Task Force Charge).¹¹ They also considered recent data that included the numbers of full-day and half-day kindergarten enrollment in Illinois elementary and unit districts and longitudinal [Kindergarten Individual Development Survey \(KIDS\) Data](#)¹² (Appendix C – Meeting One Presentation).¹³

Specifically, the task force charge requires that it consider two aspects in the development of recommendations:

1. A recommendation for a means of ranking “... [a] school district...in the top 25% of capital funding need by the Full-Day Kindergarten Task Force,” and
2. A additional criterion set by the State Board of Education based on the Full-Day Kindergarten Task Force's recommendations under subsection (b) of Section 10-22.18e of [Illinois School] Code.¹⁴

The subsequent figures and tables were shared at the first meeting based upon the rationale that PA 103-410 was enacted to create the greatest likelihood of school experiences leading to the positive, wholistic development of children in Illinois. The number of kindergarten classrooms by full- and half-day offerings, enrollment in programming, and other data were considered to be a reasonable point of departure in identification of the initial vision and values of the task force members based upon their expertise and experiences.

¹¹ All agendas and meeting minutes for the Full-Day Kindergarten Taskforce will be included as appendices in the final report submitted to the Illinois General Assembly and Governor’s Office on or before January 31, 2025.

¹² KIDS is an observational tool designed to help teachers, administrators, families, and policymakers better understand the developmental readiness of children entering kindergarten. The observational data is collected by the kindergarten teacher, at minimum, and during the first 40 days of instruction. It is essential to keep in mind that KIDS is designed to provide information on the *readiness* for kindergarten and is *not* in indication of teacher quality or *ability and/or capacity* of a child. KIDS is a point in time summary of what a child demonstrates as is collected and interpreted by an observer in a naturalistic setting of the child’s classroom.

¹³ KIDS is organized in three developmental areas, four learning domains, and the required 14 readiness measures. The three developmental areas and their respective domains are: Social and Emotional Development (Domain I – Approaches to Self-Regulation and Domain II – Social and Emotional Development); Language and Literacy Development (Domain III – Language and Literacy Development); and Math (Domain IV – Math). Five of the 14 state of Illinois readiness measures are from Domains I and II, five readiness measure are in Domain III, and four readiness measures are in Domain IV.

¹⁴ Subsection (b) of 10.22-18e provides data points that the task force collects and uses for the purpose of identifying additional criteria through which a district can receive a waiver for implementation of full-day kindergarten in the 2027-28 school year.

Figure One: Full-Day & Half-Day Kindergarten Offering by District Type (2021-22 School Year)¹⁵

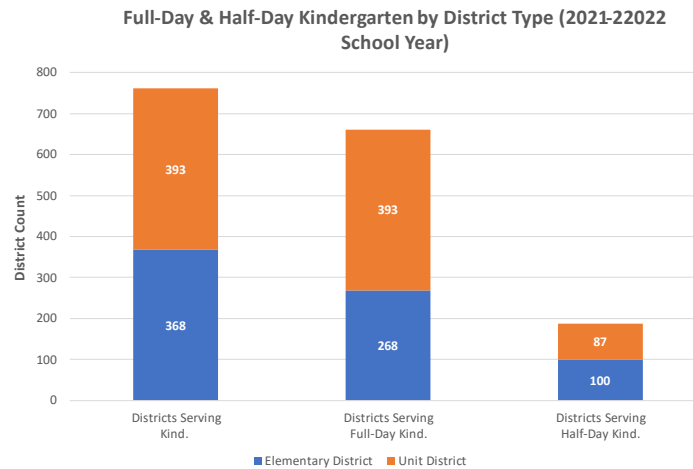


Table One – Enrollment in Pre-K and Kindergarten 2017-23¹⁶

| | Prekindergarten | Kindergarten Enrollment |
|---------|-----------------|-------------------------|
| 2017-18 | 83,664 | 132,064 |
| 2018-19 | 87,063 | 129,692 |
| 2019-20 | 79,777 | 130,713 |
| 2020-21 | 66,827 | 120,110 |
| 2021-22 | 74,619 | 124,808 |
| 2022-23 | 80,835 | 121,812 |

Table Two – KIDS Participation Rates 2017-23

| | KIDS Participation Rate |
|---------|-------------------------|
| 2017-18 | 81% |
| 2018-19 | 90% |
| 2019-20 | 90% |
| 2020-21 | 63% |
| 2021-22 | 85% |
| 2022-23 | 87% |

¹⁵ These data include districts that offer both a full-day and half-day program. If that is the case, then the district is included (counted) in the center (Full-Day) *and* righthand (Half-Day) columns.

¹⁶ Neither pre-K nor kindergarten are compulsory grades in Illinois. Even so, data suggests that many more families enroll their children in public school district kindergarten than do so in a state-funded pre-K program.

Table Three – Overall Readiness of Kindergarten Students 2017-23

| | % Readiness in 3 Areas | % Readiness in 2 Areas | % Readiness in 1 Area | % Readiness in 0 Areas |
|---------|------------------------|------------------------|-----------------------|------------------------|
| 2017-18 | 24% | 18% | 17% | 42% |
| 2018-19 | 26% | 17% | 18% | 39% |
| 2019-20 | 29% | 18% | 17% | 37% |
| 2021-22 | 28% | 17% | 17% | 38% |
| 2022-23 | 30% | 17% | 17% | 36% |

Table Four: % Readiness in the Three Developmental Areas and Four Domains

| | Social and Emotional Development (Domain I – Approaches to Self-Regulation and Domain II – Social and Emotional Development) | Language and Literacy Development (Domain III – Language and Literacy Development) | Math (Domain IV – Math) |
|---------|--|--|-------------------------|
| 2017-18 | 49% | 44% | 30% |
| 2018-19 | 53% | 46% | 33% |
| 2019-20 | 56% | 47% | 35% |
| 2021-22 | 55% | 46% | 34% |
| 2022-23 | 58% | 48% | 36% |

More specifically, the November 27, 2023, meeting provided task force members with opportunities to respond to the following prompts (Appendix D – MentiMeeting1) as a means to identify “first thoughts” tied to the implementation of PA 103-410:

1. Why do you believe full-day kindergarten is important for children and families?
2. When you think about challenges to the implementation of full-day kindergarten, what comes to mind?
3. Please share any other questions or ideas that may inform the work of our task force.

Broadly, the aforementioned generated the following themes:

Why do you believe full-day kindergarten is important for children and families?

- **Additional learning time** and the need in the **development of academic skills** is apparent, especially for those children who come from families identified as low-income.
- Additional time in a full-day kindergarten classroom also is helpful in **supporting social and emotional development**.
- Full-day kindergarten allows for **partnership opportunities between teachers and families**.

When you think about challenges to the implementation of full-day kindergarten, what comes to mind?

- **Space** (e.g., current availability as well future access to)
- **Transportation** (e.g., availability of equipment, scheduling for, and cost of)
- **Staffing** (e.g., assignability and teacher shortages)
- **Scheduling** (e.g., impact of full-day kindergarten on the ordinary and usual scheduling of the school)
- **Food services**
- **Funding** (i.e., challenges within contexts where there is not the likelihood of accessing additional local funding)
- **Program quality** (e.g., ensuring that a change in/increase to instructional time is used in ways that will capitalize on the additional learning time and opportunities for supporting academic and social and emotional growth).

Please share any other questions or ideas that may inform the work of [the] task force.

- **Data that may further clarify the legislative requirement:**
 - Academic data (e.g., KIDS data, Illinois Assessment of Readiness [IAR] data)
 - Demographic data of the districts where there are not currently any full-day kindergarten programs (i.e., for a sense of assignability/staffing needs)
 - Fiscal data (e.g., EBF, transportation data, and the like)

The aforementioned data points were reviewed with task force members at the January 17, 2024, meeting to ensure accuracy in understanding as well as to tie these ideas to specific portions of the task force charge (Appendix E – KTFMeeting111724). Two threads of discussion resulted.

First, a triad of interrelated interests serves as the foci of task force discussion: **cost**, **space**, and **staffing**. For instance, the notion of **cost** considered current local and state funding as well as the (im)possibility of obtaining further additional funding to meet the requirements of PA 103-410. Relatedly, **space** -- regardless of available funding -- was recognized as important and as a potential limitation. Put differently, it is likely that there are districts that can, in theory, “afford” to operate one or more full-day kindergarten classrooms. However, space limitations currently and in the foreseeable future make it unlikely, in fact, that full-day kindergarten programs can be made operational in these districts.¹⁷ Finally, task force members noted that the **staffing** challenges faced in the P-12 sector are exacerbated

¹⁷ Task force members used the term “landlocked districts” to get at the ideas that, regardless of cost, there may be instances in which a district is unable to obtain any additional land needed for classroom space due to location/district boundaries.

by assignability requirements¹⁸ and the delivery of developmentally appropriate kindergarten instruction.¹⁹

Second, the themes of **additional learning time** and **development of academic skills** identified in the previous meeting were further refined. Task force members asked about the “relationship,” if any, between extant data from KIDS and required state of Illinois testing beginning in Grade 3²⁰ and, more importantly, if and how extant data may be used to show the importance of full-day kindergarten offerings for the overall development of a child.

The meeting of March 27, 2024, meeting provided a more detailed set of data that derived from variability between enrollment numbers alone and the KIDS data shared in November 2023 and

¹⁸ Task force members appeared to broadly agree that staffing was central to consider in light of space and staffing. In particular, staffing includes both assignability as well as number of teachers who would, in a given district, be necessary to teach the sections of kindergarten and maintain a reasonable student/teacher ratio.

In the case of the former, *assignability* refers to the grade bands that an educator with a Professional Educator License affixed with a specific endorsement may be “assigned” to teach. Prior to 2013 when Illinois moved from a system of certificates to a system of licensure, an individual who completed an educator preparation program in Elementary Education (Type 03) could be assigned to any grade between K and Grade 5 (and, if the individual completed additional coursework and field experiences, she or he could also be assigned to teach Grades 6 through 9). An individual who held a certificate in Early Childhood (Type 04) could be assigned to classrooms serving children Birth through Grade 3.

In 2013, the grade bands changed in that one holding an Elementary endorsement could be assigned to classrooms serving children in first through sixth grade whereas an individual holding an Early Childhood endorsement could be assigned to a classroom that served children Birth through Grade 2.

The “residue” of the lack of overlap at the kindergarten grade was a point of distinction insofar as some taskforce members focused upon staffing as *assignability* whereas others suggested that *assignability* is not at issue. Rather it is the paucity of individuals currently entering into the teaching profession that is at issue (i.e., the “problem” is not preparation or grade bands allowable on the current elementary and early childhood endorsement; rather, the issues are of the larger ecology of “teaching as a profession”).

¹⁹ Here, the central theme of the task force was the student/teacher ratio. In other words, what is the developmentally appropriate “balance” between number of students in a kindergarten classroom and the number of necessary teachers in support of this development?

A few task force members made the point that were a district to currently offer two half-day programs with one teacher, the student teacher for each section is 15:1. PA 103-410 could mean, assuming the district could not hire another teacher with the appropriate endorsement for purposes of assignability, that the full-day offering would require the district to offer a single section of full-day kindergarten with a student teacher ratio of 30:1.

Numerous task force members stated that this is neither developmentally appropriate nor, more broadly, in the best interests of students or the teacher.

²⁰ Please note that the notion of “relationship between” should be read in the broadest possible fashion insofar as kindergarten is not a compulsory grade of attendance in Illinois and KIDS is an observational protocol whereas the IAR is a standardized assessment. Thus, not all children who completed the IAR in Grade 3 underwent the KIDS assessment. Also, the requirements of KIDS administration are limited to only a small subset of the full set of domains.

The very different purposes of the assessments and how data is “collected” suggest that while a picture can be painted from two points in time, it is essential that one is very cautious in making any statement about growth or lack thereof between KIDS readiness and Grade 3 IAR results.

responses to task force member questions generated at the January 17, 2024, meeting based upon this data as well as the task force charge.²¹

In sum, the data presented at the March 27, 2024, meeting (Appendix F: KTF3272024) in response to the queries of task force members as well as in the development of an instrument to collect data identified in the task force charge contain:

1. Enrollment in kindergarten as pulled from the ISBE Student Information System.
2. KIDS data that includes the 2017-18 school year through the 2022-23 school year.

The number of full-day and half-day kindergarten programs was determined²² through the identification and application of business rules that classified student enrollment as part of full-day,²³ half-day,²⁴ or hybrid²⁵ programming.

Also, a draft survey was shared with task force members for feedback prior to finalizing and releasing to those districts that were identified as offering half-day (21 districts and 94 schools) and hybrid (15 districts and 25 schools) programming in the 2023-24 school year (Appendix G: Full-Day Kindergarten Survey Questions). The survey was released on April 25, 2024, and closed on May 31, 2024. The response rate for the survey was 80.56%.

Categories from the National Center for Education Statistics (NCES) were used to identify distinct locales to provide additional interpretive context. NCES classifies territories in the United States into four types of locales – rural, town, suburban, and city – and each type is divided into three subtypes based on population size or proximity to populated areas. The locale classifications expand on standard urban and

²¹ As a reminder, the task force charge required collection of the following:

- [T]he number of elementary and unit school districts in the state that are currently offering kindergarten, including the number offering full-day kindergarten, the number offering part-day kindergarten, and the number offering both part-day kindergarten and full-day kindergarten;
- [T]he number of students currently enrolled in kindergarten in the state, including the number enrolled in full-day kindergarten, the number enrolled in part-day kindergarten, the total number enrolled in either part-day kindergarten or full-day kindergarten, and the number of children on any waitlists for part-day or full-day kindergarten;
- [F]or all elementary and unit school districts, an estimate of the number of students eligible for kindergarten;
- [F]or all elementary and unit school districts that do not currently offer full-day kindergarten, an analysis of their space utilization rate and an assessment of district capacity to provide space for full-day kindergarten classrooms;
- [F]or all elementary and unit school districts that do not currently offer full-day kindergarten and are found to have insufficient capacity to provide space for full-day kindergarten classrooms, an estimate of the costs associated with providing full-day kindergarten classrooms.

²² Determining this number was necessary to identify the population for survey administration.

²³ The overall daily average of student attended fall between .75 and 1.0 (i.e., 75% to 100% of students attend full-day kindergarten).

²⁴ The overall daily average of student attended fall between .74 and .01 (i.e., 75% to 100% of students attend half-day kindergarten).

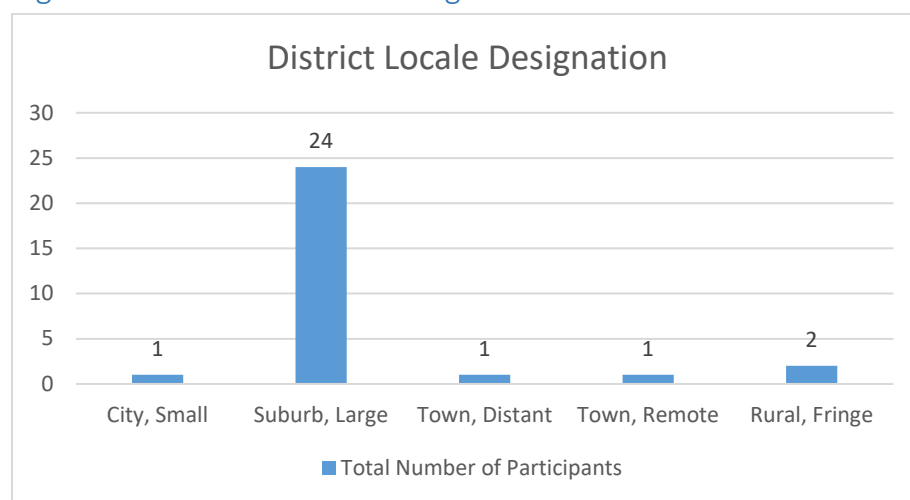
²⁵ A hybrid district is a district where neither full-day enrollments nor half-day enrollments are the majority/75% or more students (e.g., 60% full day/40% half day, 50% full day/50% half day, 31% full day/69% half day).

rural designations defined by the U.S. Census Bureau, and each type of locale is either urban or rural in its entirety.²⁶

- City – Midsize: Territory inside an urbanized area and inside a principal city with population fewer than 250,000 and greater than or equal to 100,000.
- City – Small: Territory inside an urbanized area and inside a principal city with population fewer than 100,000.
- Suburban – Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
- Town – Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
- Town – Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.
- Rural – Fringe: Census-defined rural territory that is less than or equal to five miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

Figure Two provides the NCES locale designation for survey respondents.

Figure Two: District Locale Designation



The survey consisted of nine questions, which requested information on items listed in the task force charge tied to current state of affairs (e.g., current number(s) of buildings with available classrooms, square footage of these classrooms); future space needs based upon enrollment projections; and the availability of and access to land. Survey results and themes identified from open-ended questions are shared Tables 5 through 8.

²⁶ Additional information how “locale” is classified can be found on the [NCES Education Demographic and Geographic Estimates webpage](#). Also, the [Locale Lookup](#) map tool provides an easy way to see locales assigned to different locations.

Table 5 shows buildings in the district that are not currently used for -- but could be made available for -- classroom space without creating different facilities issue(s).

Table 5: Current Availability of Classroom Space

| Response | Count | Percent |
|----------------------|-------|---------|
| Some Available Space | 2 | 6.90% |
| No Available Space | 13 | 48.28% |
| Not Applicable | 14 | 44.83% |

Note that many respondents selecting “Not Applicable” shared additional detail on “what” and “why” for this response (e.g., there is no available classroom space available;²⁷ the number of current students in half-day programs is of such a size that the transition from half-day to full-day kindergarten does not require any additional space need).

The requirement for all elementary and unit districts to offer full-day kindergarten as legislated by PA 102-894 and PA 103-410 also means there may be some instances in which a district, even if granted a waiver, would not be able to access or purchase land on which to construct the necessary space to offer full-day kindergarten.

Thus, respondents also were asked to identify if additional land was needed and was it *available* and/or *accessible*.

Table 6. Availability of Land for Expansion

| Responses | Count | Percent |
|---|-------|---------|
| Yes. | 10 | 34.48% |
| No, or we have determined what is available is too far away to be functional. | 5 | 17.24% |
| Somewhat. Not directly adjacent, but close enough to be workable. | 5 | 17.24% |
| Unknown. We have not explored this question. | 7 | 24.14% |
| N/A | 2 | 6.90% |

Table 7 provides responses to queries developed to provide additional insight into relevant potential constraints that could impact the ability of a district to meet the requirements set forth in PA 102-894 even if a district were eligible and/or received a waiver as provided in PA 103-410.

²⁷ A survey question that requested information on additional space needed to offer full-day kindergarten resulted in answers that ranged from 2,000 square feet to 21,000 square feet.

Table 7: Current and Future Needs to Offer Full-Day Kindergarten

| | Strongly Agree (4) | Agree (3) | Disagree (2) | Strongly Disagree (1) | N/A |
|--|--------------------|-----------|--------------|-----------------------|-----|
| Have adequate space utilizing current school buildings. | 8 | 6 | 3 | 8 | 4 |
| Reorganize how classrooms are used within current school buildings in order to have adequate space. This may include reorganizing attendance centers and/or reorganizing within a school building. | 6 | 6 | 3 | 5 | 9 |
| Need to purchase land for new addition or school building. | 3 | 1 | 3 | 11 | 11 |
| Need to build an addition of classrooms to current school buildings in order to have adequate space. | 11 | 0 | 6 | 3 | 9 |
| Need to build an addition for other spaces (cafeteria, gymnasium, specialist classrooms, office space, etc.) to current school buildings in order to have adequate space. | 9 | 2 | 5 | 4 | 9 |
| Need to build a new school building in order to have adequate space. | 2 | 1 | 2 | 12 | 12 |
| Have sufficient land available to complete the necessary construction (whether to existing buildings or of a new building), if needed. | 8 | 3 | 5 | 3 | 10 |
| Have adequate financial resources to build a new school building, if needed. | 1 | 0 | 4 | 9 | 15 |
| Have adequate financial resources to build an addition to a current school or schools, if needed. | 2 | 3 | 7 | 6 | 11 |
| Have voter support to pass a building referendum (approval of the new building or addition(s)), if needed. | 2 | 0 | 4 | 9 | 14 |
| Have voter support to pass a bond referendum to support a new building or addition(s) (approval of bond issue for a new building or addition), if needed. | 2 | 1 | 5 | 7 | 14 |
| Have adequate pool or access to potential new teaching staff to support full-day kindergarten. | 1 | 11 | 6 | 3 | 8 |

In addition to space and land needs, the survey requested information on the estimated cost of expansion from half-day to full-day offerings. (See Table 8.) NCES codes are applied to provide the reader with an indication of a district's size and general location within Illinois.²⁸ Responses suggest that variability in estimated costs and capacity make the decision to implement the full-day kindergarten

²⁸ Note that the numbers of districts that submitted survey data as shared in Table 2 does not equal the number of districts that responded to the item that provides data on startup costs insofar as not all districts responded to this item.

requirement complex. Respondents and task force members appeared to agree that those areas serve as the pillars that must be kept in mind in light of program development and sustainability (e.g., space, staffing, transportation, and the like) at the November 2023 meeting.

Table 8: Anticipated Startup Costs

| District Locale Type | Response |
|----------------------|---|
| Suburb, Large | <ul style="list-style-type: none"> • Renovation: \$800,000 • Staffing: \$500,000 • Supplies and materials: \$60,000 • Curriculum revision: \$10,000 Total: \$1.37 M |
| Suburb, Large | <ul style="list-style-type: none"> • \$19,000,000 in building additions/renovations • \$2,100,000 in 19 new staff, including custodians, speech language pathologists, teachers, paraprofessionals • \$80,000 in additional transportation costs • Unknown utility cost increases |
| City, Small | Renovations and Additions <ul style="list-style-type: none"> • School 1: \$5,900,000 - \$6,200,000 • School 2: \$4,800,000 - \$5,100,000 • School 3: \$4,600,000 - \$5,100,000 • School 4: \$5,700,000 - \$6,200,000 • School 5: \$5,400,000 - \$5,900,000 • School 6: \$1,400,000 - \$2,000,000 • School 7: \$1,000,000 - \$1,500,000 • School 8: \$6,500,000 - \$7,000,000 • School 9: \$1,900,000 - \$2,200,000 Transportation: \$2,070,000 for additional buses at all sites. Additional teachers: Will need to double our kindergarten teaching force. |

| | |
|---------------|--|
| Suburb, Large | <ul style="list-style-type: none"> • \$450,000 for increased staffing • \$28 M to construct an addition • \$500,000 operating cost increase • \$400,000 for transportation |
| Suburb, Large | <ul style="list-style-type: none"> • \$19,200,000: Capital investment for additions to six of seven elementary buildings (ONE TIME) • \$200,000-\$250,000: Additional curriculum resources (ONE TIME) • \$60,000: Additional furniture/fixtures for existing half-day kindergarten classrooms (ONE TIME) • \$1,100,000: Estimated additional staffing cost (12.5 certified and four classified staff) (ONGOING) |
| Rural Fringe | <ul style="list-style-type: none"> • \$75,000: Per additional teacher (# is TBD) • \$200,000: Additional bus routes • \$250,00: Additional furniture, materials, and services |
| Suburb, Large | <ul style="list-style-type: none"> • \$10,000,000: Building an addition to School 1 • \$350,000 per year: Five additional teachers • \$100,000: Additional bus routes • \$120,000: Additional support services (SLP, SW, Psych, OT, PT) • \$60,000: Additional Encore teachers |
| Suburb, Large | <ul style="list-style-type: none"> • \$1,000,000: Hire 12 new kindergarten teachers (This is an annual ongoing cost increasing every year.) • \$ 125,000: Hire one new administrator (This is an annual ongoing cost increasing every year.) • \$ 90,000: Hire one new special ed teacher (This is an annual ongoing cost increasing every year.) • \$ 90,000: Hire one new speech pathologist (This is an annual ongoing cost increasing every year.) • \$ 70,000: Staff lunch supervision (This is an annual ongoing cost increasing every year.) • \$ 800,000: Add eight buses and drivers to transportation team (annual ongoing cost) • \$ 75,000: Purchase more 1:1 devices and various curriculum items • \$ 250,000: Allowance to equip new kindergarten classrooms with supplies and furniture • \$20,000,000: Build an addition onto School 1 or School 2 for classroom and supporting spaces <p>Total estimate of \$22,500,000 to get started Year 1 and then about \$2.2 million annual ongoing costs every year to keep the program going.</p> |

| | |
|---------------|--|
| Suburb, Large | <ul style="list-style-type: none"> • \$160,000: Loss of full-day kindergarten tuition • \$30,000: Adapt current room to kindergarten room with furniture and curriculum • \$65,000: Additional teacher in the first year • \$35,000: Additional paraprofessional |
| Suburb, Large | <ul style="list-style-type: none"> • \$28,000,000-\$35,000,000: Renovation and addition costs • \$600,000: Eight additional certified staff (annual recurring cost plus annual pay increases) • \$350,000: Three additional bus routes (annual recurring driver cost, one-time and annual recurring bus cost) • \$50,400: New annual recurring utility cost for additions |
| Suburb, Large | <ul style="list-style-type: none"> • \$120,000: 1.5 additional full-time equivalent (FTE) • \$300,000: Loss of tuition received |
| Suburb, Large | <ul style="list-style-type: none"> • \$19,450,200: Building addition at School 1 • \$1,200,000: Annual operational costs (staffing, services, and supplies) |
| Suburb, Large | <ul style="list-style-type: none"> • Ongoing, additional costs for the shift from a half-day to full-day program amount to approximately \$800,000. Since no significant construction costs have been incurred, the most significant expenses are for additional staffing (salaries and benefits), with secondary costs attributed to equipment, supplies, and minor building renovations. As long as we are able to continue running the program without the need for additional construction, it is expected that future annual costs for the full-day program will persist around this level, with eventual increases over time due to rising salaries and inflation pressure. |
| Suburb, Large | <ul style="list-style-type: none"> • Added capital improvements and staff FTE have already been included in current and future budgets and financial projections. |
| Suburb, Large | <ul style="list-style-type: none"> • \$2,000,000: Building an addition to an School 1 (only if needed) • \$160,000: Two additional teachers (depending on enrollment) |
| Suburb, Large | <ul style="list-style-type: none"> • \$2.5 million: Add six mobile classrooms to School 1 • \$100,000: Curriculum (Sc/SS Play-Based Learning) • \$1.2 million: 13 teachers • \$200,000: Technology • \$700,000: Furniture/materials • \$50,000: Bus drivers |

| | |
|---------------|--|
| Suburb, Large | <ul style="list-style-type: none"> • \$9,900,000: Building additions and renovations to School 1, School 2, School 3, and School 4 • Roughly \$1.3 million in the 2027-28 school year for additional personnel and materials |
| Suburb, Large | <ul style="list-style-type: none"> • \$9.9 million - Addition at School 1 • 2 Teachers - \$160,000 • 2 Custodians - \$70,000 • SLP Teacher - \$100,000 • .5 Secretary - \$25,000 |

As indicated previously, the survey also included open-ended questions providing opportunity to expand upon select questions. Broadly, **cost** was identified as the most important factor the task force should consider that may impact its recommendations as required by 105 ILCS 5/10-22.18e. Respondents provided explanations of what/how **cost** was understood through examples, such as:

- Need for a future/proximity of a previous referendum (need for construction)
- Staffing costs
- Transportation costs

The notion of **uncertainty** emerged as a concurrent theme. Respondents expressed their understanding of the notion through examples tied to enrollment, cost of start-up and program sustainability, and availability of the numbers of licensed personnel required to deliver programming.

Cost coupled with **uncertainty** provided the ground for final thoughts from respondents that might assist the task force in developing recommendations. More specifically, consideration of the resources **needed to** offer a full-day kindergarten program and the **availability** of these resources ought to ground a recommendation for "... [a]n additional criterion [for] granting a waiver" developed upon the realities of developing and implementing a program (e.g., additional funding through Early Childhood Construction Grants, ISBE-developed guidance that contemplates timeline needed for implementation of developmentally appropriate programming, as well as examples of such programming).

In sum, respondents shared that any recommendations that are developed should include the necessary resources to best ensure that the purposes of full-day kindergarten to support the wholistic development of a child are met through the implementation of the law.

Concluding Remarks

The interim report was shared at the June 12, 2024, task force meeting in preparation for a motion to approve at the June 25, 2024, meeting to meet the submission deadline to the General Assembly and the Office of the Governor on or before June 30, 2024.²⁹

At the June 25, 2024 meeting, task force members identified additional areas of inquiry based upon the survey data in the development of recommendations for the final report:

- A discussion on the types of issues that would allow for a district to defer implementation of Full-Day Kindergarten.
- That any recommendations for an additional criterion are 'reasonable and feasible' for districts.
- The need for state funding for the implementation of Full-Day Kindergarten.
- Data on where those districts with Full-Day Kindergarten 'house' their current programming (e.g., in an elementary school, early learning center), and the percentage of the operating and reserve budgets necessary for the implementation of Full-Day Kindergarten for those districts that currently do not offer it.
- For those districts that currently do not offer Full-Day Kindergarten, when it is feasible to do so (i.e., the constraints that limit the implementation of Full-Day Kindergarten even if a waiver is granted).

The work of the task force will continue through the remainder of 2024 and toward the identification of:

1. A recommendation for a means of ranking "... [a] school district...in the top 25% of capital funding need by the Full-Day Kindergarten Task Force," and
2. A additional criterion (for the delay of implementing full-day kindergarten) set by the State Board of Education based on the Full-Day Kindergarten Task Force's recommendations under subsection (b) of Section 10-22.18e of this Code.

In accordance with 105 ILCS 5/10-22.18e, ISBE will submit the recommendations in its final report due to the General Assembly and Governor's Office no later than January 31, 2025.

²⁹ There was no quorum at the June 25, 2024 meeting. Please note that Rules and Procedures adopted by the Full-Day Kindergarten Taskforce allow for a meeting to proceed without a quorum but that no action may be taken on an item.

Appendices

Appendix A – Membership List



Illinois State Board of Education

Dr. Tony Sanders, State Superintendent of Education
Dr. Steven Isoye, Chair of the Board

100 N. First Street • Springfield, IL 62777 • isbe.net

Full Day Kindergarten Task Force October 2023

Kate Ansorge
Managing Director, Real Estate Solutions

Dr. Kevin Blankenship
Superintendent, Winchester CUSD #1 & Scott-Morgan CUSD #2

Dr. Robert Bruno
President, Glenn Ellyn District #41 Board of Education

Dr. Tiffany Brunson
Superintendent, Elementary School District #59

Kimberly Devore
Coordinator of Business Services, Norridge School District #80

Laura Garcia
Parent

Leslie Harder
Kindergarten Teacher, Maplewood Elementary School

Kimberly Hefner
Principal, Hollywood Elementary

Dr. Jason Helfer
Chief Education Officer-Instruction, Illinois State Board of Education

Megan Hillegass
Dual Language Early Childhood Special Education Teacher, Valleyview School District 365U

Marcy Joerger
Administrator-Programming, Capital Development Board

Ralph Martire
Executive Director, Center for Tax and Budget Accountability

Leslie McKinily
Chief Officer of Early Childhood Education, Chicago Public Schools

Dr. Lori Motsch
Superintendent, New Lenox School District #122

Julian Orozco
Parent

Dr. Kimako Patterson
Chief of Staff, Illinois State Board of Education

Armita Scott
Kindergarten Teacher, Dolton West School District #148

Christopher Silagi
Assistant Superintendent, Community Unit School District #200

Nick ZuHone
Parent

Appendix B – Task Force Charge

105 ILCS 5/10-22.18e)

Sec. 10-22.18e. Full-Day Kindergarten Task Force.

(a) The Full-Day Kindergarten Task Force is created for the purpose of conducting a statewide audit to inform the planning and implementation of full-day kindergarten in the State and shall, at a minimum, collect, analyze, and report the following:

(1) the number of elementary and unit school districts in the State that are currently offering kindergarten, including the number offering full-day kindergarten, the number offering part-day kindergarten, and the number offering both part-day kindergarten and full-day kindergarten;

(2) the number of students currently enrolled in kindergarten in the State, including the number enrolled in full-day kindergarten, the number enrolled in part-day kindergarten, the total number enrolled in either part-day kindergarten or full-day kindergarten, and the number of children on any waitlists for part-day or full-day kindergarten;

(3) for all elementary and unit school districts, an estimate of the number of students eligible for kindergarten;

(4) for all elementary and unit school districts that do not currently offer full-day kindergarten, an analysis of their space utilization rate and an assessment of district capacity to provide space for full-day kindergarten classrooms;

(5) for all elementary and unit school districts that do not currently offer full-day kindergarten and are found to have insufficient capacity to provide space for full-day kindergarten classrooms, an estimate of the costs associated with providing full-day kindergarten classrooms;

(6) recommendations on how available capital funds for full-day kindergarten might be disbursed to school districts to prioritize districts most in need of State resources; and

(7) other data or recommendations that would support the State or individual school districts in offering full-day kindergarten. Such recommendations may include an analysis of other start-up or categorical costs associated with offering full-day kindergarten.

(b) Based on the findings reported under subsection (a) of this Section, the Task Force may recommend that the State Board of Education consider an additional criterion when granting a waiver under subsection (b) of Section 10-22.18 of this Code. The State Board of Education shall make a final determination regarding this additional factor and provide public notice of that determination by no later than July 1, 2025.

(c) Members of the Full-Day Kindergarten Task Force shall be appointed by no later than October 1, 2023 and shall possess the expertise needed to complete the report and recommendations. Members appointed to the Task Force must reflect the racial, ethnic, and geographic diversity of this State. Task Force members shall include all of the following:

(1) The State Superintendent of Education or the Superintendent's designee.

(2) Three members appointed by the State Board of Education with relevant expertise.

(3) One member who represents the Capital Development Board, appointed by the State Superintendent of Education.

(4) One member from an organization with expertise in school construction and facilities financing, appointed by the State Superintendent of Education.

(5) One member from an organization with expertise in local, State, and federal tax and budget related issues, appointed by the State Superintendent of Education.

(6) One member of a statewide professional teachers' organization who is a kindergarten teacher, appointed by the State Superintendent of Education.

- (7) One member of another statewide professional teachers' organization who is a kindergarten teacher, appointed by the State Superintendent of Education.
- (8) One member who represents a statewide organization of school business officials and has experience overseeing schools with kindergarten programs, appointed by the State Superintendent of Education.
- (9) One member who represents a statewide organization of principals and has experience overseeing schools with kindergarten programs, appointed by the State Superintendent of Education.
- (10) One member who represents a statewide organization of school boards and has experience overseeing schools with kindergarten programs, appointed by the State Superintendent of Education.
- (11) Three members who are parents of students, one of whom is from an urban elementary or unit school district, one of whom is from a rural elementary or unit school district, and one of whom is from a suburban elementary or unit school district, all appointed by the State Superintendent of Education.
- (12) One member who represents a statewide organization of school districts and has experience overseeing schools with kindergarten programs, appointed by the State Superintendent of Education.
- (13) One member who represents an elementary or unit school district that is a Tier 3 or Tier 4 school district as defined by Section 18-8.15 of this Code and that does not currently offer full-day kindergarten, appointed by the State Superintendent of Education.
- (14) One member who represents a school district serving a community with a population of 500,000 or more, appointed by the State Superintendent of Education.
- (15) One member who represents a rural elementary or unit school district, appointed by the State Superintendent of Education.


(d) The Full-Day Kindergarten Task Force shall meet at the call of the State Superintendent of Education or the Superintendent's designee, who shall serve as the chairperson. The State Board of Education shall provide administrative and other support to the Task Force. Members of the Task Force shall serve without compensation.

(e) The Full-Day Kindergarten Task Force shall issue an interim report by June 30, 2024 and a final report to the General Assembly and Governor's Office no later than January 31, 2025.


(f) Upon issuing its final report, the Full-Day Kindergarten Task Force is dissolved.

(Source: P.A. 103-410, eff. 8-2-23.)

Appendix C – Meeting One Presentation

| | |
|--|--|
|  Illinois State Board of Education |  Illinois State Board of Education |
| <p>WELCOME</p> <p>Full Day Kindergarten Task Force</p> <p>November 27, 2023</p> | <p>Agenda</p> <ul style="list-style-type: none"> • Welcome and Roll Call • Introductions • Trainings – Discussions <ul style="list-style-type: none"> – Open Meetings Act – Ethics • Adoption of Rules of Procedure • KIDS Data Presentation • New Business -- Next Meeting Dates • Public Comment • Adjournment |
| Equity • Quality • Collaboration • Community | Equity • Quality • Collaboration • Community |
| 1 | 2 |

| | |
|--|--|
|  Illinois State Board of Education |  Illinois State Board of Education |
| <p>Agenda</p> <ul style="list-style-type: none"> • Welcome and Roll Call • Introductions • Trainings -- Discussions <ul style="list-style-type: none"> – Open Meetings Act – Ethics • Adoption of Rules of Procedure • KIDS Data Presentation • New Business -- Next Meeting Dates • Public Comment • Adjournment | <p>Agenda</p> <ul style="list-style-type: none"> • Welcome and Roll Call • Introductions • Trainings -- Discussions <ul style="list-style-type: none"> – Open Meetings Act – Ethics • Adoption of Rules of Procedure • KIDS Data Presentation • New Business -- Next Meeting Dates • Public Comment • Adjournment |
| Equity • Quality • Collaboration • Community | Equity • Quality • Collaboration • Community |
| 3 | 4 |

| | |
|---|--|
|  Illinois State Board of Education |  Illinois State Board of Education |
| <p>Agenda</p> <ul style="list-style-type: none"> • Welcome and Roll Call • Introductions • Trainings – Discussions <ul style="list-style-type: none"> – Open Meetings Act – Ethics • Adoption of Rules of Procedure • KIDS Data Presentation • New Business -- Next Meeting Dates • Public Comment • Adjournment | <p>Agenda</p> <ul style="list-style-type: none"> • Welcome and Roll Call • Introductions • Trainings -- Discussions <ul style="list-style-type: none"> – Open Meetings Act – Ethics • Adoption of Rules of Procedure • KIDS Data Presentation • New Business -- Next Meeting Dates • Public Comment • Adjournment |
| Equity • Quality • Collaboration • Community | Equity • Quality • Collaboration • Community |
| 5 | 6 |

Law - 105 ILCS 5/10-22.18

- Kindergarten is for the instruction of children between the ages of 4 and 6 years and funded out of the school funds of the district.
- Until the 2027-2028 school year, upon petition of at least 50 parents or guardians of children between the ages of 4 and 6, residing within any school district and within one mile of the public school where such kindergarten is proposed to be established, the board of directors shall, if funds are available, establish a kindergarten in connection with the public school designated in the petition and maintain it as long as the annual average daily attendance therein is not less than 15.
- Until the 2027-2028 school year, the board may establish a kindergarten with half-day attendance or with full-day attendance; however, if the board establishes full-day kindergarten, it shall also establish half-day kindergarten.
- Beginning with the 2027-2028 school year, each school board must establish a kindergarten with full-day attendance and may establish a kindergarten with half-day attendance. Full-day and half-day kindergarten should be developmentally appropriate and provide opportunities for play-based learning.

Law - 105 ILCS 5/10-22.18

- An elementary or unit school district that does not offer full-day kindergarten as of October 1, 2022, may, by action of the State Board of Education, apply for an extension of the 2027-2028 school year implementation deadline for 2 additional years if one of the following criteria are met:
 - the school district is funded below 76% of adequacy according to the Evidence-Based Funding formula under Section 18-8.15 of this Code in Fiscal Year 2023;
 - the school district is ranked in the top 25% of capital funding need by the Full-Day Kindergarten Task Force, but has yet to receive capital funding as of the date of the application; or
 - the school district meets a criterion set by the State Board of Education based on the Full-Day Kindergarten Task Force's recommendations under subsection (b) of Section 10-22.18e of this Code.

Charge – 105 ILCS 10-22.18e

1. The number of elementary and unit school districts in the State that are currently offering kindergarten, including the number offering full-day kindergarten, the number offering part-day kindergarten, and the number offering both part-day kindergarten and full-day kindergarten;
2. The number of students currently enrolled in kindergarten in the State, including the number enrolled in full-day kindergarten, the number enrolled in part-day kindergarten, and the number of children on any waitlists for part-day or full-day kindergarten;
3. For all elementary and unit school districts, an estimate of the number of students eligible for kindergarten;
4. For all elementary and unit school districts that do not currently offer full-day kindergarten, an analysis of their space utilization rate and an assessment of district capacity to provide space for full-day kindergarten classrooms;
5. For all elementary and unit school districts that do not currently offer full-day kindergarten and are found to have insufficient capacity to provide space for full-day kindergarten classrooms, an estimate of the costs associated with providing full-day kindergarten classrooms;
6. Recommendations on how available capital funds for full-day kindergarten might be disbursed to school districts to prioritize districts most in need of State resources; and
7. Other data or recommendations that would support the State or individual school districts in offering full-day kindergarten. Such recommendations may include an analysis of other start-up or categorical costs associated with offering full-day kindergarten.

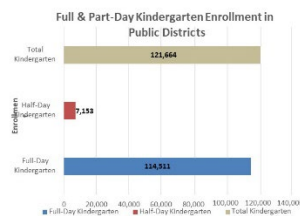
Charge – 105 ILCS 10-22.18e

- The Task Force may recommend that the State Board of Education consider an additional criterion when granting a waiver under 10-22.18 of the Illinois School Code.
- The State Board of Education shall make a final determination regarding this additional factor and provide public notice of that determination by no later than July 1, 2025.
- The Full-Day Kindergarten Task Force shall issue an interim report by June 30, 2024.
- The Full-Day Kindergarten Task Force shall issue final report to the General Assembly and Governor's Office no later than January 31, 2025.

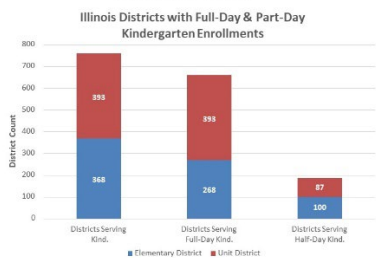
Agenda

- Welcome and Roll Call
- Introductions
- Trainings – Discussions
 - Open Meetings Act
 - Ethics
- Adoption of Rules of Procedure
- KIDS Data Presentation
- New Business -- Next Meeting Dates
- Public Comment
- Adjournment

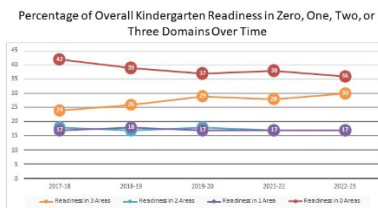
Taskforce Data



Taskforce Data



KIDS Data



13

14

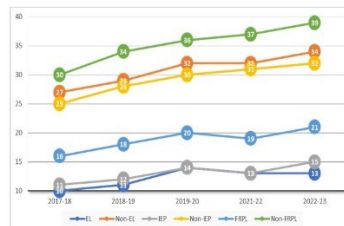
KIDS Data

Percentage of Readiness by Developmental Area Over Time



KIDS Data

Percentage of Readiness in All Three Areas by Student Group Over Time



15

16

Agenda

- Welcome and Roll Call
- Introductions
- Trainings – Discussions
 - Open Meetings Act
 - Ethics
- Adoption of Rules of Procedure
- KIDS Data Presentation
- **New Business – Next Meeting Dates**
- **Public Comment**
- **Adjournment**

Thank you for your Time and Attention!

Next Meeting Date - January 17, 2024



Equity • Quality • Collaboration • Community

17

18

Appendix D – MentiMeeting1

Why do you believe full day K is important for children and families?

Mentimeter

Provide equitable access to all students and give our students a great start in their educational journey.

Development of skills

Full day K provides an opportunity to give all children a developmentally appropriate K experience.

More learning time equals more learning

The amount of knowledge they gain in full day is a great foundation for their future education.

More time for social/educational benefits

To help build social emotional skills

To provide early learning opportunities for all

Why do you believe full day K is important for children and families?

Mentimeter

To provide a strong foundation in not only social skills but both academic building blocks in reading and math.

As teachers we are here to help them learn as they are growing....it takes a full day and cooperation at home

Additional learning experiences and chances to be part of the school community.

Additional support for low income children who did not have adequate pre k

Mentimeter

When you think about challenges to the implementation of Full Day K, what comes to mind?

| | | | |
|----------------|----------------------------------|-----------------------------|---|
| Facilities | Staffing | Scheduling | Attendance |
| Transportation | building space staffing concerns | Teacher shortages and space | Hiring additional staff and finding space |



Mentimeter

When you think about challenges to the implementation of Full Day K, what comes to mind?

| | | | |
|--------------------|---|-----------------------------|--|
| Building capacity | Food service | Classroom space, staffing | Space in buildings for more classrooms. Finding teachers. |
| Staffing shortages | Facilities number 1, faculty and staff needs #2 | impact on regional finances | Funding; ensuring time is spent on ways that benefit young children (ie social emotional learning) |



When you think about challenges to the implementation of Full Day K, what comes to mind?

Mentimeter

Background knowledge

The quality of class sizes and teachers in the program comes to mind.

Please share any other questions or ideas that may inform the work of our task force.

Mentimeter

We should focus first efforts on areas of greatest needs to maximize benefits from new investments of taxpayer dollars

My last wondering is because the EL students growth was low and comparable to the IEP students. Do we have data on how many students are in dual language classrooms?

What will the capacity study entail? Who will facilitate? Can the task force have input regarding that?

It appears that funding will be an issue. How does the state plan to provide funding to support this initiative.

Transportation issues - lack of busing for all students

Correlation of full day vs half day programs assessed byKIDS will be good data to support full day

Local property tax EAV per student should factor in to capacity to expand facilities

What if the facility project isn't finished in time, but they have the funding?

Please share any other questions or ideas that may inform the work of our task force.

How will we address staffing issues with districts that have the funding available, however they can't find staff?

EBF Tier should be considered in timing as well.

Do we have data from Kindergarten to 1st grade? This would be useful to determine impact K has on overall educational programming.

Mentimeter



Full-Day Kindergarten Task Force

January 17, 2024



1

Full-Day Kindergarten Task Force Data

Full-Day Kindergarten Task Force members made a request at the Nov. 27, 2023, meeting for “n size” data pertaining to the three “% readiness” scans provided in the KIDS data presentation.

The original slide presented at the Nov. 27 meeting is shared on the next slide prior to the table(s) that include the requested data.



2

Data on Overall Readiness



Illinois State Board of Education

KIDS Data

Percentage of Overall Kindergarten Readiness in Zero, One, Two, or Three Domains Over Time

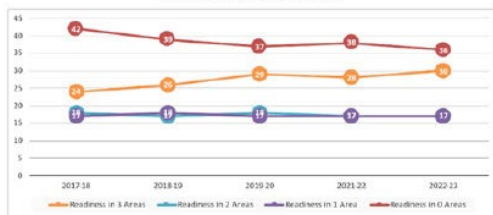


Table 1: 2018-2023 – N and % in Zero, One, Two, and Three Domains

| YEAR | N | n ZERO Domains | % ZERO Domains | n ONE Domain | % ONE Domain | n TWO Domains | % TWO Domains | n THREE Domains | % THREE Domains |
|------|---------|----------------|----------------|--------------|--------------|---------------|---------------|-----------------|-----------------|
| 2018 | 105,869 | 44,032 | 42% | 18,251 | 17% | 18,613 | 18% | 24,973 | 24% |
| 2019 | 116,219 | 45,100 | 39% | 20,395 | 18% | 20,218 | 17% | 30,506 | 26% |
| 2020 | 118,854 | 43,907 | 37% | 20,174 | 17% | 20,840 | 18% | 33,933 | 29% |
| 2022 | 110,101 | 42,189 | 38% | 18,299 | 17% | 18,341 | 17% | 31,272 | 28% |
| 2023 | 105,603 | 38,047 | 36% | 17,890 | 17% | 18,121 | 17% | 31,545 | 30% |

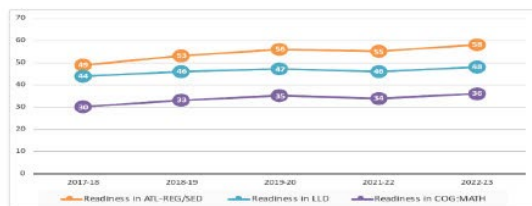
Data on Readiness by Developmental Area



Illinois State Board of Education

KIDS Data

Percentage of Readiness by Developmental Area Over Time



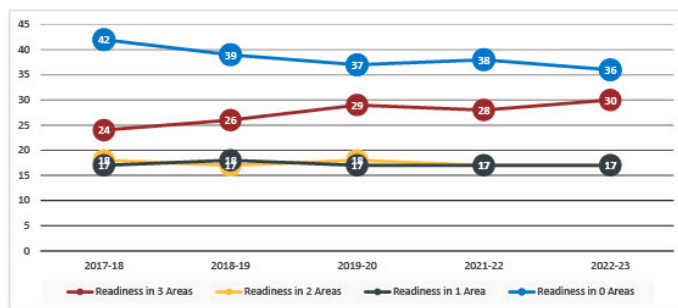
15



5

KIDS Data

Percentage of Overall Kindergarten Readiness in Zero, One, Two, or Three Domains Over Time



6 6

Table 2: 2018-23 – N and % Readiness by Developmental Area

| Year | N | n - ATL - REG/SED | % - ATL REG/SED | n - LLD | % - LLD | n - COG/Math | % - COG/Math |
|------|---------|-------------------|-----------------|---------|---------|--------------|--------------|
| 2018 | 105,869 | 52,201 | 49% | 46,080 | 44% | 32,115 | 30% |
| 2019 | 116,219 | 61,416 | 53% | 52,987 | 46% | 37,946 | 33% |
| 2020 | 118,854 | 66,544 | 56% | 56,031 | 47% | 41,078 | 35% |
| 2022 | 110,101 | 60,587 | 55% | 50,911 | 46% | 37,299 | 34% |
| 2023 | 105,603 | 60,730 | 58% | 50,477 | 48% | 37,560 | 36% |

Table 3(a): 2018 - Overall Readiness in Student Groups

| Year | Student Group | N - Student Group | Readiness % (14 indicators) |
|------|-------------------|-------------------|-----------------------------|
| 2018 | OVERALL Readiness | 105,869 | 24% |
| 2018 | IEP | 9,959 | 11% |
| 2018 | LEP | 27,120 | 15% |
| 2018 | LOW INCOME | 52,837 | 16% |
| 2018 | NON IEP | 95,910 | 25% |
| 2018 | NON LEP | 78,749 | 27% |
| 2018 | NON LOW INCOME | 53,032 | 30% |

Table 3(b): 2019 - Overall Readiness in Student Groups

| Year | Student Group | N - Student Group | Readiness % (14 indicators) |
|------|-------------------|-------------------|-----------------------------|
| 2019 | OVERALL Readiness | 116,219 | 26% |
| 2019 | IEP | 13,182 | 12% |
| 2019 | LEP | 29,776 | 17% |
| 2019 | LOW INCOME | 57,789 | 18% |
| 2019 | NON IEP | 103,037 | 28% |
| 2019 | NON LEP | 86,443 | 29% |
| 2019 | NON LOW INCOME | 58,430 | 34% |

Overall Readiness – Student Groups



KIDS Data

Percentage of Readiness in All Three Areas by Student Group Over Time

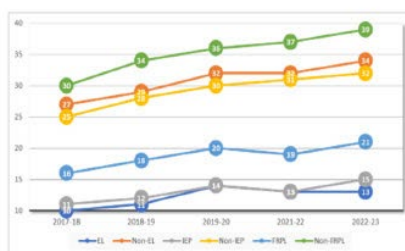


Table 3(c): 2020 - Overall Readiness in Student Groups

| Year | Student Group | N - Student Group | Readiness % (14 indicators) |
|------|-------------------|-------------------|-----------------------------|
| 2020 | OVERALL Readiness | 118,854 | 29% |
| 2020 | IEP | 12,497 | 14% |
| 2020 | LEP | 20,123 | 14% |
| 2020 | LOW INCOME | 55,455 | 20% |
| 2020 | NON IEP | 106,357 | 30% |
| 2020 | NON LEP | 98,731 | 32% |
| 2020 | NON LOW INCOME | 63,399 | 36% |

Table 3(d): 2022 Overall Readiness in Student Groups

| Year | Student Group | N - Student Group | Readiness % (14 indicators) |
|------|-------------------|-------------------|-----------------------------|
| 2022 | OVERALL Readiness | 110,101 | 28% |
| 2022 | IEP | 13,755 | 13% |
| 2022 | LEP | 19,381 | 10% |
| 2022 | LOW INCOME | 53,663 | 19% |
| 2022 | NON IEP | 96,346 | 31% |
| 2022 | NON LEP | 90,720 | 32% |
| 2022 | NON LOW INCOME | 56,438 | 37% |

Table 3(e): 2023 Overall Readiness in Student Groups

| Year | Student Group | N - Student Group | Readiness % (14 indicators) |
|------|-------------------|-------------------|-----------------------------|
| 2023 | OVERALL Readiness | 105,603 | 30% |
| 2023 | IEP | 12,738 | 15% |
| 2023 | LEP | 18,776 | 13% |
| 2023 | LOW INCOME | 51,334 | 21% |
| 2023 | NON IEP | 92,865 | 32% |
| 2023 | NON LEP | 86,827 | 34% |
| 2023 | NON LOW INCOME | 54,269 | 39% |

Table 3(f): 2018-23 IEP/Non-IEP Readiness

| Year | Student Group | N - Student Group | Readiness % (14 indicators) |
|------|---------------|-------------------|-----------------------------|
| 2018 | IEP | 9,959 | 11% |
| 2018 | NON IEP | 95,910 | 25% |
| 2019 | IEP | 13,182 | 12% |
| 2019 | NON IEP | 103,037 | 28% |
| 2020 | IEP | 12,497 | 14% |
| 2020 | NON IEP | 106,357 | 30% |
| 2022 | IEP | 13,755 | 13% |
| 2022 | NON IEP | 96,346 | 31% |
| 2023 | IEP | 12,738 | 15% |
| 2023 | NON IEP | 92,865 | 32% |

Table 3(g): 2018-23 LEP/Non-LEP Readiness

| Year | Student Group | N - Student Group | Readiness % (14 indicators) |
|------|---------------|-------------------|-----------------------------|
| 2018 | LEP | 27,120 | 15% |
| 2018 | NON LEP | 78,749 | 27% |
| 2019 | LEP | 29,776 | 17% |
| 2019 | NON LEP | 86,443 | 29% |
| 2020 | LEP | 20,123 | 14% |
| 2020 | NON LEP | 98,731 | 32% |
| 2022 | LEP | 19,381 | 10% |
| 2022 | NON LEP | 90,720 | 32% |
| 2023 | LEP | 18,776 | 13% |
| 2023 | NON LEP | 86,827 | 34% |

Table 3(h): 2018-23 Low income/Non-Low income Readiness

| Year | Student Group | N - Student Group | Readiness % (14 indicators) |
|------|----------------|-------------------|-----------------------------|
| 2018 | LOW INCOME | 52,837 | 16% |
| 2018 | NON LOW INCOME | 53,032 | 30% |
| 2019 | LOW INCOME | 57,789 | 18% |
| 2019 | NON LOW INCOME | 58,430 | 34% |
| 2020 | LOW INCOME | 55,455 | 20% |
| 2020 | NON LOW INCOME | 63,399 | 36% |
| 2022 | LOW INCOME | 53,663 | 19% |
| 2022 | NON LOW INCOME | 56,438 | 37% |
| 2023 | LOW INCOME | 51,334 | 21% |
| 2023 | NON LOW INCOME | 54,269 | 39% |

Agenda

- Data
- Definitions
- Density Maps
- State Level Summary
- By Region (5 Year Summary)
- By Region Tabular
- By Region (2023)
- Student Demographics
- KIDS Readiness Rates By Domain Type
- KIDS Readiness Rates By Number of Domains Ready
- Cohort Assessment Data
- IAR Grade 3 Proficiency Rates by Cohort Year
- IAR Grade 4 Proficiency Rates by Cohort Year
- KIDS Readiness & Grade 3 IAR Proficiency Rates
- KIDS Readiness & Grade 4 IAR Proficiency Rates

Interactive Data Display at <https://tinyurl.com/5yb78ckf>



2

Data for the Kindergarten Task Force

March 27, 2024



1

How is Full Day & Partial Day Data Collected?

- There is no clear “full day” or “half day” kindergarten program indicator collected in SIS.
- SIS collects the Percent Daily Attendance (PDA) of a student’s enrollment
 - While 1.0 or 0.5 is most typical, values can range from 0.01 to .99
 - A student can have multiple enrollments that add up to 1.0

Why Differences Between Data Sets?

| November 2023 Data | March 2024 Data |
|---|--|
| Included if Kindergarten enrollment data only | Must have BOTH kindergarten enrollment AND KIDS data (district count lower) |
| Any enrollment less than 0.75 counted as offering Half Day kindergarten | Divides districts into Full Day / Half Day / Hybrid by percentage of students with enrollments less than 0.75. |
| One School Year SY2022-23 | Multiple School Years SY2017-18 through SY2022-23 |

- **Why change methodology?**
 - A district with 998 PDA 1.0 students and 2 PDA 0.5 students isn’t offering half day kindergarten. They have 2 students that attend school less than full time.

3

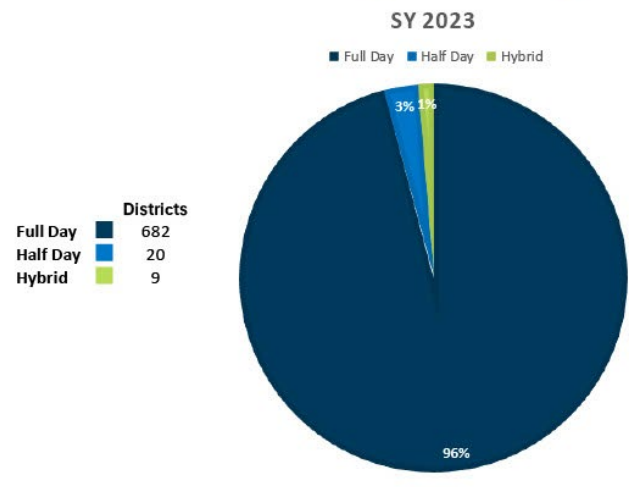
How were Full, Half & Hybrid Districts Distinguished for this Analysis?

| Full Day | Half Day | Hybrid |
|--|---|---|
| The majority (75% or more) of kindergarten enrollments are PDA 1.0 to 0.75 | The majority (75% or more) of kindergarten enrollments are PDA 0.74 to 0.01 | A district where neither full day enrollments nor half day enrollments are the majority (75% or more) |
| 100% to 75% of students attend kindergarten full day | 100% to 75% of students attend kindergarten half day | e.g., 60% full day / 40% half day e.g., 50% full day / 50% half day e.g., 31% full day / 69% half day |

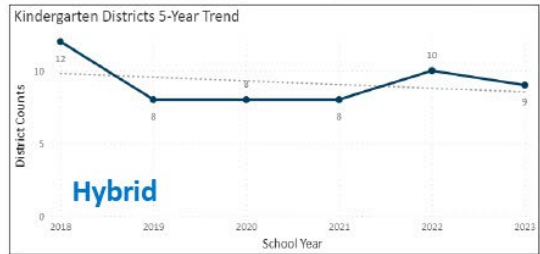
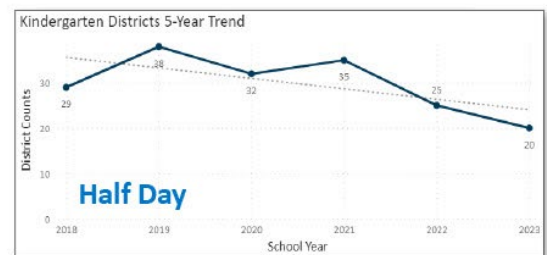
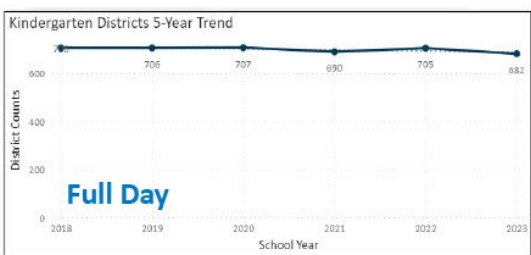
- **Why define majority as 75% or more?**
 - Given the range of district sizes from smallest (3) to largest (23,392), a percentage threshold makes more sense than a numeric threshold
 - Seventy-five percent was a good fit for the distribution of district sizes

4

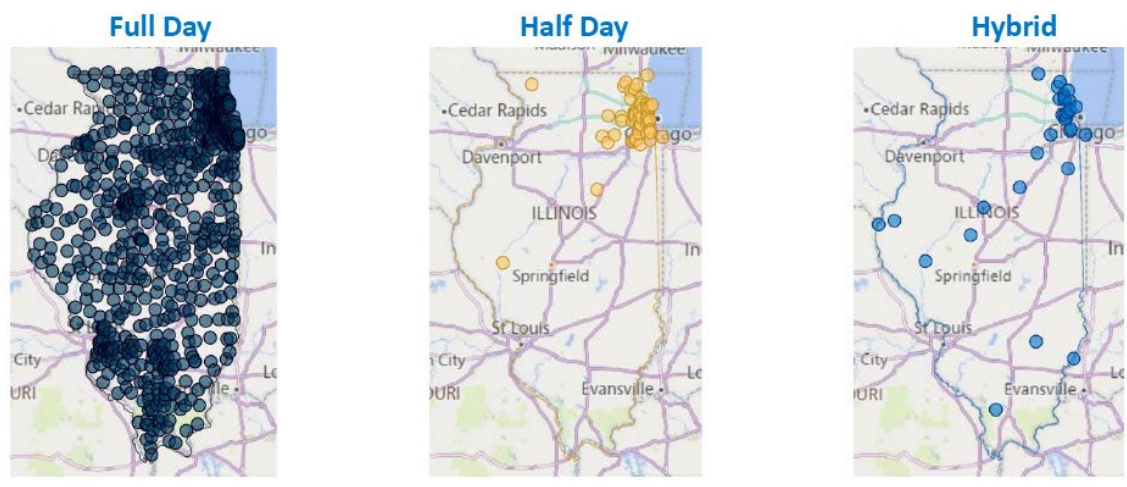
What is the Current Composition of District Kindergarten Programming?



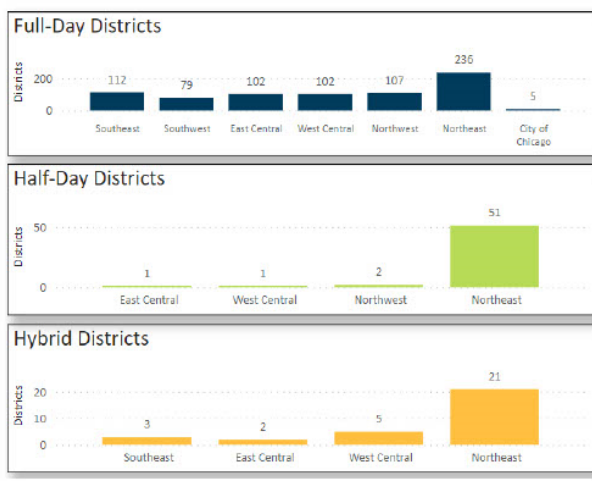
What Patterns Emerge in a 5-Year Summary & Trend?



Where are the Majority of Full, Half & Hybrid Districts Located?

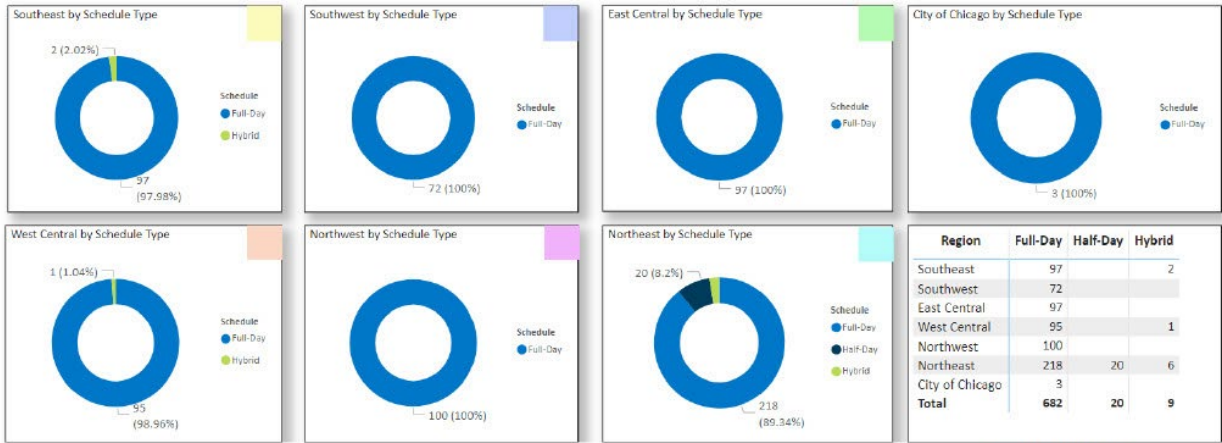


How are Full, Half & Hybrid Districts Distributed by Region?



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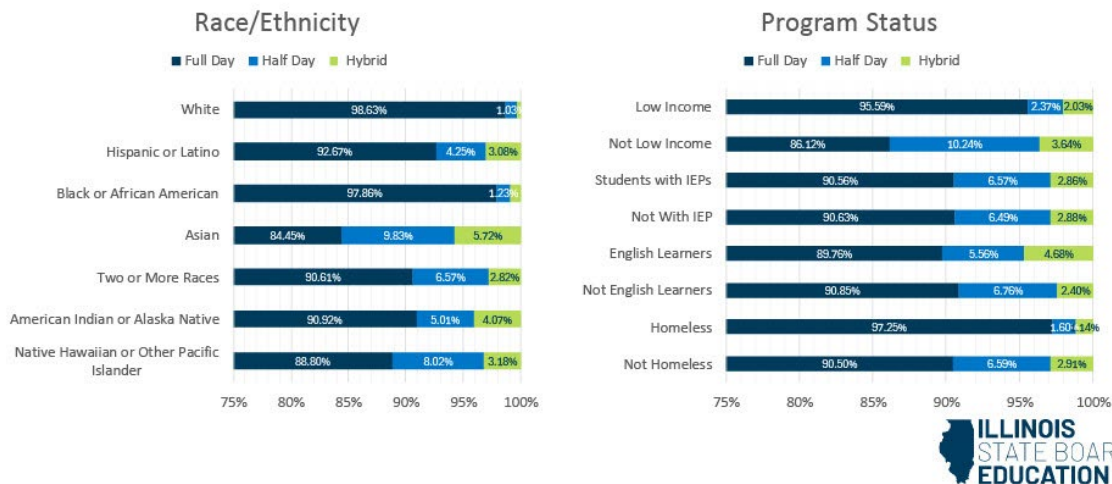
How Does Current Programming Differ by Region (SY 2023)?



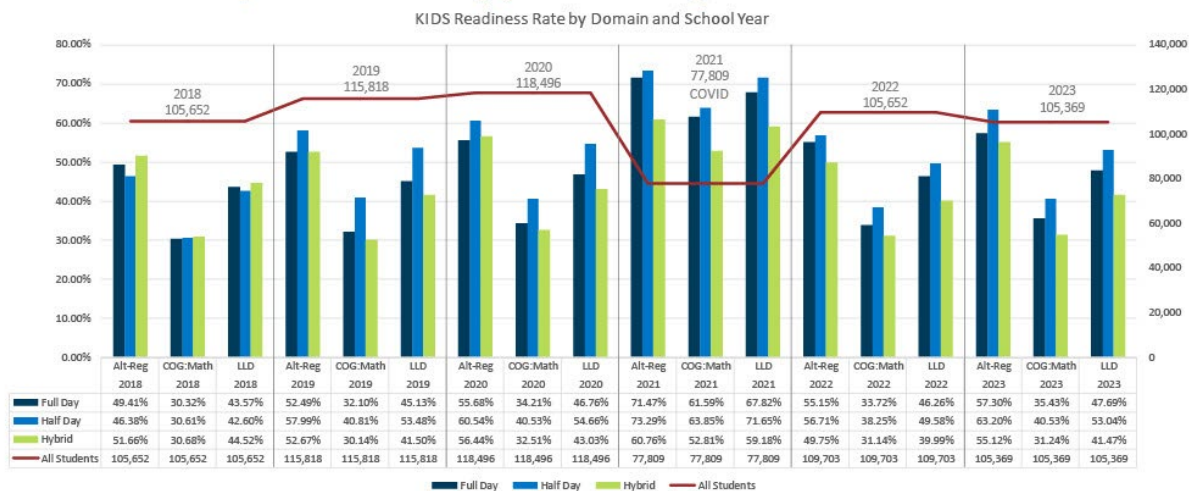
Why Do District Counts by Region Change Over Time?

| School Year | | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|------------------------|-----------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Region | Schedule | Count | Count | Count | Count | Count | Count |
| Southeast | Total | 110 | 112 | 108 | 108 | 107 | 99 |
| Region 6 | Full-Day | 110 | 112 | 108 | 107 | 107 | 97 |
| | Hybrid | | | | 1 | | 2 |
| Southwest | Total | 78 | 79 | 79 | 77 | 77 | 72 |
| Region 5 | Full-Day | 78 | 79 | 79 | 77 | 77 | 72 |
| East Central | Total | 102 | 102 | 101 | 100 | 100 | 97 |
| Region 4 | Full-Day | 100 | 101 | 99 | 100 | 100 | 97 |
| | Half-Day | | 1 | 1 | | | |
| | Hybrid | 2 | | 1 | | | |
| West Central | Total | 101 | 101 | 102 | 99 | 101 | 96 |
| Region 3 | Full-Day | 100 | 100 | 101 | 98 | 99 | 95 |
| | Half-Day | | | | 1 | | |
| | Hybrid | 1 | 1 | 1 | | 2 | 1 |
| Northwest | Total | 107 | 107 | 106 | 103 | 104 | 100 |
| Region 2 | Full-Day | 107 | 107 | 106 | 101 | 104 | 100 |
| | Half-Day | | | | 2 | | |
| Northeast | Total | 245 | 246 | 247 | 241 | 247 | 244 |
| Region 1 | Full-Day | 207 | 202 | 210 | 202 | 214 | 218 |
| | Half-Day | 29 | 37 | 31 | 32 | 25 | 20 |
| | Hybrid | 9 | 7 | 6 | 7 | 8 | 6 |
| City of Chicago | Total | 4 | 5 | 4 | 5 | 4 | 3 |
| | Full-Day | 4 | 5 | 4 | 5 | 4 | 3 |
| Total | | 747 | 752 | 747 | 733 | 740 | 711 |

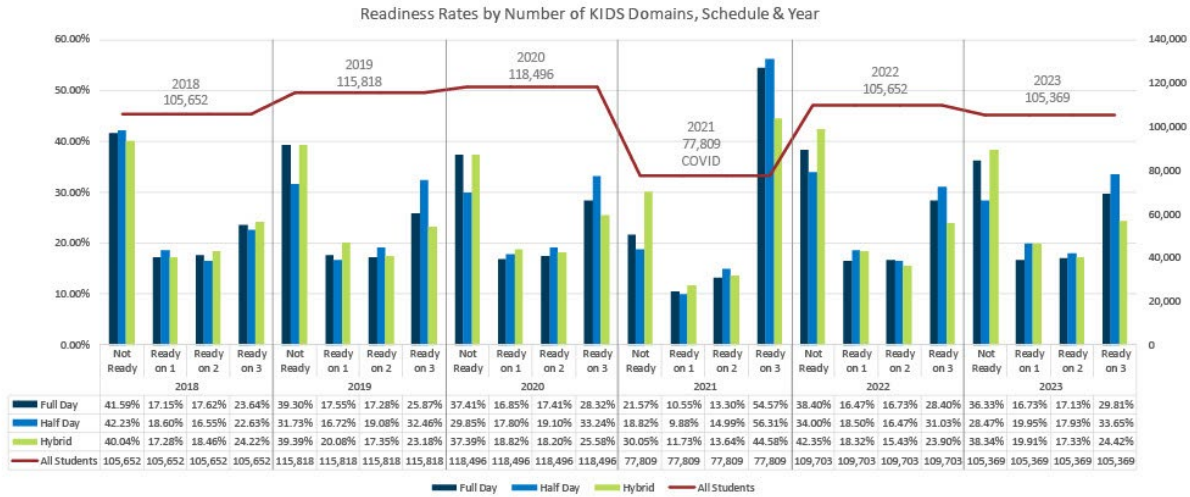
What are the Demographics & Program Status of Students in Full, Half & Hybrid Districts?



Are There Differences in KIDS Readiness Rates By Domain Type & Program Model?



Are There Differences in KIDS Readiness Rates by Number of Domains Ready & Program Model?



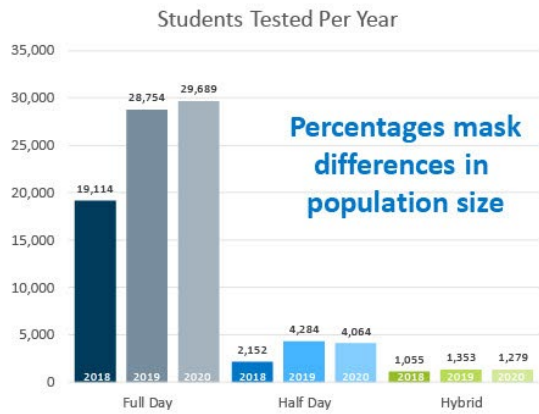
What are the Important Considerations for Data Interpretation?

Data Grade & Year

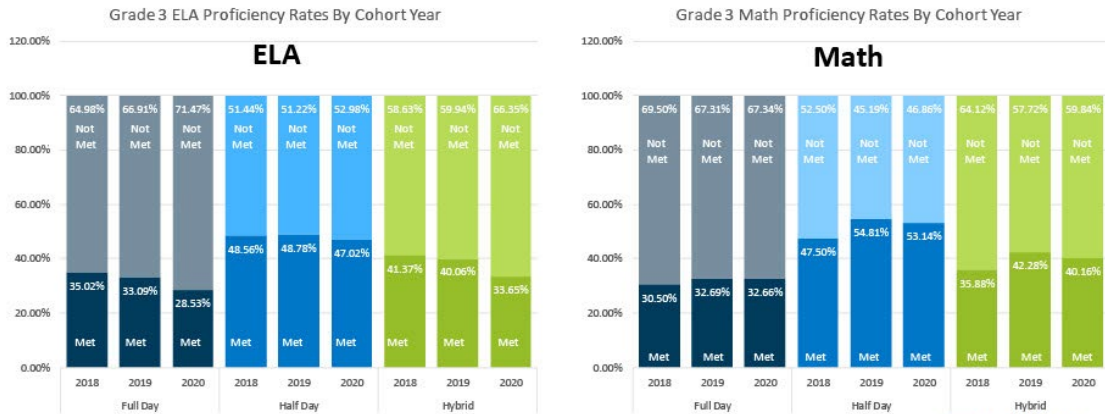
| Kindergarten Start | 2021 | 2022 | 2023 |
|--------------------|------|---------|---------|
| | 2018 | Grade 3 | Grade 4 |
| 2019 | | Grade 3 | Grade 4 |
| 2020 | | | Grade 3 |

The grade 3 experience of cohort 2018 was substantively different from that of 2019 & 2020.

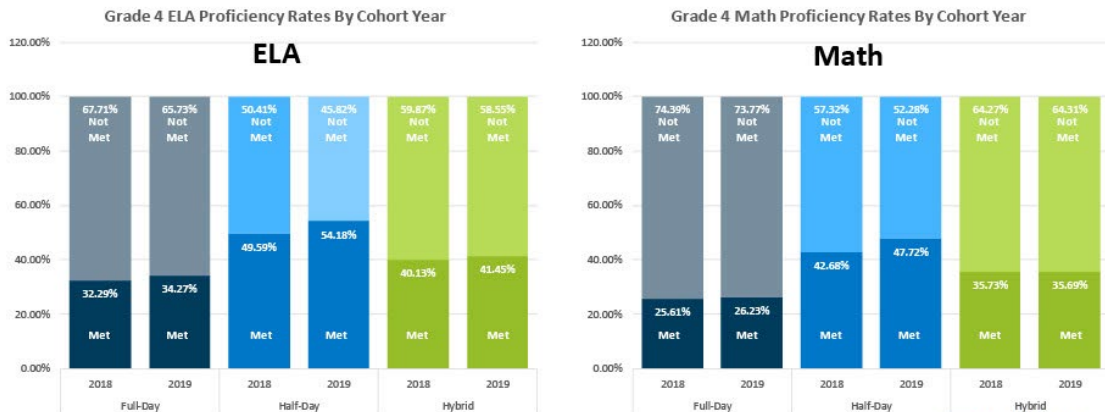
The early learning experience of cohorts 2019 & 2020 were different from that of 2018.



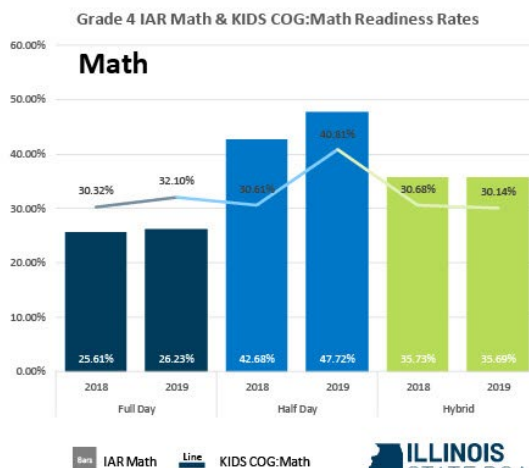
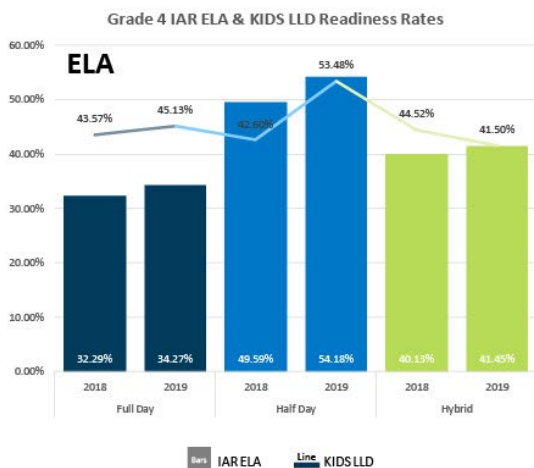
Are There Differences in IAR Grade 3 Proficiency Rates by District Kindergarten Programming?



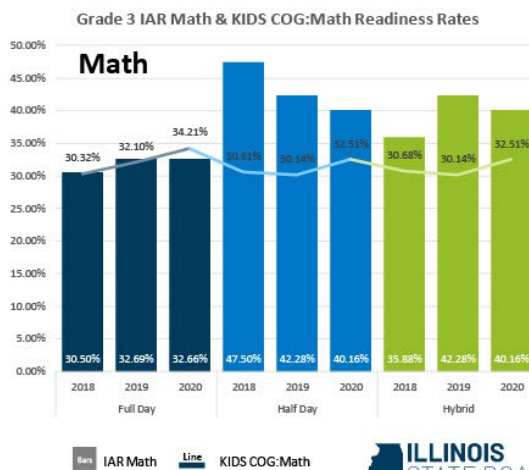
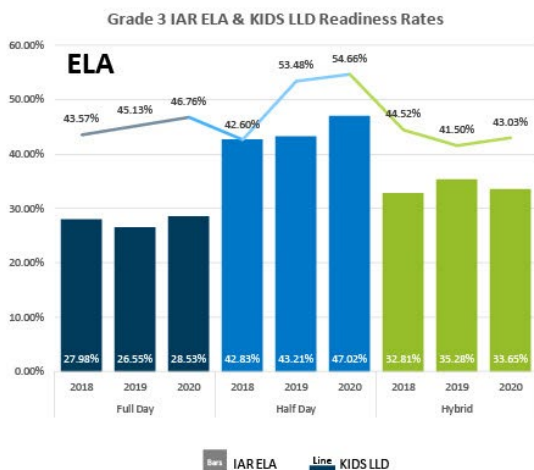
Are There Differences in IAR Grade 4 Proficiency Rates by District Kindergarten Programming?



Are There Differences in KIDS Domain Readiness Rates Compared to Grade 4 IAR Proficiency Rates?



Are There Differences in KIDS Domain Readiness Rates Compared to Grade 3 IAR Proficiency Rates?



Appendix G: Full-Day Kindergarten Survey Questions

1. District Name
2. List all buildings (or buildings with spaces) in the district that are **not currently used for** - - but could be made available for -- classroom space **without creating different facilities issue(s)**. If you are entering information for multiple buildings, put each building on a separate line beginning with the school name.
Example: Former Greenfield School
3. **What is the current total number of grade-level classrooms in the building(s)?** Place each building on a separate line beginning with the school name.
4. For the building(s) you indicated could house full-day kindergarten, **what is the current total number of classrooms in the building not used as classrooms?** Place each building on a separate line beginning with the school name.
5. For the building(s) you indicated could house full-day kindergarten, **what is the current average square footage of classroom space for each building?** Place each building on a separate line beginning with the school name.
6. For the building(s) you indicated could house full-day kindergarten, **what is the number of projected additional students in SY 2027-28 if full-day kindergarten is offered?** Place each building on a separate line beginning with the school name.
7. In order to offer full-day kindergarten by SY 2027-28, I believe my district will (Question7 requested respondents select from *Strongly Agree, Agree, Disagree, Strongly Disagree, and N/A*):
 - Have adequate space utilizing current school buildings.
 - Reorganize how classrooms are used within current school buildings in order to have adequate space. This may include reorganizing attendance centers and/or reorganizing within a school building.
 - Need to purchase land for new addition or school building.
 - Need to build an addition of classrooms to current school buildings in order to have adequate space.
 - Need to build an addition for other spaces (cafeteria, gymnasium, specialist classrooms, office space, etc.) to current school buildings in order to have adequate space.
 - Need to build a new school building in order to have adequate space.
 - Have sufficient land available to complete the necessary construction (whether to existing buildings or of a new building), if needed.
 - Have adequate financial resources to build a new school building, if needed.
 - Have adequate financial resources to build an addition to a current school or schools, if needed.
 - Have voter support to pass a building referendum (approval of the new building or addition(s)), if needed.
 - Have voter support to pass a bond referendum to support a new building or addition(s) (approval of bond issue for a new building or addition), if needed.
 - Have adequate pool or access to potential new teaching staff to support full-day kindergarten.
8. Is there property or land adjacent to your current facilities that could be used for expansion, if needed?

9. Please provide any additional details relevant to your responses to the previous questions.
10. If your district will need to build an addition or new school building, please estimate the approximate additional square footage of space that will be needed.
11. When considering your district's ability to provide full-day kindergarten beginning in SY 2027-28, please provide a listing and estimation of anticipated startup costs. Examples:

\$250,000 Reorganizing district attendance centers
\$3,750,000 Building an addition to Grant Elementary School
\$270,000 Four additional teachers (first-year cost only)
\$325,000 Two additional bus routes (driver cost, bus costs, etc.)
12. Please share any other factors that may impact your district's ability to provide space for full-day kindergarten classrooms.
13. Please share additional data or recommendations that can inform the planning and implementation of full-day kindergarten in all elementary and unit schools districts in Illinois beginning in SY 2027-28.